1999 SENATE APPROPRIATIONS

SB 2013

1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2013

Senate Appropriations Committee

❑ Conference Committee

Hearing Date 1-08-99

Tape Number	Side A	Side B	Meter #
1	X		82-end
1		X	1-end
2	X		1 to 1500
2-15-99 2	X		1300-3880
Committee Clerk Signature	Kathy C. Kottenbrock		

Minutes:

Senator Naaden: Opened the hearing on SB2013; A BILL FOR AN ACT TO PROVIDE AN APPROPRIATION FOR DEFRAYING THE EXPENSES OF THE DEPARTMENT OF PUBLIC INSTRUCTION, THE SCHOOL FOR THE DEAF, THE SCHOOL FOR THE BLIND, AND THE STATE LIBRARY; AND TO AMEND AND REENACT SECTION 15-21-02 OF THE NORTH DAKOTA CENTURY CODE OR IN THE ALTERNATIVE TO AMEND AND REENACT SECTION 15.1-02-02 OF THE NORTH DAKOTA CENTURY CODE, RELATING TO THE SALARY OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

WAYNE SANSTEAD: State Superintendent of the Department of Public Instruction to testify in support of SB2013 (testimony attached (tape 1, side A, meter 82-1048). Mr. Sanstead added that he was on sight visiting with an administrator and he was six generations behind in what's occurring in communications. They have not been able to do better that the Apple II E's that we've got sitting here.

SENATOR NAADEN: Did you ask him what he did with the money we gave him in the last biennium?

WAYNE SANSTEAD: I think he used it, to tell you the truth, to go online with some of the equipment the teachers were using.

GARY GRONBERG: The typical response from the department has been no, but, we are hoping in terms of the priorities that education achieves each year will go toward that particular kind of request. It was pointed out by Dr. Sanstead that the Executive recommendation found it's increases in the carryover or the unexpended funds from this current biennium. We would certainly see that as at least one of the avenues of possibilities.

SENATOR ST. AUBYN: What are we projecting of total students under this budget.

JERRY COLEMAN: We are projecting a decline of 2.75% for the next biennium.

SENATOR ST. AUBYN: How do we justify $58.4M more with declining enrollment in General Funds?

GARY GRONBERG: What we are looking at is increasing the state's share of participation. What we request on the part of the State level for the most part $42.3M of that goes in terms of grants to school districts and the area of Special Education. We are participating in the funding of Special Education costs only to the tune of 28%. What we are recommending is increase that portion of State participation. The same in Foundation Aid, 42% to increase those percentages. Again, to relieve local property tax.

SENATOR ST. AUBYN: But, there is nothing in this Bill that would guarantee that the local share would be reduced then. If everything stayed the same, we would actually increasing money to the $58M.

GARY GRONBERG: Those kind of decisions come at the local school district level but, we are certainly hoping with an increase participation on the part of the State's share. There are three sources of funding that would come, Federal funds; a small percentage, the State and local. If the State's share increases, it's a local decision then whether that's an offset or whether they use those moneys as new moneys rather that offset moneys. There is nothing in this Bill that guarantees that offset.

SENATOR HOLMBERG: Even though the Foundation Aid formulas are in 2162, the Education Committee, one of the issues this Legislature will address has to do with the projections of pupils. Could the department supply to the committee a process that is used by which those projections are made.

GARY GRONBERG: Yes, that can certainly be made available to you.

SENATOR ROBINSON: In terms of Special Ed student counts, what is happening to those numbers in terms of a percentage of total K-12 enrollment? Are we seeing a larger number of Special Ed students the past couples of years? I know the cost factors have shifted in terms of federal participation, etc.

SENATOR NAADEN: That wasn't really the intent of that appropriation. I don't think you can fault us for that.

WAYNE SANSTEAD: Well, Mr. Chairman, I just wanted to highlight it particularly the lack of training and all the things that with being able these days to utilize technology to improve education.

DR. GARY GRONBERG: Assistant Superintendent of the Department of Public Instruction testifying in support of SB2013 (testimony attached (meter 1275-1937). Dr. Gronberg gave on overview of the budget that included pages 1, 2, 62, 38-61, 16, 3, 4, 7.

SENATOR HOLMBERG: As you go through these could you identify which one, like the Adult Education the $250,000, was put on your optional reduction package, so that we know this was something you identified in that 95% budget. You had prioritized it a little lower than some of the other things. When I read this, it looks like it had just happened, Congress just passed this, yet it is something the department had an opportunity to evaluate on your optional list.

SENATOR SOLBERG: What the $250,000 bring back in Federal Grants?

GARY GRONBERG: We're not sure, I don't have that information at this point in time but, would certainty be able to get that information for you.

SENATOR SOLBERG: Is this a continuing Grant or a one time.

GARY GRONBERG: Again, I'm not aware of that level of detail at the moment.

SENATOR HOLMBERG: All of the requests for amendments fall within your optional package with the exception of the foundation aid transportation and special education. The other items are from that. I do have a question about the $1.655M dollars for $60,000 independent study and course level standards and the optional package say $1.855m, what is missing between your two requests?

GARY GRONBERG: Those fall in the area of assessments. We have assessment information CTBS that is ongoing that was contained in the department budget and there was additional dollars requested in the optional package to enhance that but, there were dollars in the regular department budget for assessments. The other is in the area of NAPE testing that was inserted by the Governor in the Executive recommendation. Therefore, it doesn't appear in the department request line item.

SENATOR HOLMBERG: Did the department, because we are an appropriations committee that has to look at the bottom line, does the department have any suggestions where the $44.1M could come from or should come from.

GARY GRONBERG: It has been relatively flat. We've been at least 9 percent of the total population since into the '80's. It's about 10.6 percent right now. So, there has been some slow increase in numbers. I would like Jerry Coleman to come forward and more specifically address the Foundation Aid Program and any questions you may have about Foundation Aid Transportation.

JERRY COLEMAN: Assistant Director of School Finance and Organization Department to testify in support of SB2013 (testimony attached (meter 4160-4760). On page 25, there is general information regarding the state aid program in ND that is covered under Century Code 16.40.1 which gives us the rules to distribute $466M that goes out to the schools through grants. Educational costs per student includes all instructional costs, instructional programs, vocational programs, federal, district plant administration, and maintenance. It does not include extra curricular activities, transportation which is reimbursed separately under that line, capitol costs, debt service, and assessments. Food services also is not included in that educational cost per student definition. In 1985, we had approximately 311 public school districts; today, we are at 231 and there is a breakdown of those types. We have high school districts at 180, those offer K-12 services; 39 graded elementaries which offer K-8 services; 10 one- and two-teacher schools; and two nonoperating school districts on the Air Force Bases. Also, there is a map that is available, and if you wish you may download off our web page. It associates data to geography and so if anyone has requests, we can generate color maps through that program. On page 26 there is information on our declining enrollment situation. We come off 10 years of really flat enrollments from 1998-1995, our enrollments varied a couple of hundred every year. At the beginning of '96-97 a dramatic decline began to occur. We lost 750 students, the next year went to 1700, and last year we dropped 2174. The graph partially explains what is going on. There are 35 years of actual birth data from vital statistics. Based on these statistics, our enrollment declines are going to become steeper.

SENATOR NETHING: Do you have the actual enrollments from this fall?

JERRY COLEMAN: Yes, on page 27 there are a number of enrollment counts on the top of that schedule that breaks out kindergarten, grades 1-6, grades 7-8, and there is also a total K-12 enrollment figure. Under fiscal year 1998, that figure (113,929) is the count of our fall enrollments '98. It has changed from the 116,103 we had the previous year.

SENATOR HOLMBERG: I think it would be useful for the committee to see a direct comparison. If you could provide the committee with a report indicating the breakdown of students in each grade level to enable the committee to see how many students there will be in the high school -- i.e. 27,000?

JERRY COLEMAN: We will be able to do that. We have a grade projection for the next six years. Our research analyst can appear before you to explain how that process works. On page 28, there is a simplistic example of the general foundation aid formula. We pay on student count; however, those counts are weighted. That weighting is due to cost factors. We use a cost index to

adjust for varying costs relating to district size and grade category. We start with the student count and calculate weighted pupil units and multiply that times the base payment to get a gross entitlement. From that on part 2, there are deductions from that. The major piece is disability deduct. Currently that is at $32 mills for the past biennium with no recommended change for that. It is calculated by taking $32 mills times taxable valuation of the school district. That generates about $36M divided by $120,000 weighted pupil units so it generates about $300 per student. That $300 is used to increase the base pupil payment rate so it goes back through the formula which is adjusted through slight cost differences. It makes about $36M of local property tax and distributes that as if it were a state resource. That is how it does its equalization. The next few pages are for your information regarding the foundation aid program. Comparison of the details of the proposal is found on page 36. There is very little change. Transportation and foundation aid is broken out at the bottom of the page. Current funding for the Department was $466.4M. The Department is asking for $505.3M which is $20.3M higher than the Executive recommendations. Changes are noted in the DPI or Executive recommendation column. The first deals with the weighting factor. We've been moving that gradually to the rolling five-year cost of education. That is the base we've used in calculating the weighting factors. This factor is 65 percent, 75 percent for this year. We propose moving to 85 percent and then 100 percent. Once it reaches 100 percent, it will be on the rolling five-year cost of education. The Executive recommendation agreed with that.

SENATOR NAADEN: That is going to lower the amount currently going to the rural districts then?

JERRY COLEMAN: It really doesn't effect school districts very much. As we move toward that five-year average, the high school factors are going down, but the elementary factors are going up. However, it depends on the mix of students. It does make a dramatic change from what I've seen.

SENATOR NAADEN: Are the rural districts losing students in the lower or upper grades?

JERRY COLEMAN: It is pretty general. I think the rural students are losing more in the high school area, and faster as a general observation. The next difference we note is in the per pupil payment. Those are only differences due to the projection of what the rate might be based on the funding differences. Tuition apportionment, the Department has recommended that pay be distributed on the basis of daily avenge membership and the Executive recommendation proposed no change there. Currently it is distributed on the basis of census which is a count of all of the students whether they are attending public school or private school in the district. This is based on a count taken every two years by the school districts. That is the basis by which tuition apportionment funds (school trust fund moneys) is distributed to the schools. We propose that go on an average daily membership of public school students.

SENATOR NAADEN: It also includes the parochial schools, doesn't it?

JERRY COLEMAN: Yes, it includes the total of all students in that local school district whether they are going to school or not. It doesn't depend on where they go, just where they live. The next page lists some of the features we need to adjust for and the formula. We have the ADM adjustment that protects school districts for one year against declining enrollments. It pays them on their higher enrollment figure--fall enrollment figure or last year's daily average membership-whichever is higher. There are also adjustments for an isolation factor for small, but necessary schools for students who would have to travel great distances--15 miles for elementary; 20 miles for high school.

SENATOR ROBINSON: How many schools do we have in that category?

JERRY COLEMAN: Approximately 10.

SENATOR ROBINSON: Is that remaining relatively flat or are we having increases?

JERRY COLEMAN: We are seeing dramatic increases in our relatively sparser areas. The new ones coming on are in the northcentral--northwest area-up in Grenora, and Zealand in the south-central.

SENATOR ROBINSON: Do we have a projection analysis of what we can expect five years from now in that particular area based on other projections, i.e. spreadsheets, etc.? I think we will be noticing significant increases over and above what we've been experiencing.

JERRY COLEMAN: I guess we probably don't. As districts reorganize, it will be real tough to see who is going to have to travel those distances. We can pick out those areas that are sparsely populated to make a guess who might be eligible.

SENATOR BOWMAN: What is going to happen to the rural school districts? I know where they are. What is the future for those rural school districts? Are we going to force them all to come in to explain their case again as in previous years, or what is the projection for those school districts?

JERRY COLEMAN: I don't have a clear answer to that. Probably, they will have to look at combining to bring their students together to at least have enough students to operate an efficient school. It will probably mean a lot of bussing, but I don't have any great answers for that.

SENATOR BOWMAN: I'd like to follow up on that. The President just came out in support of lowering the classroom numbers for a better education, and we're trying to increase classroom numbers for better education. Who's right? I can tell you they're getting a fairly good education, they're not complaining. But, there is someone smarter than those districts who is trying to figure out what is best for them. So, what is our future?

TOM DECKER: Director of School Finance to testify in support of SB2013 (tape 1, side B, meter 110-250). The President's Initiative to reduce class size will apply to very few North Dakota schools, virtually no schools in rural North Dakota. We have difficult choices to make. We've been going through this process all of this century. As recently as 1947, we had over 2200 school districts. The business of reevaluating where the location of necessary schools to serve ND students is an ongoing process. But, given the demographics we face, we by necessity are forced to continue that discussion. It has always been painful and will continue to be painful. We've lost 4700 students in public schools since 1994. We expect to lose 2,000 per year for the next two years, and probably 2,000 per year for the next 5-10 years. Most of those will be in the rural areas. It will reduce the capability of many of those schools of providing quality education or to fund an education at all. This is not an issue we can solve in this committee today, but is an issue we definitely need to be looking at seriously because the issue of declining enrollments in most rural schools is serious. Fifteen large districts in ND have 60 percent of the enrollment; 214 others have the other 40 percent. Those 214 districts now have 47,000 students. We expect that to decline to 29,000 or less in 10 years. Many of them wil be decimated by the declines and we need to do something to deal with those problems. They are very difficult issues.

SENATOR BOWMAN: When you mention quality or standards of education, basically isn't that how well the student achieves when they go on--by definition of success, rather than definition per se than dollars we are spending. We get a comparison on tests and those kids were fairly high as compared to a lot of schools in ND. So, standards, I can't see how that is going to effect the very rural, rural areas where it is almost impossible to go any place else to school. That's a pretty hard thing to do to close down one of those schools if you live out there. I have to see something more than just a standard. Most of those kids achieve very well and they have a very good education. What do you value standards at as far as your perspective?

TOM DECKER: There are two points here-I would ask every member of this committee to listen very carefully to the presentation Greg Gallagher will make very shortly about where ND is in relation to standards and performance. He will make the point that compared to other states and other students in other states, we do pretty well. But, compared to what we could do there is a good deal of room for improvement. That is across the state generally. On the other issue, as an example, I went to rural one-room school for the first three grades. I was two and one-half miles from my home. I finished my schooling nine and one-half mils from my home. My nieces and nephews in that area now go 18 miles to school. At some point, in their case probably 18 miles is it, an evolution of what is possible, manageable, reasonable, and cost-effective continues, then they are difficult choices. Schools we thought necessary 10 years ago are gone. So the reassessment continues.

SENATOR TOMAC: At what point in time is the isolation factor placed into the formula? Is that taken before the 31-32 mill deduct put on or at what point in time do you add the 20 percent into the formula?

JERRY COLEMAN: That increase is applied to their weighted pupil units. You take the weighted pupil units times the base student rate to get the gross and then the mill deduct does come off that. The mill deduct does come off school districts at a flat amount. It is the mill deduct rate times the taxable valuation. That will come off every school district regardless of their weighted pupil units so the addition for the small but necessary is to the weighted pupil units. It is really just a plus because that deduct would have happened anyway.

SENATOR SOLBERG: A month or so ago I received some information from you in regard to transportation. I can find no sense in it whatsoever. There is no basic formula to tell me what the cost is. Has DPI ever done something whereby we can look at a block grant rather than for us to sit in Bismarck and tell people in districts how to transport those kids to school. Is there not a better way to fund transportation? Have you tried to come up with a formula?

TOM DECKER: Over the course of the past six to seven years, we have looked at least a dozen proposals for funding transportation including block granting. There are no proposals for major change before this session because the past six to seven sessions every effort to change that formula has failed. The one piece we will be able to make a presentation on a little later in the session, probably within a month, is the data envelopment process we are working on with ND State University. That will give us the capability to do cost analysis of transportation efforts of comparably sized school districts across the state. You will be able to see relative efficiency of school districts and factor that into your considerations about what we do with transportation. But, transportation is another difficult issue. We have managed to put a cap on at 90 percent of cost, so presumably districts are not using transportation reimbursements to fatten the general fund as was the case with some districts in the past.

SENATOR SOLBERG: Well, 90 percent of the cost of what? I have talked with Mr. Nygaard and I think I have as much information as he does. There is no sound formula. Are you going to add in 40 percent of the administration, 20 percent of the janitorial because he sweeps out the bus? This is the problem with transportation when you talk 90 percent of costs. For instance, in Rugby, when a huge bus comes in with 20 kids and 14 cars following that bus in, it doesn't make a whole lot of sense. Maybe we'd better take a look at what Earl Strinden said 20 years ago, kids know how to ride, they'd better start learning how to read and write. Maybe DPI needs to come up with something that is going to work with transportation.

TOM DECKER: We can bring a draft of any kind of proposal on transportation that this committee or any committee of the legislature requests. Give us the specifics about the direction you want us to go and we'll help Legislative Council draft that. I will not stand here and content the current transportation formula promotes efficiency in transportation, I think it does not. But, we have not been able to find a different formula which the Legislature has been willing or able to agree on.

SENATOR SOLBERG: You mentioned we have dropped 4,720 students since '94, that's a four percent drop. What percent of the drop has been seen in staff, administration, auxiliary services, etc. in the school districts?

TOM DECKER: I don't have those figures in front of me, but let me speak to that issue. There is one big exception to a drop of enrollment and that is Grand Forks. Grand Forks lost about 1,000 students over the past two years, but the rest of the enrollment decline is spread across 230 school districts. The effect of that slow, steady decline in enrollment does not allow significant reduction in any costs in most cases because it is a few less students in every district every year and many of those most rural districts are already at basic staffing which cannot be reduced. They are in situations where their cost simply rises per student.

SENATOR SOLBERG: Their teaching staff?

TOM DECKER: I would content that all of their costs have been reduced to the bare minimum. You can ask those administrators to come in here and give specifics about their budgeting process. They are strapped for cash. We just did an analysis of carry-over. It is only going up a little.

SENATOR SOLBERG: I'm talking people, Mr. Decker. As an example, in 1976, the Rugby School District had approximately 1,425 students with an employment of 81. That covers top to bottom. We now have about 775-780 students, and we have 75 employees.

TOM DECKER: What is the time frame?

SENATOR SOLBERG: We're talking 23 years.

TOM DECKER: During that time we have introduced Special Education, Title I and other Compensatory Programs to having fairly well developed programs. I think you will find most of the increase in staffing is in those areas.

SENATOR SOLBERG: So the kids back in 1976 didn't get the education we're getting in '98?

TOM DECKER: That's correct, Senator.

SENATOR SOLBERG: I disagree, sir.

SENATOR ROBINSON: A follow-up to Senator Tallberg's comment regarding bussing, empty busses and all the vehicles driving in. This is not a ND program. As a former high school principal 25-28 years ago, and we struggled with this issue. We attempted to look at options, but with varying schedules, etc. school districts do not know how many students will be riding a bus at a given time.

SENATOR ANDRIST: I also come from an area of declining enrollments. I have talked to some of our administrators in our district, and asked "Have you ever looked at the paradigms of education?" We organize everything into boxes, six elementary grades, two-three middle school grades, and four high school grades. Some schools have looked at their enrollments in different ways. Some have looked at the number of students and started with the basis they wanted 20-25 students per classroom or whatever and divided the number of teachers they needed. Children moved with their ability rather than the box of September through May and move again. Do the DPI rules permit that kind of experimentation in a rural district if they wanted to try something quite revolutionary in the way we establish education? Are there roadblocks to that kind of innovation?

TOM DECKER: There is a waiver that would allow districts to bring their proposals to DPI and a committee of stake holder representatives that work with the Superintendent to review those and do most of the kind of things you are talking about. In addition, we have introduced an advanced waiver program called "Innovative Project Program" that would allow even more of the kind of thing you're talking about. We're proposing that as a pilot project in a limited number of sites so that we can monitor its development and how well it is working, but Senator, there is tremendous potential in the area you're talking about. The problem is pubic education in this country has been organized in this traditional fashion for over 100 years. We've not been very innovative in thinking of the kind of alternatives that you're talking about. The legislation we're proposing will provide some school districts who are willing to do the extra work in terms of planning and thinking through the issues to try out some of the scenarios you're talking about. We think it has tremendous possibilities.

SENATOR ANDRIST: Are you furnishing any type of leadership in this area?

TOM DECKER: I would contend we are. A variety of workshops we put on over the course of the year provide educators, administrators, and board members with all kinds of information about the kind of innovations you are thinking about. However, schools experiencing a decline, perhaps may be feeling pressure and not receptive to this concept.

GREG GALLAGHER: We will have projections to the school district level concerning the executive budget recommendation, and will get copies of that to the committee when it is finished, possibly early next week.

WAYNE SANSTEAD: Regarding the question raised by Senator Bowman. We have definitive information on the initiative on teacher-class size that will be flowing through the federal system. While we have not received any dollars yet, you need to know that Bowman County has about $30,056 already allocated by the federal government for that teacher-class reduction bill. There are state minimums so that large cities with all of the problems do not get all of the money. I have a list of county allocations under the teacher-class reduction bill. Our total dollar amount which should be arriving in ND to implement this new federal program will add another $5M to the federal fund size. $5,623,097. In terms of number of actual teacher number reductions sizes is

estimated to be 145 in ND. Grand Forks is going to get $507,000; Ward County $508,000. It does have student number allocation also. No county is going to be left without funds.

GREG GALLAGHER: Education Team Leader, Department of Public Instruction to present an overview in the area of standards and assessments. My testimony is printed beginning on page 62 (meter 1820-3250). The proposal the Department has is for $1.655M. My testimony covers $1.595M of that. There is an additional $160,000 related to the Division of Independent Study. I will reference that at the appropriate time. We are asking for $205,000 for the development and implementation of voluntary statewide content standards. We are asking for $250,000 for voluntary statewide performance standards. We're asking for $1.14M for a statewide authentic skills standards reference assessment. The reasons for the request are: 1) There is a strong need to clarify the current curriculum definitions as they are employed in the state, and 2) We believe there is an evidence need to remedy the current assessment strategies the state is currently is employing. Our students are among the top. In the past 8th grade math students have ranked number one in the country; 4th grade math we've been number five. In 4th grade reading we have averaged number three in the country; 8th grade science number two; and in our own CTBS norm referenced test in the state, the average ND scores exceed 65 percent across the country. ND can be proud; however, there is another message there. In the national assessment of education progress, the test we use as our ranking system, in the area of 8th grade math, those very same scores indicate that the majority of students that perform at either the proficient or advanced level equals 27, 29, and 33 percent, respectively. This means that despite ND's number one ranking an average of 72 percent of our students score below proficiency. In 4th grade math where we ranked number five, those very same scores demonstrate that those same students that perform at the proficient or advanced levels equals 22 and 24 percent, respectively. This means an average of 77 percent score below proficiency. The 3rd reference on 4th grade reading where we ranked third in the country, those same scored when you look at them demonstrate the percentage of ND students who perform at the proficient or advanced level equals 41 and 46 percent among two tests. What this means that despite ND ranking of 4th and 2nd ranking, respectively in those tests an average of 56 percent of our students score below proficiency. On the 4th reference where we see number two for science, those very same scores demonstrate that 41 percent of our students perform at the proficient or advanced level. Despite ND's number two ranking, 59 percent of our students score below proficiency. In the CTBS, the comparable norm-referenced test we use in ND, because of the nature of the test is unable to offer insight into those areas as it concerns itself in terms of ranking and not in terms of true performance standards levels. This illustrates that ND students demonstrate relatively high performance when compared with national norms, the results indicate that when you evaluate them in terms of standards of expected learning, a wide majority of our students score below proficiency. According to the Constitution of ND and through various citations in Century Code there is a clear understanding of the responsibility of the state toward education. It is for the Legislature to establish and maintain a statewide educational system ensuring uniformity of instruction across the state. There is a clear directive to the State Superintendent to provide for a degree of uniformity and course of study in the standardization in the courses of study in the state and to provide for statewide assessment, and to provide comparability of education service within the

state. These scores indicate that although ND ranks very high in the country, when looking at the expected levels of proficiency, we are not performing as well as we might presume. So, while we may be at the top of the heap, the heap is not all that high. What then is the basis of education in the state? When there is a constitutional mandate to move toward comparability, what should be expected in terms of the content and the degree of literacy within the state? That is what these initiatives are about. We're asking for $205,000 to develop statewide assessment and statewide content standards, and $50,000 additionally for the Division of Independent Study to clarify what the curriculum in ND means. It is as simple as this, if we are to be clear about what is important to learn, we have to be clear about what is important to teach. If we are clear about what is important to teach, it will be clear what is important to test. The fundamental intent of content standards is what do we expect our students to learn. They give a basic definition of what is important to know or to be able to do on the part of the student. The secondary questions becomes, if we know what is important to learn, we have to come to terms of what does literacy mean in ND. The Constitution puts on the Legislature a concern for providing literacy. What literacy means is a question of performance. That is why we're requesting $250,000 to further advance a clear understanding of what literacy means in each of our four areas. Based on that performance, to move forward with assessments that will clearly test to judge relative performance of our students against those clearly defined standards of how much they know or are able to do and how well. In the past biennium we have put $360,000 of close to a $1.2B budget into education to assess how well students are doing. What that comes out to be is 3 one-hundreths of one percent to assess how well we are doing in an operation that totals $1.2B. If we were to get the requests for the money we are seeking, we would raise that 3 one-hundreths of one percent to a one-tenth of one percent in order to judge how well we are performing. We believe that is a reasonable request. We also believe the time is perfect to move forward on this because of the demonstrated strong support coming from the field in this area. In 1 1998 survey conducted by the University of ND for administrators and teachers who have been involved in content standards and assessment work, there has been an evidence of 90 percent approval for the work in this area, and that the demonstrated anecdotal evidence coming from those reports are that administrators and teachers are making direct connections with the quality of content standards and the improvement of their curriculum, and also with raising awareness and the improvement of their assessing. To this point, the Department has been able to secure $3.3M in federal funds to establish performance standards and assessments in the area of English language arts and math. English language arts assesses reading, writing, listening, and speaking. Math hits all of the key grade levels we are seeking testing in. That is all funded federally, as historically all the work in the area of defining curriculum in the state. The Legislature has remained silent to this point in terms of funding in the efforts to defining and clarifying curriculum and what in fact we are seeking with assessments. We are asking the Legislature to go on record and that such efforts have merit, that it is a priority in the state, and that as much as we are concerning about transportation and foundation aid and various other formulas, that the fundamental mission of education is to teach and to learn. We cannot teach what we cannot clearly define as important to learn and we cannot test if we cannot clearly define what is important to teach. We are providing a copy of *Education Week.* Included in this report is a January report, "Quality Counts". I will be distributing a one-page summary of what this report indicates about ND's overall performance. It

ranks ND's efforts in terms of addressing standards and assessments equivalent to an F. States who have focused on standards and assessments, indicate their students are achieving at marked levels of improved proficiency. ND is essentially flat.

SENATOR NAADEN: Isn't this the duty of the Department of Public Instruction to pursue what is wrong with education. Do we have to come up with more money every time to deal with these problems? Can't you deviate a little bit to take care of these things?

GREG GALLAGHER: The Department has been looking at this for some time and trying to address it as best it can with the resources it has. The Department has essentially two sources of resources to do this--state and federal. The department is committed to the advancement of work in the content and assessment standards.

SENATOR HOLMBERG: I do not disagree with the standards and what you are trying to do, but I need to remind everyone the Department put this on their optional list. The Department said this was a program they were willing to cut.

GREG GALLAGHER: It is an embellishment to the current operating budget, however, it is now dealing with an initiative. It is not currently seen as an operational one because whatever operations exist are through federal funds. This is a new initiative in order to secure state funds to do it and that is why it is listed that way.

SENATOR BOWMAN: Let's assume we go through the process of setting up the standards and now we understand everything. The procedure after that is we've left the overall performance of the classroom goes right back to the local school boards to decide how do we motivate individuals within the classroom, students-teachers to do a better job of teaching. We see performance standards all the time and we seen certain teachers doing a tremendous job of motivating certain classes, and then we see a lot of other classes within the same school fairly flat as you stated. And yet we have no way no way (i.e. merit pay) to motivate to bring all standards up. That seems to be an immediate rejected impulse because there is a difference in philosophies. It seems to me that is a way to address what you're trying to test. The testing is done in the outcome in the kids, but which teacher has done a great job of motivating that child to learn? That test is done within the classroom everyday by the good teachers. The only problem is we haven't found a way to compensate them to where the other ones would want to come up to that level and raise the standards for all of them.

GREG GALLAGHER: We are looking at a systemic issue which deals with a lot of different factors anywhere from the quality of the teachers, to the quality of the curriculum, to the quality of the participation of the parents, to the engagement of the local community. It is a whole array of issues. But, we do believe this particular issue is absolutely critical to raise the level of teaching to clarifying what is in fact the aim of that teaching. It is all the difference of between individuals who can take materials from a text put out by a firm in Texas versus those who do not see their role as a technician of simply taking the goods and simply trying to make it work.

Instead it is a teacher who knows what is most important to teach and to learn. Clarity of mission assures greater success in achieving that mission.

WAYNE SANSTEAD: I want to respond to the question raised about the optional budget. It had 11 items. Of the 11 items, the Governor granted three, four, well somewhere in that area, this was the very first optional adjustment I requested. It did have high priority, and it was not granted I hasten to add. I want the Senator to know and want you to know that it is a high priority. We had no idea, of course, this document was going to take this position when it arrived yesterday and was embargoed. We were greatly concerned. We have had some outstanding experiences in this field. I hope you will all have an opportunity to hear Dr. Bina who has headed the English Language Arts, federally funded, program across this state. We are held in high regard in this area. About 500 teachers from across this state participated in the writing of standards of writing. We're doing basically the same thing in math. But, basically it is because I've been on bended knee before the Congress of the US. We're the first ones in line to plead, and for good reason--agriculture, floods, etc. to ask for assistance. Fortunately, we have been successful. A federal official called yesterday talking about a $1M grant for character education. When I took this office 1985, we got $40M of federal money, now we have $135M plus the $5M I mentioned as well, we have $140M of federal funds flowing to school districts creating jobs, fueling communities, that is not state appropriated money. I take great pride in that advancement. We cannot afford to have this type of information circulating around the country about ND.

JOHN SALWEI: Bismarck Public Schools, Assistant Superintendent to testify in support of SB2013 (meter 4325-4948). In the Bismarck Public Schools, one of the major responsibilities I have is for curriculum instruction and assessment for K-12. I am here today to support the Department of Public Instruction's proposed budget concerning state standards and assessment. The Bismarck School Board has adopted its priorities regarding legislative issues. It is in this blue brochure. Within this brochure, is a statement very carefully written in regards to curriculum. I would like to quote from that document, "The Bismarck School Board supports local school board authority in the development of curriculum for the implementation of state standards. In the identification of additional student performance expectations and the determination of standards and procedures for student knowledge, skills assessment and evaluation." Our district began writing state standards in 1991. We are now in the process through our district curriculum council, to rewrite those standards. This past year we rewrote our standards in the English language arts and mathematics for K-6. Working with the Department of Public Instruction, we took these two standards documents and we made them into a sampler document. These sampler documents are for schools from throughout the state to use as a guide as to how state benchmarks and standards can be used to translate into meaningful classroom instruction. We are very proud of the work we have done up to this point. But, as Mr. Gallagher stated, it takes financial resources to support the development and implementation of state standards, especially in the 239 schools throughout the state. As we strive to continuously move students to higher performance levels. It is a complicated and time consuming process. Approximately 25 of the Bismarck teachers have been involved in the Department of Public Instruction in the writing state content and performance standards. They are very familiar with

the standards movement and they have been a great asset to our district in terms of writing of our local standards. We also understand that in order to continue this in our district, we have to bring all of our teachers along and train them in the standards movement. It is the major focus of our staff development initiative for the next five years. Specifically standards assessment and instructional practices. Once again our vision is to develop quality standards curriculum to encourage students to reach high standards in academic excellence. To determine how well our students are doing and how well they are doing we need to assess their progress. We rely heavily on referenced testing such as CTBS and we hope to again use the NAT testing. These tests are important to the district as they allow us to determine how well our students are doing compared to other students in the nation. To bring student assessment closer to the classroom, the Bismarck Public Schools recently purchased and administered 900 English Language Arts Assessments plus the ones Clarence Bina and his committee developed. We are anxiously awaiting the results of those tests in Grades 4, 8, and 12. In the future we hope to do the same thing with state assessments in the areas of mathematics and other subject areas as they are developed. But, local districts cannot do it alone and state financial assistance is essential if we are to use assessments to guide our instruction. If we are to determine how we compare with other schools in the state, national, and in the world. Bismarck Public Schools has developed their own local assessments, but we also know that if we are to continue to align with the state standards, we need to rewrite those and to accomplish this, we find we have more resources and personnel than smaller schools do. Therefore, we need financial assistance, but they need financial assistance as well, and also sometimes help from the larger schools. Senator Andrist hit the nail on the head this morning. In education, we above determined that there is a need to change. The problem is we have not determined how to make meaningful change happen. We are trying to think outside the box while trying to make some meaningful change in education. Quality standards offer the best hope of creating world-class students in our state--not only to create world-class students, but world-class schools. The human potential in ND exists for us to make this happen. But, we also need the financial resources to make it happen. Our students are our future and they deserve the opportunity to receive a quality education. Again I emphasize that Bismarck Public Schools supports the proposed budget regarding state standards and assessments.

YVONNE TIMIAN: Bismarck Public Schools, teacher and ND Math Content Standards Writing Team, & ND Math Test Design Team testified in support of SB 2013. (Testimony attached (meter 4988-5435).

DAPHNE GHORBANI: Bismarck St. Mary's High School testified in support SB2013 (testimony attached (meter 5486-end, tape 2, side A, meter 1-70) .

SENATOR SOLBERG: Are we testing students or testing teachers?

DAPHNE GHORBANI: Both. Absolutely both.

SENATOR SOLBERG: You indicate in your statement that you will reach all teachers in our schools, not those that just sign up. Is that right?

DAPHNE GHORBANI: Not all of them can go quite frankly. There are those who do not want to go.

SENATOR SOLBERG: Those that do not want to go, do they get paid the same as those that do go?

DAPHNE GHORBANI: In the public schools, I believe that is true.

MARVIN ERHARDT: ND LEAD Center, Director testified in support of SB2013 (testimony attached (meter 225-468).

SENATOR HOLMBERG: I have a question concerning the consolidation of LEAD with the Teacher Center Network. When I read in the Executive Budget recommendation they concurs with the consolidation of Teacher Centers and Leadership and Educational Development. Who are they concurring with?

MARVIN ERHARDT: I believe that concurrence from the Executive Budget recommendation is the recommendation made by DPI to whomever prepares the Governor's budget.

DEB SISCO: Minot Teacher Learning Center, Director testified in support of SB2013 (testimony attached (meter 625-996) Also attending in support of SB2013 were, Pat Biel, Valley City Teacher Learning Center and Len Woolery, Grand Forks Teacher Learning Center. (Testimony attached) She also noted the Teacher Learning Center and the LEAD Center are two separate entities and requested support to remain that way. Also she requested the return of the five percent funding that had been taken away plus any additional funds to continue our work. You will note we are receiving the same funding as we did in 1985.

MARY HARRIS: ND Teacher Center Network, Treasurer (submitted testimony in support of SB2013, attached).

SENATOR HOLMBERG: I would request DPI provide a copy of the school districts and their changes in population over the last few years for our information.

SENATOR NAADEN: Mr. Gallagher, we will probably receive some economic news that we will have to do some cutting. If we took one percent, would that destroy the budget for DPI?

GREG GALLAGER: It would certainly go a long way to delete the general funds that are the Departments, if those are the dollars you are talking about.

SENATOR NAADEN: SB2013 will be held open for future reference.

SCHOOL OF THE DEAF - TAPE 2, SIDE A, METER 1169

SENATOR NAADEN: Hearing will continue on SB2013, the School of the Deaf.

JACK TRAYNOR: Devils Lake, State Senator, District 15 testified in support of SB2013 (meter 1185-1310). The School for the Deaf has the reputation of being a very well run institution, and administers a great service to the disabled people in ND. One of the more innovative programs they have adopted is to have the children go home on the weekends where they can relate with their families. The transportation is provided and is efficiently done. The School has a new administrator. I would hope the Committee would look favorably upon the request by the new superintendent and his presentation.

ROCKLYN COFER: ND School for the Deaf, Superintendent, Devils Lake testified in support of SB2013 for the ND School for the Deaf (testimony attached (meter 1145-3059). The ND School for the Deaf has enjoyed tremendous support from the Legislature and we feel we provide a very valuable service to the citizens of ND, and the students we educate do very well once they are out in the communities they wish to live. Demographics of students served is presented on page 1. Currently serve 43 students varying in ages from three through 19. We serve 14 families; 10 students on an outreach assessment basis. Sixteen students live within the Devils Lake area and commute and participate in programming. We have 27 students who live in the residential component. Students do go home for weekends and long holiday breaks. Staffing (page 5) requires specialized training which makes it difficult to recruit staff. We have had one educational interpreter position that has been open for the past 3-4 years because of qualified candidates and compensation. Additionally there are other positions open; however, we are not competitive with pay so we are not able to attract the few qualified candidates there are. Through our outreach program we are able to reach families as early as possible in order to meet disabilities, especially hearing impaired. Outreach continues to be a high priority. We now have four outreach persons throughout the state. Current trends as required by the National Disabilities Act, include being able to provide direct communication to students who are deaf in an educational setting. Teaching sign language continues to be a high priority. Staff participate in sign language classes to become proficient. Signing classes are also available for families and communities. We are involved in a 3-year joint project with DPI., Front Range Community College in Colorado, and UND Lake Region to train educational interpreters. Major accomplishments include equity in classified and staff salaries. Consultants have conducted some school-wide assessments and we will be implementing some of their recommendations including combining the Superintendent and Director of Education positions. The statewide deaf-blind project has been added to our budget. That staff person will be housed at our facility. Technology continues to be a major concern. We are satisfied with the current appropriation and we will end the fiscal year in pretty good shape. We have requested funding for independent living. Our current facility does not meet guidelines. We're hoping we can utilize the high school vocational students in building this structure. Our budget is outlined on pages 14-17.

SENATOR NAADEN: Do you have lip reading services?

ROCKLYN COFER: We would like to be able to serve individuals through outreach program who are losing their hearing.

SENATOR ST. AUBYN: Are there other agencies within the state that provide hearing impaired services?

ROCKLYN COFER: Some services are provided to some individuals who are training to get jobs, etc. But, as far as direct services, I am not aware of any.

SENATOR ST. AUBYN: Do they ever contract for services with you?
ROCKLYN COFER: We're open to educating not only the citizens of ND, but the state agencies that need help with special situations that come up. Our outreach coordinator is on the phone to assist in any way we can in those situations. We did have a booth at the Conference for Aging this fall and did receive a lot of inquiries from the older population who are experiencing hearing problems.

SENATOR ANDRIST: I am new to the Appropriations Committee and am trying to get a sense of the cost--we're paying $100,000 in salaries alone per student. We've got 20 teachers included in education alone; 6 in administration; for 43 students. Can you help me understand why it is important to have these kinds of costs? A secondary question, how much tuition do we charge for out-of-state students?

ROCKLYN COFER: We calculate costs and charge a full per pupil cost according to our calculations.

SENATOR ANDRIST: Is that a full and true calculation? It looks to me like the cost is over $100,000 per student. They don't pay that kind of money.

ROCKLYN COFER: No. I think our tuition costs right now are in the neighborhood of $29,000. That's calculating the education costs and some of the other factors--transportation to the border. We do not have 20 teachers, but we have others who are on teaching contracts, i.e. the librarian.

SENATOR ANDRIST: Then there are another 18 individuals working in auxiliary and outreach services. What would these people be doing if the teachers are doing the outreach?

ROCKLYN COFER: The parent-infant staff are doing the outreach, but they have a teacher contract. We also have teacher technicians, interpreters, secretary, shop aide, food service, dorm counselors, custodial, maintenance & grounds, etc.

SCHOOL FOR THE BLIND, Tape 2, Side A, Meter 3818

CARMEN GROVE SUMINSKI: ND School for the Blind, Superintendent testified in support of SB 2013 (testimony attached (meter 3935-end, side B, meter 1-1234).

SENATOR ROBINSON: I personally would like to thank you for the excellent tour you provided. I would recommend that everyone avail themselves of this opportunity.

STATE LIBRARY, Tape 2, Side B, Meter

BARBARA KNIGHT: ND Library Association, President, testified in support of SB2013 and specifically full funding of 2004 for the Library Budget at $250,000 as specified in the Governor's Executive Budget (testimony attached (tape 2, side B, meter 1335-1465).

DENNIS PAGE: Grand Forks City Public Library, Director and Library Coordinating Council, Chair, that was created under the Library 2004 legislation testified in support of SB2013 (meter 1485-1538). I also express very deep concern that in support of Library Vision 2004 legislation be funded in its entirety.

SENATOR KRAUTER: I missed the earlier DPI presentation, and that was the national teacher certification process. It was indicated Janet Placek was going to give us a presentation. I would ask that that presentation be given to us to understand the budget request of $398,000.

SENATOR NAADEN: We will have the Superintendent of Public Instruction here again to answer additional questions.

SENATOR NAADEN: We will adjourn until 8:30 a.m., Monday.

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JANUARY 18, 1999
Reconvened

MIKE JAUGSTETTER: State Librarian for North Dakota testified in support of SB2013 (testimony attached (tape 2, side A, meter 669-1505).

SENATOR HOLMBERG: Pleased to see the comment about Library Vision (LV) 2004. Relating to the grant on advocacy. What is this program?

MIKE JAUGSTETTER: These are outside people, they are working librarians and board members etc. A way for the communities to identify what they would like their library to have and how to go about getting it.

SENATOR KRAUTER: Tourism is planning on moving out of the building. What will happen with that workspace?

MIKE JAUGSTETTER: The Services for the Disabled Program is growing very rapidly and we have a need for more storage space for these items. There is a problem in the building with the load bearing floor. Also within Library Vision 2004, we are providing a lot more technical assistance and physical work for local libraries.

SENATOR NETHING: Mike, who has jurisdiction of the building?

MIKE JAUGSTETTER: Facilities Management.

DORIS OPP: Assistant State Librarian read testimony received from Rita Traynor, a citizen representative for the North Dakota Coordinating Council. The letter read was in support of SB 2013 (testimony attached (meter 1888-2100).

THOMAS T. JONES: Library Director of Bismarck Veterans Public Library, spoke is support of SB2013 (testimony attached (meter 2130-2570). Addressed specific concerns regarding the reduction in the state aid to the public libraries portion.

SENATOR NETHING: Karen, do you recall what was the reasoning behind the reduction?

KAREN BORR: Libraries top priority was for the Library Vision 2004 which was funded in full. This request is a lower priority and the resources available throughout the state were not there.

SENATOR HOLMBERG: A clarification, as I understand it, from your testimony, as far as the budget is concerned you as administrator are comfortable with what is in the Governor's budget.

THOMAS T. JONES: That is correct.

SENATOR NETHING: Senator Holmberg, have we now heard everything on SB2013 as far is your subcommittee is concerned? Are they ready to go to work?

SENATOR HOLMBERG: The subcommittee will take testimony on the OMB's item on the national certification. This will be shared with the full committee.

SENATOR NETHING: Closed the hearing on SB2013.

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2/15/99 Tape 2, Side A, 1300-3880

SENATOR NETHING: Reopened the hearing on SB 2013.

SENATOR HOLMBERG: Presented the amendments, including the school for the blind and the state library, to SB 2013.
JOE MORRISSETTE: Explained the amendments in detail. (tape 2660)

SENATOR HOLMBERG: Moved do pass the amendments to SB 2013.
SENATOR ROBINSON: Seconded the motion.
MOTION CARRIED BY VOICE VOTE.

SENATOR HOLMBERG: Moved do pass SB 2013 as amended.
SENATOR NAADEN: Seconded the motion
ROLL CALL: 13 yeas; 0 nays; 1 absent & not voting
MOTION CARRIED TO DO PASS SB 2013 AS AMENDED
Yeas: Nething; Naaden; Solberg; Lindaas; Tallackson; Robinson; Krauter; St. Aubyn; Grindberg; Holmberg; Kringstad; Bowman; Andrist
Absent & Not Voting: Tomac

CARRIER: SENATOR HOLMBERG
SENATOR NETHING: Closed the hearing on SB 2013.

REVISED 1/5/99

FISCAL NOTE

(Return original and 10 copies)

Bill/Resolution No.: SB 2013 Amendment to:

Requested by Legislative Council Date of Request: 12-30-98

1. Please estimate the fiscal impact (in dollar amounts) of the above measure for state general or special funds, counties, cities, and school districts.

   Narrative:
   The fiscal impact for a salary equity increase for the Superintendent of Public Instruction based on a survey conducted by the Central Personnel Division is $16,706 and the Governor's compensation package includes an additional $7,975 for the Superintendent's salary increase.

2. **State** fiscal effect in dollar amounts:

	1997-99 Biennium		1999-2001 Biennium		2001-03 Biennium	
	General Fund	Special Fund	General Fund	Special Funds	General Fund	Special Funds
Revenues:	0	0	0	0	0	0
Expenditures:	0	0	24,681	0	24,681	0

3. What, if any, is the effect of this measure on the appropriation for your agency or department:
   a. For rest of 1997-99 biennium: None
   b. For the 1999-2001 biennium: $24,681 (Included in the Gov.'s recommendation)
   c. For the 2001-03 biennium: $24,681

4. **County, City, and School District** fiscal effect in dollar amounts:

1997-99 Biennium			1999-2001 Biennium			2001-03 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

If additional space is needed, attach a supplemental sheet.

Signed Sandy Paulson

Typed Name **Sandy Paulson**

Date Prepared: **01-04-99**

Department **Public Instruction**

Phone Number **328-2346**

FISCAL NOTE

(Return original and 10 copies)

Bill/Resolution No.: SB 2013 Amendment to:

Requested by Legislative Council Date of Request: 12-30-98

1. Please estimate the fiscal impact (in dollar amounts) of the above measure for state general or special funds, counties, cities, and school districts.

   Narrative:
   The fiscal impact for a salary equity increase for the Superintendent of Public Instruction based on a survey conducted by the Central Personnel Division is $16,706.

2. **State** fiscal effect in dollar amounts:

	1997-99 Biennium		1999-2001 Biennium		2001-03 Biennium	
	General Fund	Special Fund	General Fund	Special Funds	General Fund	Special Funds
Revenues:	0	0	0	0	0	0
Expenditures:	0	0	16,706	0	16,706	0

3. What, if any, is the effect of this measure on the appropriation for your agency or department:
   a. For rest of 1997-99 biennium: None
   b. For the 1999-2001 biennium: 16,706
   c. For the 2001-03 biennium: 16,706

4. **County, City, and School District** fiscal effect in dollar amounts:

1997-99 Biennium			1999-2001 Biennium			2001-03 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

If additional space is needed, attach a supplemental sheet.

Signed Sandy Paulson

Typed Name **Sandy Paulson**

Date Prepared: **01-04-99**

Department **Public Instruction**

Phone Number **328-2346**

Date: 2-15-99
Roll Call Vote #:

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2013

Senate APPROPRIATIONS Committee

☐ Subcommittee on

or

☐ Conference Committee

Legislative Council Amendment Number 98035.0106

Action Taken DO PASS AMENDMENTS

Motion Made By SENATOR HOLMBERG Seconded By SENATOR ROBINSON

Senators	Yes	No	Senators	Yes	No
Senator Nething, Chairman					
Senator Naaden, Vice Chairman					
Senator Solberg					
Senator Lindaas					
Senator Tallackson					
Senator Tomac					
Senator Robinson					
Senator Krauter					
Senator St. Aubyn					
Senator Grindberg					
Senator Holmberg					
Senator Kringstad					
Senator Bowman					
Senator Andrist					

Total (Yes) Unanimous No

Absent

Floor Assignment

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

Date: 2-15-99
Roll Call Vote #:

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2013

Senate APPROPRIATIONS Committee

☐ Subcommittee on

or

☐ Conference Committee

Legislative Council Amendment Number 98035.0106

Action Taken DO PASS AS AMENDED

Motion Made By SENATOR HOLMBERG Seconded By SENATOR NAADEN

Senators	Yes	No	Senators	Yes	No
Senator Nething, Chairman	✓				
Senator Naaden, Vice Chairman	✓				
Senator Solberg	✓				
Senator Lindaas	✓				
Senator Tallackson	✓				
Senator Tomac					
Senator Robinson	✓				
Senator Krauter	✓				
Senator St. Aubyn	✓				
Senator Grindberg	✓				
Senator Holmberg	✓				
Senator Kringstad	✓				
Senator Bowman	✓				
Senator Andrist	✓				

Total (Yes) 13 No 0

Absent 1

Floor Assignment SENATOR HOLMBERG

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

REPORT OF STANDING COMMITTEE

SB 2013: Appropriations Committee (Sen. Nething, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 2, remove the second "and"

Page 1, line 5, after "instruction" insert "; to repeal section 2 of Senate Bill No. 2381, as enacted by the fifty-sixth legislative assembly; and to declare an emergency"

Page 1, line 16, replace "11,825,653" with "11,706,777"

Page 1, line 17, replace "10,457,032" with "10,107,032"

Page 1, line 19, replace "475,906,259" with "481,006,259"

Page 1, line 23, replace"132,007,469" with "132,695,566"

Page 2, line 2, replace "398,000" with "20,000"

Page 2, line 3, replace "733,010,335" with "737,951,556"

Page 2, line 4, replace "193,694,209" with "199,247,247"

Page 2, line 5, replace "539,316,126" with "538,704,309"

Page 2, line 8, replace "1,968,936" with "1,953,203"

Page 2, line 12, replace "4,572,463" with "4,556,730"

Page 2, line 13, replace "1,594,268" with "1,593,819"

Page 2, line 14, replace "2,978,195" with "2,962,911"

Page 2, line 17, replace "4,347,330" with "4,275,930"

Page 2, line 19, replace "39,224" with "74,824"

Page 2, line 21, replace "5,538,339" with "5,502,539"

Page 2, line 22, replace "658,177" with "657,369"

Page 2, line 23, replace "4,880,162" with "4,845,170"

Page 2, line 26, replace "2,415,801" with "2,391,456"

Page 2, line 30, replace "3,216,150" with "3,191,805"

Page 3, line 1, replace "2,352,750" with "2,328,405"

Page 3, line 2, replace "549,527,233" with "548,840,795"

Page 3, line 3, replace "196,810,054" with "202,361,835"

Page 3, line 4, replace "746,337,287" with "751,202,630"

Page 3, line 12, remove "**LEGISLATIVE INTENT -**"

Page 3, line 18, remove "**LEGISLATIVE INTENT -**" and remove "It is the"

Page 3, remove lines 19 and 20

Page 3, line 21, replace "line items" with "The national board certification line item" and after "Act" insert "must"

Page 3, line 22, remove "for the implementation of the"

Page 3, line 23, replace "national board certification program" with "to pay one-half of the application fee required to be remitted to the national board for professional teaching standards for each applicant from this state taking the national board examination"

Page 3, line 24, remove "**LEGISLATIVE INTENT -**"

Page 3, line 25, replace "It is the intent of the legislative assembly that the amount included in the" with "The"

Page 3, line 26, after "Act" insert "must"

Page 3, line 27, after "million" insert "five hundred thousand"

Page 3, line 28, after "disabilities" insert "and for boarding care reimbursements"

Page 4, line 14, remove "**LEGISLATIVE INTENT -**" and remove "It is the intent of the"

Page 4, line 15, replace "legislative assembly that the funds appropriated" with "The grants - other grants line item" and replace "include" with "includes"

Page 4, line 16, replace "six million dollars" with "$1,000,000 from the state general fund"

Page 4, line 19, replace "funds" with "amount" and after "appropriated" insert "from the state general fund"

Page 4, after line 21, insert:

"**SECTION 7. LEGISLATIVE INTENT - TECHNOLOGY GRANTS - SCHOOL DISTRICT USE.** It is the intent of the fifty-sixth legislative assembly that school districts use the funds distributed pursuant to section 6 of this Act to facilitate communications with the department of public instruction by providing internet connectivity for the administrative office of each school and each school district before the funds are used for any other purpose."

Page 4, replace lines 23 through 25 with "The grants - foundation aid and transportation line item in subdivision 1 of section 1 of this Act includes up to $400,000 from the state general fund which, pursuant to section 15-40.1-07.7, must be distributed to school districts educating limited English proficient students."

Page 5, line 9, replace "must" with "may"

Page 5, line 10, replace "department of public instruction appropriation" with "operating expenses line item"

Page 5, line 11, remove "contained" and after "Laws" insert "includes up to $70,400 from the state general fund which"

Page 5, line 12, remove "for up to an amount of $70,400, and any unexpended"

Page 5, line 13, replace "funds from this appropriation are available" with "and may be used"

Page 5, after line 14, insert:

"**SECTION 14. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $10,000 from the state general fund which must be used to support the Red River Valley writing project.

SECTION 15. FUNDING FOR LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT CONSORTIUM AND TEACHER CENTER NETWORK. The grants - other grants line item in subdivision 1 of section 1 of this Act includes $200,000 from the state general fund for grants to the leadership in educational administration development consortium and $210,000 from the state general fund for grants to the teacher center network.

SECTION 16. LEGISLATIVE INTENT - LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT CONSORTIUM AND TEACHER CENTER NETWORK - COOPERATIVE PROGRAMS. It is the intent of the fifty-sixth legislative assembly that to the extent possible, the leadership in educational administration development consortium and the teacher center network work cooperatively to improve the development and delivery of programs and services to educational administrators and teachers.

SECTION 17. LEGISLATIVE INTENT - ELECTRONIC ACCESS TO DEPARTMENT OF PUBLIC INSTRUCTION PUBLICATIONS - SCHOOL DISTRICT ELECTRONIC REPORTING. It is the intent of the fifty-sixth legislative assembly that to reduce printing and mailing costs incurred by the department of public instruction and to provide additional access to information, by July 1, 2000, the department shall, to the extent possible, provide electronic access to all publications and other documents produced by the department for distribution to school districts and shall reduce the number of publications and documents printed and distributed by mail. It is the intent of the fifty-sixth legislative assembly that to reduce mailing costs incurred by school districts and to increase the efficiency of communications between school districts and the department of public instruction, by July 1, 2001, school districts shall, to the extent possible, electronically prepare and transfer all reports and information required to be submitted to the department of public instruction."

Page 5, line 19, replace "sixty-seven" with "fifty-nine", replace "two" with "four", and replace "twenty-six" with "thirty-seven"

Page 5, line 20, after "2000" insert ", sixty thousand six hundred twenty-six dollars through December 31, 2000", replace "sixty-nine" with "sixty-seven", and overstrike "two" and insert immediately thereafter "six"

Page 5, line 21, replace "forty-three" with "nineteen"

Page 5, line 29, replace "sixty-seven" with "fifty-nine", overstrike "two" and insert immediately thereafter "four", and replace "twenty-six" with "thirty-seven"

Page 5, line 30, after the second underscored comma insert "sixty thousand six hundred twenty-six dollars through December 31, 2000,", replace "sixty-nine" with "sixty-seven", replace "two" with "six", and replace "forty-three" with "nineteen"

Page 5, after line 31, insert:

"**SECTION 20. REPEAL.** Section 2 of Senate Bill No. 2381, as enacted by the fifty-sixth legislative assembly, is repealed.

SECTION 21. EMERGENCY. The capital improvements line item in subdivision 3 of section 1 of this Act includes $100,000 from the state general fund for the construction of an independent living cottage which is declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION
SENATE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	$11,825,653	($118,876)	$11,706,777
Operating expenses	10,457,032	(350,000)	10,107,032
Equipment	591,036		591,036
Grants - Foundation aid and transportation	475,906,259	5,100,000	481,006,259
Grants - Revenue supplement	3,100,000		3,100,000
Grants - Tuition apportionment	53,528,217		53,528,217
Grants - Special education	44,600,000		44,600,000
Grants - Other grants	132,007,469	688,097	132,695,566
Geographic education	50,000		50,000
SENDIT network	546,669		546,669
National board certification	398,000	(378,000)	20,000
Total all funds	$733,010,335	$4,941,221	$737,951,556
Less special funds	193,694,209	5,553,038	199,247,247
General fund	$539,316,126	($611,817)	$538,704,309
FTE	137.95	0.00	137.95

Detail of Senate changes to the executive budget includes:

	DELAY SALARY MARKET INCREASE FOR SUPT. TO 1/1/01	ADD FUNDING FOR SALARY MARKET INCREASE FOR DEPUTY SUPT. ON 1/1/01	REDUCE COMPENSATION PACKAGE TO 2/2	INCREASE HEALTH INSURANCE COST	REDUCE FUNDING FOR TEACHER CERTIFICATION, REMOVE FUNDING FOR NAEP TESTING	REDUCE FUNDING FOR INDEPENDENT STUDY COURSE DEVELOPMENT AND CTBS TESTING
Salaries and wages	($12,742)	$2,676	($149,297)	$40,487		
Operating expenses					($260,000)	($130,000)
Equipment						
Grants - Foundation aid and transportation						
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants						
Geographic education						
SENDIT network						
National board certification					(378,000)	
Total all funds	($12,742)	$2,676	($149,297)	$40,487	($658,000)	($130,000)
Less special funds			(99,160)	29,101		
General fund	($12,742)	$2,676	($50,137)	$11,386	($658,000)	($130,000)

	ADD FUNDING FOR GRANTS TO LEAD AND TEACHER CENTERS	TRANSFER TELECOMMUNICATIONS GRANTS TO FOUNDATION AID	ADD FUNDING FOR DUES TO EDUCATION COMMISSION OF THE STATES	ADD FEDERAL FUNDS FOR CLASS SIZE REDUCTION GRANTS	INCREASE FOUNDATION AID FOR PAYMENTS FOR LEP STUDENTS	TOTAL SENATE CHANGES

Salaries and wages						($118,876)
Operating expenses			$40,000			(350,000)
Equipment						
Grants - Foundation aid and transportation		$5,000,000			$100,000	5,100,000
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants	$65,000	(5,000,000)		$5,623,097		688,097
Geographic education						
SENDIT network						
National board certification						(378,000)
Total all funds	$65,000	$0	$40,000	$5,623,097	$100,000	$4,941,221
Less special funds				5,623,097		5,553,038
General fund	$65,000	$0	$40,000	$0	$100,000	($611,817)

Senate changes narrative:

This amendment makes the following changes:

Delays until January 1, 2001, implementation of a salary market increase for the Superintendent of Public Instruction. The statutory salary of the superintendent will be:

Current salary	$58,272
July 1, 1999	$59,437
July 1, 2000	$60,626
January 1, 2001	$67,619

Provides a salary market increase for the deputy superintendent, effective January 1, 2001. The salary adjustment will provide an increase of approximately $382 per month for the last six months of the biennium.

Reduces salary increases to two percent in July 1999 and two percent in July 2000.

Increases the salaries and wages line item to reflect increased health insurance costs.

Reduces funding for the teacher certification program from $938,000 to $20,000 and removes $260,000 included in the executive budget for national assessment of educational progress (NAEP) testing.

Removes $120,000 from the operating expenses line item for the development of kindergarten through grade four courses at the Division of Independent Study.

Reduces by $10,000, from $450,000 to $440,000, funding for continuing the statewide administration of standardized achievement and ability tests, including the comprehensive tests of basic skills (CTBS).

Adds $65,000 for grants to the Leadership in Educational Administration Development (LEAD) consortium and the Teacher Center Network. This amendment also adds Section 15, which provides that the department's appropriation includes $200,000 for grants to the LEAD consortium and $210,000 for grants to the Teacher Center Network.

Reduces general fund technology grants to be distributed by the Educational Telecommunications Council from $6 million to $1 million and increases foundation aid by $5 million. This increase will provide $2 million for payments to school districts with declining enrollment and $3 million for additional payments to school districts based on average daily membership (ADM). This $5 million is also appropriated in Senate Bill No. 2162, which provides the distribution formula for the grants. The $3 million ($1.5 million per year), provided for payments to districts on the basis of ADM, will provide payments of approximately $13 per ADM student.

Adds $40,000 for dues to the Education Commission of the States.

Adds $5.6 million of federal funds spending authority for federal funds anticipated to be available for grants to schools to reduce class size.

Increases foundation aid by $100,000 for payments to school districts educating limited English proficient students. The total amount included in the foundation aid line item for these payments is $400,000. This amendment also adds Section 20, which repeals Section 2 of Senate Bill No. 2381, which also provided an appropriation of $400,000 for these payments. Based on statutory changes provided by Section 1 of Senate Bill No. 2381, the total cost of the payments for the 1999-2001 biennium is estimated to be $400,000.

Increases from $10 to $10.5 million the amount of the special education appropriation to be used to reimburse school districts for excess costs relating to contracts for students with disabilities.

Adds Section 7, which provides legislative intent that a portion of general fund grants distributed by the Educational Telecommunications Council be used to provide Internet connectivity to school and school district administrative offices.

Adds Section 14, which provides that $10,000 appropriated to the department for operating expenses must be used to fund the Red River Valley writing project.

Adds Section 16, which provides legislative intent that the LEAD consortium and the Teacher Center Network work cooperatively to develop programs and deliver services.

Adds Section 17, which provides legislative intent that, to the extent possible, the department provide electronic access to its publications by July 1, 2000, and, to the extent possible, school districts electronically submit reports to the department by July 1, 2001.

DEPARTMENT 250 - STATE LIBRARY
SENATE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	$1,968,936	($15,733)	$1,953,203
Operating expenses	1,109,782		1,109,782
Equipment	40,000		40,000
Grants	1,453,745		1,453,745
Total all funds	$4,572,463	($15,733)	$4,556,730
Less special funds	1,594,268	(449)	1,593,819
General fund	$2,978,195	($15,284)	$2,962,911
FTE	29.00	0.00	29.00

Detail of Senate changes to the executive budget includes:

	REDUCE COMPENSATION PACKAGE TO 2/2	INCREASE HEALTH INSURANCE COST	TOTAL SENATE CHANGES
Salaries and wages	($24,286)	$8,553	($15,733)
Operating expenses			
Equipment			
Grants			
Total all funds	($24,286)	$8,553	($15,733)
Less special funds	(734)	285	(449)
General fund	($23,552)	$8,268	($15,284)

Senate changes narrative:

This amendment makes the following changes:

Reduces salary increases to two percent in July 1999 and two percent in July 2000.

Increases the salaries and wages line item to reflect increased health insurance costs.

DEPARTMENT 252 - SCHOOL FOR THE DEAF

SENATE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	$4,347,330	($71,400)	$4,275,930
Operating expenses	1,015,458		1,015,458
Equipment	39,224	35,600	74,824
Capital improvements	136,327		136,327
Total all funds	$5,538,339	($35,800)	$5,502,539
Less special funds	658,177	(808)	657,369
General fund	$4,880,162	($34,992)	$4,845,170
FTE	53.93	0.00	53.93

Detail of Senate changes to the executive budget includes:

	TRANSFER FROM SALARIES TO EQUIPMENT	REDUCE COMPENSATION PACKAGE TO 2/2	INCREASE HEALTH INSURANCE COST	TOTAL SENATE CHANGES
Salaries and wages	($35,600)	($52,907)	$17,107	($71,400)
Operating expenses				
Equipment	35,600			35,600
Capital improvements				
Total all funds	$0	($52,907)	$17,107	($35,800)
Less special funds		(1,093)	285	(808)
General fund	$0	($51,814)	$16,822	($34,992)

Senate changes narrative:

This amendment makes the following changes:

Transfers $35,600 from salaries and wages to equipment to reduce temporary salaries and provide funding for technology-related equipment.

Reduces salary increases to two percent in July 1999 and two percent in July 2000.

Increases the salaries and wages line item to reflect increased health insurance costs.

Adds Section 21, which provides that the $100,000 appropriation for construction of an independent living cottage is an emergency measure.

DEPARTMENT 253 - SCHOOL FOR THE BLIND

SENATE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	$2,415,801	($24,345)	$2,391,456
Operating expenses	678,059		678,059
Equipment	70,500		70,500
Capital improvements	51,790		51,790
Total all funds	$3,216,150	($24,345)	$3,191,805
Less special funds	863,400		863,400
General fund	$2,352,750	($24,345)	$2,328,405
FTE	28.00	0.00	28.00

Detail of Senate changes to the executive budget includes:

	REDUCE COMPENSATION PACKAGE TO 2/2	INCREASE HEALTH INSURANCE COST	TOTAL SENATE CHANGES
Salaries and wages	($32,328)	$7,983	($24,345)
Operating expenses			
Equipment			
Capital improvements			
Total all funds	($32,328)	$7,983	($24,345)
Less special funds			
General fund	($32,328)	$7,983	($24,345)

Senate changes narrative:

This amendment makes the following changes:

Reduces salary increases to two percent in July 1999 and two percent in July 2000.

Increases the salaries and wages line item to reflect increased health insurance costs.

1999 HOUSE APPROPRIATIONS

SB 2013

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2013

House Appropriations Committee

☐ Conference Committee

Hearing Date February 24, 1999

Tape Number	Side A	Side B	Meter #
1	x		0-end
1		x	0-end
2	x		0-end
2		x	0-end
3	x		0-2.0
Committee Clerk Signature	Casey Davis		

Minutes:

SB 2013 - A bill for an act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, the school for the blind, and the state library; to amend and reenace section 15-21-02 of the ND Century Code or in the alternative to amend and reenact section 15.1-02-02 of the ND Century Code, relating to the salary of the superintendent of public instruction; to repeal section 2 of Senate Bill No. 2381, as enacted by the 56th legislative assembly; and to declare an emergency.

CHAIRMAN DALRYMPLE opened the hearing on SB 2013.
1A: 0.9 WAYNE SANSTEAD, State Superintendent of Schools, testified in favor of the bill. (See attached testimony.)
1A: 12.8 REP. AARSVOLD asked whether 42% is accurate. Mr. Sanstead said that he believes it is accurate. It represents fairly the cost of education that the districts deal with.
1A: 19.1 REP. HOFFNER asked how much federal money has been available. Mr. Sanstead said that a $7 million federal competitive grant has been secured.
1A: 25.0 There was discussion regarding the dollars that Minnesota puts into declining enrollment schools.
1A: 39.8 SANDY PAULSON, Fiscal Officer for DPI, gave a review of the budget schedules. (See attached testimony.)
1B: 0.5 GREG GALLAGHER, Education Improvement Team Leader for DPI, testified as to the value of NAEP test data. (See attached testimony and pages 11 and 20 of yellow book.)
1B: 21.4 REP. TIMM noted that ND is ranked #1 but at the same time 70% of the students are below proficiency level. Mr. Gallagher said that the data shows that there are groupings of states which perform about the same. The midwestern states are ranked at the top.
1B: 22.7 REP. SVEDJAN asked Mr. Gallagher to comment on the funding for NAEP since 1990. Mr. Gallagher said that funding has been absorbed by the state and the districts. Because of the cost and being an imposition on the schools, ND did not participate in 1998.
1B: 29.9 ROBERT TOLLEFSON, ND Education Telecommunications Council, testified as to the accomplishments and goals of the ETC program. (See attached testimony.)
1B: 44.8 REP. AARSVOLD presented a fax in favor of the bill from Hillsboro superintendent Jerry Bartholomay, who is also chair of the ETC council. (See attached testimony.)
1B: 49.6 TOM DECKER, Director of School District Finance and Organization for DPI, provided information on the department's appropriation. (See testimony on p31 of yellow book.)

2A: 8.9 REP. MONSON asked why DPI allows two forms of accounting for local funds in regards to the Grand Forks and Minot Air Force bases. Mr. Decker replied that it does not make a significant difference. Rep. Monson said that it does make a huge difference because it makes the state look bad when local funds end up so high.
2A: 14.0 CHAIRMAN DALRYMPLE said that states have been the most vulnerable for lawsuits in the area of funding per pupil. He asked if there was any case history on this subject. Mr. Decker said that in a Wyoming case a judge declared that the state must define a quality education and fund it.
2A: 31.4 REP. CARLISLE requested a memo of the demographic projections for the year 2011 (ten year projection). Mr. Decker said that the information will be provided.
2A: 33.4 JERRY COLEMAN, Assistant Director of School Finance and Organization for DPI, testified as to the purpose of the foundation aid system. (See testimony on p46 of yellow book.)
2B: 0.0 MR. COLEMAN discussed SB 2162 as it relates to SB 2013.
2B: 16.6 REP. HOFFNER requested the mill levies for the four categories of high schools. He continued by asking how much was spent on summer school this biennium. Mr. Coleman said that $7 million was spent.
2B: 21.1 BRENDA OAS, Special Education for DPI, reviewed special education in the state. (See testimony on p60 of yellow book.)
2B: 34.8 CHAIRMAN DALRYMPLE asked how the $10 million is distributed. Ms. Oas said that districts submit proposals with estimates of the costs for special education for each student. There are guidelines for the calculations.
2B: 38.0 CHAIRMAN DALRYMPLE asked what portion the state pays. Ms. Oas said that the statute says 2 ½ times, but state support varies by severity of each case.
2B: 39.3 CHAIRMAN DALRYMPLE asked why the number has not changed if there was a shortage of money on student contracts. Ms. Oas replied that the districts wanted the money put into more flexible categories.
2B: 40.6 REP. CARLSON asked how a school could budget with this formula, not knowing whether all of their costs would be reimbursed. Ms. Oas replied that the reimbursement is unpredictable.
2B: 43.0 MAX LAIRD, President of NDEA, discussed the National Teacher Certification program, which was one of the Governor's initiatives. He said that 10 people are currently moving through the process in ND. The cost is $2000 per person. $398,000 was requested in the original budget for this program. The request was to include money for salary incentives to keep teachers in the state, and administrative dollars. The senate recommendation was $20,000.
CHAIRMAN DALRYMPLE closed the hearing on SB 2013.
The bill was referred to the EE subcommittee.
3A: 0.1 REP. BYERLY said he would like to see a pie chart for each school involved in the lawsuit, with a breakdown of the local, state, and federal funding.

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date March 1, 1999

Tape Number	Side A	Side B	Meter #
1	x		0-end
1		x	0-end
2	x		0-9.0
Committee Clerk Signature	Casey Davis		

Minutes:

SB 2013

ND SCHOOL FOR THE DEAF

CHAIRMAN WENTZ opened the hearing on the NDSD section of the bill.
1A: 5.1 ROCKLYN COFER, Superintendent of NDSD, provided an overview of the school and their budget request. (See testimony.)
1A: 15.0 CHAIRMAN WENTZ asked what the current enrollment is. Dr. Cofer said it is currently 43, while 50 students are the projected enrollment for the coming school year. He continued by discussing the socialization needs of deaf students.
1A: 42.5 REP. CARLSON asked why the Outreach Services line item had increased so significantly. Dr. Cofer replied that there has been additional travel due to expanded evaluations and consultings.
1A: 43.8 REP. CARLSON asked about the Senate not funding .8 FTE. Dr. Cofer said that the .8 FTE would allow for more planning time over the summer.

ND SCHOOL FOR THE BLIND

1A: 47.5 CARMEN GROVE SUMINSKI, Superintendent of NDSB, provided an overview of the school and their budget request. (See testimony.)
1B: 0.9 SEN. JACK TRAYNOR, Devils Lake, tesitified in support of NDSB and discussed the historical support the legislature has given the school.
1B: 23.3 REP. AARSVOLD asked about Life Skill Activities and whether those needs are being met. Dr. Suminski said that students can get those skills at their center or they can be provided in homes. The school works cooperatively with school districts to provide what is needed. There are cases in which more could be done.
1B: 25.0 REP. CARLSON noted that federal funds are down to about $14,000. Dr. Suminski said that the federal funds allocated for the News Voice program were not available this time. Rep. Carlson continued by asking if services are shared with UND. Dr. Suminski replied that there is no financial cost savings but they do work closely with UND. The school has interns from UND, and some UND classes are taught by NDSB teachers.
1B: 27.8 REP. LLOYD asked what the breadth of the Braille Access Center is. Dr. Suminski said that they are in compliance with federal mandates. She also said that they work nationally so others have access to their materials, while trying to first meet the braille needs of NDSB students and the adult private consumer.
1B: 32.1 SUPT. WAYNE SANSTEAD said that he is very pleased with the progres at NDSB and NDSD.

ND STATE LIBRARY

1B: 34.4 MIKE JAUGSTETTER, State Librarian, testified in support of the bill. (See testimony.)

ND DIVISION OF INDEPENDENT STUDY

1B: 43.9 BOB STONE, State Director of the Division of Independent Study, testified in support of the bill.
2A: 1.2 REP. AARSVOLD noted the concern last session that there was a shortage of space for the division. Mr. Stone said that they do have a need for more space, but that staffing is more important. They rented a storage garage and moved out their 16mm film.
2A: 2.2 SUPT. WAYNE SANSTEAD said that he is pleased with the progress and services of the State Library and the Independent Study program.
2A: 4.2 REP. CARLSON asked about making accomodations for the future of ODIN. Mr. Jaugstetter said that a new software vendor will be necessary. This has been pushed back to 2004. ND is working in conjuction with SD, and they are looking at contracting with MN.

CHAIRMAN WENTZ closed the hearing.

General Discussion

- ❑ Committee on Committees
- ❑ Rules Committee
- ❑ Confirmation Hearings
- ❑ Delayed Bills Committee
- ❑ House Appropriations
- ❑ Senate Appropriations
- ❑ Other

Date March 2, 1999

Tape Number	Side A	B Side	Meter #
2		x	4.1-end
3	x		0-20.0

Committee Clerk Signature Casey Davis

Minutes:

SB 2013

CHAIRMAN WENTZ opened discussion on SB 2013.
2B: 4.1 LARRY KLUNDT, DPI, appeared before the committee to explain the computation of property taxes, mill levies, and the Foundation Aid formula.
3A: 20.0 REP. CARLSON made a motion to move $5 million from the Foundation grant line to the Technology line item. The motion was seconded by Rep. Lloyd. A roll call vote was taken and the motion carried with 6 yeas, 0 nays, and 1 absent and not voting.
CHAIRMAN WENTZ closed discussion on SB 2013.

Note to the Senators:
This was an informal "lesson" on the formula.

General Discussion

- ❑ Committee on Committees
- ❑ Rules Committee
- ❑ Confirmation Hearings
- ❑ Delayed Bills Committee
- ❑ House Appropriations
- ❑ Senate Appropriations
- ❑ Other

Date March 3, 1999

Tape Number	Side A	B Side	Meter #
1		x	0-end
2	x		0-end
2		x	0-end
3	x		0-4.0

Committee Clerk Signature Casey Davis

Minutes:

SB 2013

CHAIRMAN WENTZ opened discussion on SB 2013.
1B: 0.0 GARY GRONBERG, DPI, appeared before the committee to provide an explanation and to answer questions regarding Special Education funding. There was discussion regarding the need to provide quality education regardless of the number of students. They discussed the issues of quality, size, and adequacy, along with the one room school concept.
2A: 38.3 MAX LAIRD, President of NDEA, told the committee that he was very encouraged by their discussion. He said that legislators and school districts need to come together to discuss this, as these discussions are on-going in many committees and across the state.
2B: 48.0 RUTH STEFONOWICZ, NOEA, presented two newspaper articles regarding the shortage of funds in the Divide County district.
CHAIRMAN WENTZ closed discussion on SB 2013.

General Discussion

- ❑ Committee on Committees
- ❑ Rules Committee
- ❑ Confirmation Hearings
- ❑ Delayed Bills Committee
- ❑ House Appropriations
- ❑ Senate Appropriations
- ❑ Other

Date March 9, 1999

Tape Number	Side A	B Side	Meter #
2	x		0-end

Committee Clerk Signature Casey Davis

Minutes:

Joint information session with House Education committee. Please refer to the tape filed under Education committee records. Date 3-9-99.

GOVERNOR'S REPORT CARD

CHAIRMAN WENTZ opened the information session.
2A: 0.0 TOM DECKER, Department of Public Instruction, appeared before the House Education committee and the House Appropriations Education and Environment subcommittee. He provided an explanation of the Governor's Report Card. He explained the rating system that was used. There have been objections to the rating system. Some schools are afraid to rate themselves a low number, because it may lead to closing schools.
2A: 46.9 REP. CARLSON asked if the main focus of the Report Card was for demographics only. Mr. Decker said that there was a much wider range of information requested, but only a limited number of Report Cards were returned to DPI. Rep. Carlson said that the only thing to save the quality of education in ND is to require the Report Card be completed by all districts. There must be comprehensive reporting in order to prepare for and provide a quality education for the children of North Dakota.
CHAIRMAN WENTZ closed the information session.

General Discussion

- ☐ Committee on Committees
- ☐ Rules Committee
- ☐ Confirmation Hearings
- ☐ Delayed Bills Committee
- ☒ House Appropriations
- ☐ Senate Appropriations
- ☐ Other

Date March 10, 1999

Tape Number	Side A	B Side	Meter #
1	x		0-end

Committee Clerk Signature Casey Davis

Minutes:

CHAIRMAN WENTZ opened general discussion.

1A: 9.7 REP. LLOYD brought up the idea of an increase in ND income tax which would be sunsetted after the end of the biennium. He suggested it be 2%, of which a portion would go to K-12 education and a portion would go to other areas. Rep. Lloyd has talked with a number of Senators who said they would vote for this. He understands that education needs something extra, and the committee needs to take a look at this. He would like to bring it as an amendment to House Appropriations full committee on SB 2013. He said it would be good for the legislature to come out with a good balanced budget, and as of now there is not a positive balance. Now is the time to discuss this, rather than returning in a year between sessions.

1A: 13.2 REP. AARSVOLD said that the minority caucus has made a suggestion in the form of an amendment, 0207. He presented the amendment and explained it to the subcommittee. The proposed amendment would increased income tax by 1% and all of the funds raised would go to K-12 education.

1A: 17.0 REP. BOEHM asked how much money this would bring. in. Rep. Aarsvold said it would raise $27 million.

1A: 17.6 REP. MONSON asked if the $27 million would all go into Foundation Aid. Rep. Aarsvold said that it would. They would mark the first $4 million for those schools that did not achieve 100% of their previous year's aid plus 2% for inflation.

1A: 23.2 REP. LLOYD said that in discussing with Senators about what they would vote for, the Senators said they want some of the money to go to the ending fund balance, and they want a sunset clause on the amendment. Rep. Lloyd doubts the Senators he talked with would vote for this amendment. Rep. Aarsvold replied that the minority caucus based much of its thinking on a number of polled results which show that many voters in ND would support a dedicated tax for education.

1A: 26.2 REP. LLOYD said that about 2/3 of the individuals he talked to said they would support a 1% increase. He originally felt that all of the money should go to education, but he did not mind splitting it up because it reflects the thinking of many of the Senators.
1A: 27.4 REP. BOEHM said that if this is done with a sunset clause it will be much more difficult to fund a quality education after this biennium is over. He feels that it cannot be sunsetted. Rep. Lloyd responded that he had considered making a one time grant to the schools.
1A: 29.5 REP. MONSON said he prefers the 1% but only after all cuts possible have been made. If it is sunsetted there will be a huge problem in two years. He said granting the money out is worth considering.
1A: 33.0 REP. NICHOLS agreed with Rep. Boehm that there should not be a sunset clause. If there is, then property taxes will have to be increased to keep up the education funding in two years. He asked for more of an explanation on Rep. Monson's grant idea. Rep. Monson replied that if they give the money in a per pupil payment they will feel more pressured to meet it again next session. He said that grants would not necessarily have any strings attached.
1A: 36.1 REP. AARSVOLD agreed with Rep. Monson, in that it is important to target schools. They must be nurtured in order to keep them as viable institutions.
1A: 37.7 REP. LLOYD said this is a period of time when we have to make adjustments. He cited Grafton, where all four math teachers are quitting to go to Minnesota.
1A: 38.8 REP. MONSON said they may have to go back and adjust the criteria in Aarsvold's amendment so that some of the schools that are slipping through the cracks will qualify for more help.
CHAIRMAN WENTZ closed discussion.

General Discussion

- ❑ Committee on Committees
- ❑ Rules Committee
- ❑ Confirmation Hearings
- ❑ Delayed Bills Committee
- ☒ House Appropriations
- ❑ Senate Appropriations
- ❑ Other

Date March 19, 1999

Tape Number	Side A	B Side	Meter #
1	x		0-15.0

Committee Clerk Signature Casey Davis

Minutes:

SB 2013 Berthold Public School

CHAIRMAN WENTZ opened discussion on SB 2013.
1A: 0.4 BRIAN NELSON, Berthold Public School Superintendent, appeared before the committee to introduce two visiting Berthold students, Jory Hansen and Travis Engelhard.
1A: 3.0 THOAMS LADENDORF, Berthold Public School Technology Coordinator, appeared before the committee with the proposal that a common denominator be found for all schools so that all information could be shared. He requested extra funding in education for creating the sharing of all data between schools, which would also be available on the internet. Berthold would like to secure a server to maintain for the state. They would like to be a major player in the project year round, along with hosting seminars on the information system.
1A: 9.0 CHAIRMAN WENTZ asked how much money this would require. Mr. Ladendorf said that it would cost $17,000 to secure 200 licenses, and many schools already have them. Other costs would be around $30,000 for additional salaries and hardware. Chairman Wentz asked if the cost would be less than $100,000. Mr. Ladendorf responded he thought it would be $100,000 maximum and $50,000 minimum. The servers needed in-house at local schools are $740 per copy. Many schools already have these servers.
1A: 13.9 REP. NICHOLS asked if many schools currently do not have access to information they could use from other schools. Mr. Ladendorf replied that this was correct, and the proposed project would set up a standardization.
CHAIRMAN WENTZ closed discussion on SB 2013.

General Discussion

- ❑ Committee on Committees
- ❑ Rules Committee
- ❑ Confirmation Hearings
- ❑ Delayed Bills Committee
- ☒ House Appropriations
- ❑ Senate Appropriations
- ❑ Other

Date March 23, 1999			
Tape Number	Side A	B Side	Meter #
1	x		0-30.0
Committee Clerk Signature	Casey Davis		

Minutes:

SB 2013

CHAIRMAN WENTZ opened discussion on SB 2013. Rep. Aarsvold presented the following information on NDSD, NDSB, and the State Library.

*** ND School for the Deaf and School for the Blind**
1A: 0.7 REP. AARSVOLD presented the recommendation to accept the budgets for NDSD and NDSB as they came from the Senate.
REP. CARLSON asked how the teacher salary amounts were arrived at, and why they were not capped at the appropriate amount. Rep. Aarsvold replied that he would further research the question and bring the information back to the subcommittee.

*** ND State Library**
1A: 9.7 REP. AARSVOLD presented the recommendation to accept the budget for the State Library as it came from the Senate.
REP. CARLSON asked about the $60,000 increase on the administration side of the budget. Rep. Aarsvold said he would contact the state librarian and provide the information for the subcommittee.

CHAIRMAN WENTZ closed discussion on SB 2013.

General Discussion

- ❑ Committee on Committees
- ❑ Rules Committee
- ❑ Confirmation Hearings
- ❑ Delayed Bills Committee
- ☒ House Appropriations
- ❑ Senate Appropriations
- ❑ Other

Date March 31, 1999			
Tape Number	Side A	B Side	Meter #
1	x		0-end
1		x	0-end
Committee Clerk Signature	Casey Davis		

Minutes:

SB 2013

CHAIRMAN WENTZ opened discussion on SB 2013.
1A: 1.2 REP. CARLSON presented an amendment 0215 dealing with English proficiency.
1A: 4.2 JOE MORRISSETTE, Legislative Council, said the amendment is not needed to remove the appropriation in SB 2381.
1A: 4.6 REP. CARLSON noted that it does not deal with the per pupil payment however. He moved the amendment 0215, and the motion was seconded by Rep. Boehm.
1A: 5.2 REP. BOEHM asked if there were no federal funds to deal with this. Sandy Paulson, DPI, replied that there is a limited amount through the Emergency Immigrant Grant.
1A: 6.5 REP. AARSVOLD said that every school has its unique problems. Problems in the rural schools require additional outlays of tax dollars that have not been addressed.
1A: 7.2 REP. LLOYD asked how the money would be used. Rep. Carlson replied that money is being taken from other areas to educate ESL students, and this will offset that. Over time the cities have taken a disproportionate amount of refugees and it has had a high impact on the taxpayers.
1A: 8.7 REP. MONSON asked how long the students stay in the program. Bev Nielson, ND School Board's Association, replied that it may take 1-3 years or longer. ESL education starts out very concentrated and then tutorial services are provided. Gary Gronberg, DPI, added that children are classified through an examination.
1A: 10.9 CHAIRMAN WENTZ asked what the appropriation was this biennium. Rep. Carlson said it was $300,000 this biennium. He is proposing that it be $600,000 this coming biennium.

1A: 13.7 A voice vote was taken. The vote was in question so a roll call vote was taken. The motion failed with 3 yeas and 4 nays.
1A: 16.0 CHAIRMAN WENTZ presented amendment 0212. Joe Morrissette explained that it would removed the repealer of SB 2381.
1A: 16.5 REP. MONSON moved the amendment. The motion was seconded by Rep. Boehm. A voice vote was taken and the motion carried.
1A: 18.3 REP. AARSVOLD presented amendment 0207. The amendment would increase state income tax by 1% to fund education. Every school district would be guaranteed at least 102% of its previous year's funding. He moved the amendment. Rep. Nichols seconded the motion.
1A: 22.3 REP. LLOYD referred to Section 21 and asked if it meant that corporations were not included. Rep. Aarsvold replied that this was correct. It is limited to those who file individual income tax.
1A: 22.9 REP. CARLSON said there are two problems with the amendment. First, it does not enhance the opportunity for school districts to consider consolidation. Second, shrinking schools are going to get a higher per pupil payment. Larger schools are going to see inequity and file a lawsuit.
1A: 23.7 REP. AARSVOLD said the number of children does not reflect *real* costs to schools. Real expenses are in buildings, light, and heat. Regardless of the number of students in a room, the cost stays the same to keep the room going. There is no cost savings when a school loses one child. Large schools could actually realize a savings because they could decrease FTEs. Regarding consolidation, there are many significantly viable school districts. Those that we want to consolidate are already as low as they are going to get. The very smallest schools do not get much money from the 102% plan.
1A: 27.2 REP. AARSVOLD continued by saying that they have spent 58 days trying to save money to channel to foundation aid, and not much progress has been made. There is not enough to make a difference in education. Local schools are expected to provide services. There is no other option but to go to the property tax paying citizens.
1A: 28.8 REP. MONSON agreed that more money has to be found. He is not adverse to doing so through taxes. He does sympathize with those schools, but he cannot support 102% across the board.
1A: 29.6 REP. NICHOLS said that each of the districts that qualify would have to be assessing 90% of the average mill levy across the state.
1A: 30.4 REP. LLOYD asked if Rep. Aarsvold had calculated approximately how much money Larimore, for example, would get as a result of the tax. Rep. Aarsvold said that Larimore would receive $44,700. He listed the communities that would be affected, and noted that it does impact the entire cross-section of schools. This is not just to help the smallest and floundering schools.
1A: 33.5 REP. CARLSON asked if Grand Forks was included. Rep. Aarsvold said it is.
1A: 34.0 A voice vote was taken and the motion for 0207 failed.
1A: 36.7 CHAIRMAN WENTZ presented amendment 0213, dealing with the lack of Federal Government aid.
1A: 37.0 REP. MONSON moved for the adoption of the amendment. Rep. Carlson seconded the motion. A voice vote was taken and the motion carried.
1A: 38.2 CHAIRMAN WENTZ presented amendment 0210, which has the superintendent develop standardized reporting.
1A: 38.9 REP. MONSON moved for the adoption of the amendment. The motion was seconded by Rep. Carlson. A voice vote was taken and the motion carried.
1A: 44.0 REP. AARSVOLD presented amendment 0214, regarding connectivity to DPI via the internet. He moved for the adoption of the amendment. The motion was seconded by Rep. Nichols.
1A: 49.2 REP. MONSON said $5000 is fine. However, he has a problem with saying that schools must be on the internet to get the $5000 grant. He would hate to exclude anyone from the opportunity for the grant. Those districts should get the grant so they *could* get on the internet. Rep. Aarsvold replied that the agreement made this biennium should already be in place. Sandy Paulson, DPI, said that all schools are on the internet or have modems.
1B: 0.0 REP. DALRYMPLE said that this is needed. Establishing a minimum grant amount of $5000 would help the schools. He suggested a change in the language which would state that "prior to distribution the ETC may establish a minimum grant amount of $5000".
1B: 1.0 REP. AARSVOLD moved the substitute language. Rep. Nichols seconded the motion. A voice vote was taken and the motion carried. The amendment with the language change is now amendment 0224.

1B: 5.9 REP. AARSVOLD presented amendment 0223, which deals with budget changes for the School for the Deaf and the School for the Blind. He moved the amendment, and the motion was seconded by Rep. Boehm.
1B: 14.6 REP. CARLSON asked if the School for the Deaf was being decreased by $100,000 and the same funds were being added to the School for the Blind. Rep. Aarsvold said no. The School for the Deaf budget is being decreased by $100,000 which was intended for the Independent Living Cottage. The Superintendent's home may become that item. This is separate from the proposed change to the School for the Blind budget, which would decrease the general fund by $87,876 and use special funds. Special funds are projected to be $186,000 at the end of this biennium.
1B: 16.2 A voice vote was taken and the motion carried.
1B: 16.5 REP. CARLSON asked if the library budget had been done. Rep. Aarsvold replied that it had, and had been discussed in the subcommittee. No changes were recommended.
CHAIRMAN WENTZ closed discussion.

Amendments adopted this day:
0210
0212
0213
0223
0224

General Discussion

- ☐ Committee on Committees
- ☐ Rules Committee
- ☐ Confirmation Hearings
- ☐ Delayed Bills Committee
- ☒ House Appropriations
- ☐ Senate Appropriations
- ☐ Other

Date April 1, 1999

Tape Number	Side A	B Side	Meter #
1	x		0-end
1		x	0-49.0

Committee Clerk Signature Casey Davis

Minutes:

SB 2013

CHAIRMAN WENTZ opened discussion on the bill.
1A: 0.5 REP. DALRYMPLE presented amendment **0222**, dealing with special education.
1A: 8.7 REP. AARSVOLD asked if the proposal would increase districts' responsibility. Rep. Dalrymple replied that it would.
1A: 10.6 REP. CARLSON asked for the breakdown of the $46.1 million plus $500,000 for critical needs. Rep. Dalrymple said that $10.5 million is for contracts and $35.6 million is for ADM. Rep. Carlson continued by asking what this is per student. Sandy Paulson, DPI, said that she would get the information on the present ADM for the committee.
1A: 12.4 REP. MONSON asked if the answer would come from $35.6 divided by the number of students. Sandy replied that it goes through the foundation aid formula, and includes more factors than just ADM. Gary Gronberg, DPI, said that the projected per pupil payment would be $164.
1A: 14.0 REP. DALRYMPLE asked what the current biennium's appropriation is for special education funding. Joe Morrissette, Legislative Council, replied that it is $40,550,000. Rep. Dalrymple said there has been an increase of about 15% per biennium. This is the opportunity to ask for additional features of accountability.
1A: 16.3 REP. CARLSON asked if the 20% co-pay goes back to the ADM side. Rep. Dalrymple replied that this was correct.
1A: 18.8 There was discussion of a printout provided by Rep. Dalrymple which showed how amendment 0222 would affect schools.

1A: 22.8 SANDY PAULSON presented the information on per pupil payments. Last school year it was $128, this school year it is $134.
1A: 24.3 REP. AARSVOLD asked if district responsibility would increase by going to three times the cost obligation plus the 20% co-pay. Rep. Dalrymple replied that this was true. The state obligation would be decreased. Rep. Aarsvold continued by asking if the state was then balancing it out by helping with a higher ADM. Rep. Dalrymple replied that this was correct.
1A: 26.1 REP. CARLSON presented amendment **0231**. He made the motion to adopt the amendment. The motion was seconded by Rep. Boehm. A voice vote was taken and the motion carried.
1A: 28.3 REP. CARLSON presented amendment **0230**. He made the motion to adopt the amendment. The motion was seconded by Rep. Boehm.
1A: 30.9 REP. AARSVOLD asked if the difference would come from the general fund if the amendment were not passed. Joe Morrissette replied that it would appear to be additional spending authority they would not have funds for.
1A: 32.4 A voice vote was taken and the motion carried.
1A: 33.0 REP. CARLSON presented amendment **0228**, regarding NAEP testing. He made the motion to adopt the amendment. The motion was seconded by Rep. Boehm.
1A: 35.9 REP. AARSVOLD asked what the rationale was for the reductions. Rep. Carlson replied that last biennium there were significant increases in line items such as office furniture and equipment, and travel expenses. These were areas that growth can slow down on.
1A: 38.6 REP. NICHOLS asked what the $100,000 reduction in equipment was for. Rep. Carlson replied that much of these costs were in the Department of Independent Study for office equipment.
1A: 38.9 A voice vote was taken and the motion carried.
1A: 42.5 CHAIRMAN WENTZ presented amendment **0227**. Larry Klundt, School Administrators, explained the amendment by saying that it continues the amendment from last biennium, letting associations have input into the credentials of special ed educators.
1A: 44.2 REP. CARLSON asked where the Standard and Practices Board gets involved. Mr. Klundt replied that special ed credentials are handled entirely by DPI.
1A: 45.8 REP. MONSON moved amendment 0227. The motion was seconded by Rep. Boehm. A voice vote was taken and the motion carried.
1A: 48.6 CHAIRMAN WENTZ presented Rep. Dalrymple's amendment with a few changes. With the changes, the amendment is now 0233, regarding special education.
1A: 50.9 REP. CARLSON moved the amendment **0233**. The motion was seconded by Rep. Monson.
1A: 51.1 REP. AARSVOLD said he had reservations about voting for the amendment. He had heard concern from school administrators about how difficult it is to meet the needs of special education children.
1A: 52.3 A voice vote was taken and the motion carried.
1A: 52.7 REP. NICHOLS presented amendment **0226**, which dealt with a 1% increase in income tax. The 102% hold harmless agreement that had been in an earlier proposed amendment that had failed, is not included in this amendment. He moved the amendment. The motion was seconded by Rep. Aarsvold.
1A: 54.6 CHAIRMAN WENTZ said she understands the need to raise money for education. However, if there is going to be a tax increase, she wants it to be enough so that it will not be necessary to do it again next session.
1B: 0.0 REP. CARLSON said he would oppose the amendment. Targeting taxes is not a good policy.
1B: 0.1 REP. MONSON said he would support it. He could support a 1% increase in income tax if it is plain and simple.
1B: 0.8 REP. AARSVOLD noted that the citizens support a dedicated tax going to education.
1B: 1.5 A roll call vote was taken and the motion failed with 3 yeas, 3 nays, and 1 absent and not voting.
1B: 3.8 REP. CARLSON presented amendments **0229** and **0232**. He moved the amendments. The motion was seconded by Rep. Boehm.
1B: 5.6 REP. AARSVOLD asked if there were federal funds included. Rep. Carlson replied that there are.
1B: 9.3 REP. AARSVOLD asked if the three teachers referenced are at the Division of Independent Study. Rep. Carlsom replied that they are. Rep. Aarsvold continued by asking what impact the lack of positions has on courses offered. Gary Gronberg, DPI, replied that classes all have a designated content area. The positions that are not

available will affect a series of courses. Rep. Carlson provided the information that the positions affected were an English teacher and a Social Studies teacher.
1B: 11.9 REP. AARSVOLD said he would oppose the amendment. DPI is one of the largest agencies in state government. Stripping away one of its deputies is not good. The Division of Independent Study is a successful enterprise.
1B: 12.3 A voice vote was taken to adopt amendment 0229. The motion carried.
1B: 12.6 A voice vote was taken to adopt amendment 0232. The motion carried.
1B: 13.5 REP. MONSON presented amendments 0218 and 0217. He explained **0217** and moved for its adoption. The motion was seconded by Rep. Aarsvold.
1B: 20.4 REP. AARSVOLD asked if the current year would be use in the calculation. Rep. Monson replied that it would use the two preceding years, which is the current year plus the preceding year. Joe Morrissette agreed.
1B: 21.1 REP. CARLSON questioned this. Joe said that the current year's foundation aid payments are based on last year's taxable evaluation.
1B: 22.7 REP. CARLSON questioned the logic. Rep. Monson said that most smaller districts do not have unlimited mill levies. The cannot raise mill levies even if their taxable evaluation went up. He explained the situation his school is going through. They have seen a dramatic increase in the taxable evaluation, and the number of pupils has remained relatively steady. By the time they take out the mill deduct, there is no increase in their per pupil payment. As a result, the school has a delinquent taxes. He also explained an amendment he is having drawn up that would deal with this issue.
1B: 30.0 A roll call vote was taken to adopt amendment 0217. The motion carried with 5 yeas and 2 nays.
1B: 30.4 REP. MONSON explained amendment **0218**.
1B: 31.6 REP. CARLSON said this is not a move toward equity. Rep. Monson said that it is a compromise.
1B: 34.4 REP. MONSON moved for the adoption of amendment 0218. Rep. Aarsvold seconded the motion. A roll call vote was taken and the motion failed with three yeas and 4 nays.
1B: 36.8 REP. AARSVOLD presented amendment **0225**, regarding an increase in funding for the National Teacher Certification program. He moved for the adoption of the amendment. The motion was seconded by Rep. Nichols. A voice vote was taken and the motion failed.
1B: 45.3 REP. MONSON moved to add $3 million to the Foundation Aid line item. Rep. Boehm seconded the motion. A voice vote was taken and the motion carried.
1B: 46.2 REP. CARLSON moved for a Do Pass as amended. Rep. Boehm seconded the motion.
1B 48.0 A roll call vote was taken and the motion carried with 5 yeas and 2 nays. Rep. Carlson will carry the bill to the full committee.

General Discussion

- ❑ Committee on Committees
- ❑ Rules Committee
- ❑ Confirmation Hearings
- ❑ Delayed Bills Committee
- ☒ House Appropriations
- ❑ Senate Appropriations
- ❑ Other

Date April 2, 1999			
Tape Number	Side A	B Side	Meter #
2		x	20.5-31.5
Committee Clerk Signature	Casey Davis		

Minutes:

Chairman Dalrymple opened the discussion on Senate Bill 2013.

2B: 20.8 Joe Morrissette, Legislative Council: The Senate reduced the general fund authority in the bill from the Executive budget by $600,000, and increased special funds by $5.5, with a total net change of $4.9 million. That was about $120,000 reduction to the salaries and wages. The operating expenses line was reduced by $350,000 from the general fund. There was an increase of $5.1 million for the foundation aid line, as a result of the $100,000 related to SB 2381 for the payments for ESL payments. They transferred $5 million from the other grants line to the foundation aid line for the payments that were in SB 2162. There was a net payment of $700,000 increase in the other grants line. That was a $65,000 increase for grants for teachers centers, and the $5 million transfer to the foundation aid, and the $5.6 million increase for federal funds that are anticipated to be available next biennium. There was a $378,000 reduction to the National Board Certification line.
2B: 23.3 REP. CARLSON: Page one of the amendments deals with the changing of some of the titles, the rest are the numbers we have changed. We'll do Special Education at the end. The Senate reduced the technology grant by $5 million. We reinstated that and added additional language requiring the minimum grant to be $5000. We removed section 7. Section 8 deals with the ESL money. On page 6, section 17, Rep. Wentz may be able to explain.
2B: 25.8 REP. WENTZ: This is a continuation of existing language in the bill.
2B: 25.9 REP. CARLSON: Section 19, the Senate removed the NAEP tests, which a lot of us felt was a very valuable test. There had been a funding request for that of $260,000. $100,000 was for training, and $160,000 was for administration. We reinstated this language that they have the tests, but did not include the funding. On page 7, it talks about the change in language with change of FTEs and personnel. Takes out of code one of the positions that had been appointed by the Supt. of Public Instruction. Section 25 had some new language determining the foundation aid payments. It was not a unanimous decision in our committee. Regarding special education, this is

where the formula has been included. I would request the support of someone else to explain the changes to this section.

2B: 29.7 CHAIRMAN DALRYMPLE: The big sections change the multiplier from 2.5 to 3 times, and require a co-pay of 80-20 on the excess costs. The amendment includes a sentence on where any savings are redistributed. Help me out Joe.

2B: 30.4 JOE MORRISSETTE: That is actually on page 2 of the amendments, and section 5 of the engrossed bill. It has legislative intent regarding the distribution of special ed. It says that any funds remaining after the amount reserved for the contract cost is distributed, they will be distributed based on ADM.

2B: 30.9 CHAIRMAN DALRYMPLE: House education provided us with an approriation of $2 million for special education. I believe in the original version it was to be distributed on an ADM basis. That's no longer handled that way in the bill. What you see on the front page is $1.5 million of that amount, page 1, line 23, is distributed on an ADM basis. So the total funding line for special ed increases from $44,600,000 to $46,100,000. It also provides a grant of $500,000 to a critical needs board for special education. The purpose of this is to allow the state to address cases out in the special ed unit that, for whatever reason, they are not able to come up with adequate funding, either through the ADM distribution, or through the $10.5 million distribution for contract services. You may ask how this could happen after distributing $46.6 million. Well, it could happen. There are certain sized units that may have a lot of regular special needs kids. Then when they get two or three severe cases, all of a sudden the ADM distribution, the contract money, plus the money they generate through their mill levy is simply not enough to provide an adequate education for that child as it is required by law. That is a case where the state could fall into a lawsuit. If that case is not addressed, it will wind up in court, and we will lose. So the $500,000 is intended to address those cases directly where special ed directors around the state could evaluate special situations. They can move dollars into those situations directly. It is special ed funding, but it is merely set aside for critical situations. Getting back to the formula situation, the bill as it stands right now appropriates $10,500,000 for the contract side of special education. The governor's budget was $10 million. The Senate added $500,000 because they felt there was a shortage of funds on the contract side of the equation. There was a discount off the projected amount of state funds that would come to schools under the contract system. Whether all of those dollars should've been spent is an open question, but there's no doubt there was a shortage of funds. This attempts to provide that in any severe case contract situation, that the school continues to have a local interest in that case. Over the last ten years, the average multiplier for all school related programs has increased from 1.9 to 2.3. In other words, inflation alone has taken it up 4/10. The change from 2.5 to 3 is to keep up with that. On the excess cost, the state has always paid 100% of the amount. The central problem is the same as an insurance concept. Any time you have a subscriber who assumes 100% of their cost back, you're not providing much incentive for them to search for efficiencies or to try to spend money in a better way. This bill provides a co-pay so the district continues to have some say in that spending. When we do the 80-20 co-pay, we essentially save money on this contract side. If there are unexpended funds those will not be saved by the state, but redistributed to the districts on an ADM basis. It provides additional incentives for units to be prudent in their spending. The question about this bill is that we need to discuss whether the $10.5 million is the right amount of money to have on the contract side of the equation. The Senate put in $500,000 more. Legislators tell us it is still not high enough. We put $1.5 million into ADM, and $500,000 into critical needs. That to some extent maintained the 75-25 ratio that we operate under. There are signs that we may be shorting schools about $1 million in the current biennium. That's the basis behind the amendment.

2B: 39.6 REP. CARLSON: Just to give you some numbers to summarize what we said. $10.5 million in contracts, $35.6 million in ADM distribution, and $500,000 critical needs line item. 1997-98 they paid out $128 on ADM; 98-99 they paid $134; and they're projecting 99-01 it will be $164 with the changes on the ADM side. It is increasing almost $30. The overall increase on that side of the budget it's a 15% increase to special education. Section 29 on page 5 sets up a board. We tried to make sure everybody was properly represented there. Page 7 deals with some changes in FTEs. As we went through the budget we looked at all the employees and their job descriptions. We removed a total of 8 positions. Of those, 7 are vacant at this point in time. Four of them are in the Division of Independent Study. The position that is not vacant is the Deputy Superintendent position. We looked through and made sure that we also made the proper language changes in code. Language states that the "Superintendent *may* appoint a deputy. He may also appoint an Assistant Superintendent of Public Instruction." We looked at those and made the decision that, as we looked at the administrative side, we had to make some

reductions. That was the reason for that. The totals on the employees was $230,000 of general funds, and $426,000 of special funds. The House also removed $300,000 from the general fund for operating, which were $100,000 for travel and $200,000 for professional services. We removed $100,000 for equipment and furniture. It removed the general fund spending authority of $2676 for the salary market adjustment for the Deputy Superintendent. It reduced the salary and wages by $69,176. $3460 was from the general fund, $65716 from other funds. There are currently 137.95 in DPI. That number has been reduced by 8. In addition to those there was $319,000 in temporary salaries. We reduced that by $250,000. It transfers $5 million of general fund appropriation authority from the foundation line item to the other grant item to restore the $6 million included in the Executive recommendation for grants for technology and professional development. It increases foundation by $3 million to reflect per student payments amounts in SB 2162. It increases special ed funding as we've talked about. You'll note that the federal government has a program that establishes grants to reduce class size. They originally included $5,623,097 in a line item for that particular purpose. The department came to us and asked if they could receive the same this biennium. To reflect that we put that in instead of sending it through emergency commission. It reduces the operating expense line by $97,312 to reflect an anticipated reduction in federal funds available for the early childhood tracking program. This is funded through the Department of Human Services. There are 8 employees in that. We tried track where the money was coming from. As we tracked that, we found that their appropriation this time was only $750,000 with a budget of only $847,312. So we reduced the funding from their operating line by $97,312 to reflect the money to match up with the costs they were going to receive from DHS. I think those are all the changes we made in the House.

2B: 47.3 REP. AARSVOLD: The School for the Blind reflects a significant change in admission over the last several years. They have converted to an outreach program that provides resources for elementary and secondary schools across the state. They also provide hardware and software to not only students, but also to visually impaired residents in their home and schools, and also for occupational use. Salaries represent the only real significant increase in the budget request for this biennium, and that is primarily a result of having to convert more of the staff time to summer utilization. There are a total of 12 months of teacher salaries added. Six are one month extensions, three are two month extensions, for an increase of $95,715. Secondly, the increase is a result of the declassification of the teaching staff last biennium. The school was among those institutions declassified. Now they are free to negotiate their salaries and benefits, and the result of the negotiation will require the school to increase salaries by $48,863. That salary item also reflects the 2&2 and the $35/month and insurance premium increase. Extraordinary repairs are primarily a result of the renovation of a building which has required them to use another entrance to their facility. They have to do some parking lot and sidewalk repair. They are reconstituting to part-time positions into one to provide a specialized braille access center. The technology request was for some very specialized equipment. This was down from last biennium. They requested $59,500, which was down $11,500. This is visually specific adaptive equipment, speech access equipment for computers, and special caption equipment for multiple handicapped students. Special funds are a large part of their funding, about ¼. We have amended that to include an additional $86,000 from the special funds area, and replace general fund dollars.

School for the Deaf had a significant admission change also. They are now an outreach program across the state. Their salaries have been reduced by $71,400 from last biennium. This reflects the 2&2 salary adjustments and the other adjustments. We excluded $100,000 for an Independent Living Cottage. They wanted a building they could use as an instructional format for young adults before they graduate to acquire life skills. However, we became aware of the likelihood that another building on campus may become available for future renovations for that purpose. It was the committee's decision to remove that $100,000 general fund appropriation. Operating expenses reflect much of the outreach program, which is run from the Minot campus. Aside from the $100,000 reduction in general funds for that, the committee has recommended that we accept the Senate amendments.

The State Library has become more of a coordinating, outreach activity. They have become a coordinating effort between all public schools, special, and public libraries. The adjustments to the salary line item includes the 2&2 and the $35. They have reduced the salary for the Assistant Director by some $22,000 and she has some family obligations and is able to meet her obligations to the library. There is a likelihood that she may retire and they would have to replace her with a full-time position. There was an increase in administrative salaries that reflects the hiring of the new Director of the State Library, which was open for most of this biennium. There were also 5 other staff turnovers. The result of that was an increase of $59,700 because of the catch-up salary. Operating costs reflect

$10,000 in additional materials. The committee moves the budget with the amendments as placed on the bill from the Executive budget.
3A: 2.7 REP. CARLSON: I move amendments 0234.
3A: 2.8 REP. WENTZ: Second.
3A: 3.2 REP. BYERLY: Dealing specifically with section 25, most of us on this committee have never been on the education committee when they start discussing the mill levy deduct and those kinds of things. I'm a bit concerned, because my understanding is that if we put this in, it will actually end up decreasing the foundation payments to those districts that don't qualify for this. I guess I'd like somebody to discuss that section 25 amendment. I think that ultimately the bigger school districts are going to pay the price for this occurring.
3A: 4.3 REP. MONSON: This is not really big versus small. It is meant for those districts that are seeing an increase in taxable evaluation, more than the statewide average taxable evaluation for school districts who have an option of averaging two years with the taxable evaluation. There are many large school districts that would gain from this particular way of figuring it. It is meant to take the 32 mil deduct times the taxable evaluation down a little bit for those that are experiencing huge increases in their property evaluations.
2B: 5.2 REP. BYERLY: I still don't understand why this would be a good thing statewide. It's a fundamental change in the way that DPI distributes the money. It's a fundamental change from the way the legislature has dealt with this in the past.
3A: 6.0 REP. MONSON: I can't disagree that it is a change. It would adjust downward that taxable evaluation in those cases where they have seen very large increases in their taxable evaluation. I think you were in here yesterday when we were discussing this. I was attempting to help those large class B schools in particular, that were seeing their taxable evaluations increase, their enrollments decrease, and they were nearing the top of their mill levy cap. The amendment that went along with this did not get put on. I did get a chance to see the runs that all three amendments would have done, and it had virtually no effect for almost all schools. This one is quite a small part of that, so it's virtually nil.
3A: 7.6 CHAIRMAN DALRYMPLE: I'm mostly interested in helping large Class B schools, but I'm having trouble with the fairness of this. Why would we have one evaluation when it comes to collecting the mill levies, but when it comes to deducting 32 mils they would have a lower evaluation? The other part that concerns me is that in your part of the state the taxable evaluations are rising but the income is going down. What we have is a problem in the sensitivity of our formula to current evaluations. Over the years we have benefited from the 10 year average, but we may be at the point where it's going to come around and kill us. I think you've identified a serious problem, but I question whether this is a way to address it.
3A: 8.9 REP. AARSVOLD: There are two kinds of school districts that would be affected by this. Ones that are experiencing an increase in value through increased assessments, or those that are adding property. This would allow them to average back to the last assessment period, and cut the impact of the mill deduct increase by ½. There are certainly a number of school districts who through the assessment process are also experiencing an increase in evaluation. They would certainly benefit by averaging back to that lower assessment period.
3A: 9.9 CHAIRMAN DALRYMPLE: If I'm supposed to be feeling sorry for a particular set of districts, the ones with more property than ever don't seem to be the ones I should be feeling sorry for. What about the ones that have less taxable evaluation? Aren't those the ones we're supposed to be worrying about?
3A: 10.4 REP. BYERLY: I would move to strike section 25, and anything else that goes along with that.
3A: 10.9 REP. WENTZ: Second.
3A: 11.0 Voice vote carried.
3A: 11.2 CHAIRMAN DALRYMPLE: I'll hand Rep. Byerly the gavel here, and I would move that on page 3, line 25, we change $10,500,000 to $11 million. And I would further move that on page 2, the item dealing with page 3, line 25 of the bill (this is at the top of page 2 of the amendment), I would further move that this portion of the amendment be deleted.
3A: 12.0 REP. POOLMAN: Second.
3A: 12.1 CHAIRMAN DALRYMPLE: The effect of this is to put another $500,000 into the contract side of the equation. By removing the language there it would simply leave those dollars in the contract side where they originated. It would make more money available for distribution as partial reimbursement for contract costs. As long as we know that the entire amount is staying in the contract side, it eliminates some questions of fairness.

3A: 13.5 REP. POOLMAN: We hear from school districts, especially larger districts with lots of special needs children, that they are getting short changed. Could you just explain the contract side of things?
3A: 13.7 CHAIRMAN DALRYMPLE: When you hear about shortages, it's both general shortages of special education dollars, and in the case of the city there is a severe shortage in the contract side of the equation. That means that the side of special education program where actual costs are submitted to DPI for approval, they approve a level of spending for the coming year, and they agree to reimburse a portion of those costs to the extent that funds are available. After the year is over the actual costs are submitted, and at that time it is determined whether the funds were sufficient to meet the original forecasts or not. In any case the average state participation in special education is 28%. So the presumption is that no matter what you do, you don't need to worry about wasted dollars because at 28% we're clearly not getting anywhere near full funding for special ed needs. Advocates for the ADM side say this is the fairest way of all. The presumption is that overpopulation, everybody has the same amount of special needs students. There may be reasons why cities have more severe cases. I think that when we see that we're shorting schools $1 million below forecast, we need to address it.
3A: 16.0 REP. CARLSON: So that is $500,000 of new money the way you're amendment would be?
3A: 16.3 CHAIRMAN DALRYMPLE: I'm sorry. That would be transferred from the ADM side of the equation.
3A: 16.4 REP. CARLSON: So the ADM side goes to $35.1 million and the contract side goes to $11 million?
3A: 16.5 CHAIRMAN DALRYMPLE: That's correct. Instead of increasing the total line $1.5 million, help me out.
3A: 16.9 JOE MORRISSETTE: I think the increase in the line would be the same. Section 5, which is the section with legislative intent regarding how the funds would distributed, would be where the change would be made. It would increase the contract amount from $10.5 to $11 million, and there would still be $400,000 of that in gifted and talented programs. The balance would be on an ADM basis.
3A: 17.3 REP. CARLSON: This is a rather complicated formula, but overall every school will get $168 for all their kids. There are people that say the flaw with the system is that you shouldn't do it on ADM because not everyone has the same amount of kids in special ed, even though you get a supplemental payment of $168 per kid. So Rep. Poolman, that's where you probably have more complaints coming from, saying that this money should be for special ed only. This change is positive. Also, there are those schools that say they didn't get their special ed money need to understand that they got everything there was. There were more requests than there was money. So when the $10 million ran out, there's no more money. The new bill is 80-20. If you look at it that way they're going to gain some money. As long as it's not new money, it's just the movement of money, then I'm ok with that.
3A: 18.7 CHAIRMAN DALRYMPLE: Any further discussion? If not, all those in favor of a move of $500,000 to the contract side, and to return the savings from the contract side back to the contract side, signify by saying aye.
3A: 19.0 Motion carries
3A: 19.2 CHAIRMAN DALRYMPLE: The amendment has been moved. Is there any further discussion?
3A: 19.3 REP. AARSVOLD: I would move to further amend. I would ask to reinstate the Teacher 4, Deputy Superintendent position, Training Officer I, and Teacher I. If I get a second I'll explain.
3A: 19.7 Second. Name not heard on tape.
3A: 19.9 REP. AARSVOLD: First of all, with regard to the Deputy Superintendent, that is a position that is currently filled. I am not aware of any budget that we've looked at that we've gone to that extent to remove an administrative position from the agency. This is an arbitrary act it seems. Secondly, the two teacher positions are admittedly unfilled. They advertised for those but were unable to fill them as a result of inadequate applications and applicants that did not meet the standards established. Those positions are at the Division of Independent Study in Fargo and are not general fund dollars. They are dollars received from tuition. The last position is the training officer position. This is a federally funded grant with the hot lunch program. I understand it's the person who is responsible for accounting of the dollars and provides educational support for the hot lunch programs in the public schools across the state. The other four positions are in need. Only one is funded by the general fund. I would hope that we would want a strong infrastructure at the state office level.
3A: 21.3 REP. HOFFNER: I'm somewhat familiar with the Division of Independent Study, and there's a relatively small instructional staff there. For them to lose these positions seems to be a significant hit for them to take. I would hope that we'd support the motion. I think the work they do there has been fantastic. We heard the positions are open, but they have a small staff and are trying to fill these positions.

3A: 23.9 Voice vote fails.
3A: 24.0 REP. WENTZ: Move a Do Pass as Amended.
3A: 24.0 REP. CARLSON: Second.
3A: 24.2 REP. NICHOLS: (Handed out amendment 0226). This amendment increases the state income tax rate to generate $27 million of additional general fund revenue for the 99-2001 biennium, and increases foundation aid line item by that amount. Section 20 of the bill would take care of the long form filing with regard to this amendment. Section 21 is the short form where the tax is adjusted from 14 to 15% of the individual's taxable income. In visiting with superintendents and administrators from my part of the state I know that this is needed in foundation aid. For various reasons we have discussed throughout the session, it will allow them to do a better job in salaries and to take care of some of their increase in costs. With that I would move the adoption of 0226 to SB 2013.
3A: 26.4 REP. AARSVOLD: Second.
3A: 26.6 REP. TIMM: I would say first of all that a major tax increase like this should stand for a hearing. This is one issue that should be brought up for a public hearing and should not be brought before this committee at this time.
3A: 27.2 REP. AARSVOLD: This $27 million here will be spent whether we pass the amendment or not. Our school boards and superintendents have talked to us repeatedly that there is a shortfall in state aid, and we must do something to respond to that. We all ran on platforms where we said we support education from the state level. The issue is not whether the money will be spent, but rather than having a broad based general tax we will have a tax on the property owners that reside in that district. When we look at the crisis in agriculture, nothing we can do can be more beneficial to that group of businessmen than to do something significant in the area of property tax. Nothing we can do in this session can do more to help that and provide additional support. That is a priority for us as a legislative assembly. I would hope we would consider this thoughtfully and do the right thing.
3A: 28.7 REP. DELZER : I don't see anywhere in here where you freeze property taxes. I would think that if you really want property tax relief you'd be freezing property taxes.
3A: 29.0 REP. AARSVOLD: I proposed on a few occasions to freeze property taxes and it was not met with a whole lot of success. I do think we have to allow those local subdivisions to make those decisions.
3A: 29.5 Voice vote fails.
3A: 29.6 CHAIRMAN DALRYMPLE: We have a Do Pass on the table. Any further discussion?
3A: 29.9 Roll call vote carried 13-4.

The meeting adjourned.

General Discussion

- ❑ Committee on Committees
- ❑ Rules Committee
- ❑ Confirmation Hearings
- ❑ Delayed Bills Committee
- ❑ House Appropriations
- ❑ Senate Appropriations
- ❑ Other

Date April 6, 1999

Tape Number	Side A	B Side	Meter #
1	x		21.0-end

Committee Clerk Signature Casey Davis

Minutes:

SB 2013

CHAIRMAN DALRYMPLE opened discussion on SB 2013.
1A: 21.2 CHAIRMAN DALRYMPLE said that the amendments to 2013 have attracted more attention than anticipated, especially the special education formula.
1A: 23.0 REP. HOFFNER said it is the area where schools have not been funded at an adequate level. Putting more money in this area is the proper thing to do.
1A: 23.7 REP. POOLMAN said that schools with an increased concentration of special education needs are underfunded.
1A: 24.6 REP. WENTZ asked if the study resolution for this was for the next biennium. Chairman Dalrymple said it was. It would be looked at quite actively.
1A: 25.2 REP. MONSON said this would be a good compromise from where we were. Anticipating what schools will have next biennium is better than what they had before. It is not as good as he would like, but it's better.
1A: 28.5 CHAIRMAN DALRYMPLE referred to the engrossed version and the amendment from the Education committee, page 1, line 8. The implications of it are totally unclear and it is not workable.
1A: 30.5 REP. MONSON moved to strike page 1 line 8 of the proposed change. The motion was seconded by Rep. Poolman. A voice vote was taken and the motion carried unanimously.
1A: 31.3 REP. WENTZ moved to adopt amendment 0309 as modified. The motion was seconded by Rep. Gulleson.
1A: 31.6 REP. DELZER moved to further amend by removing page 2, line 14 of the amendment. The motion was seconded by Rep. Carlson.

1A: 32.5 REP. GULLESON said she resisted the motion. Those funds should be distributed. It is a fair obligation for the state, and it helps local property taxes.
1A: 35.5 REP. CARLSON said it was the same language taken out of SB 2162. Additional funds used for another purpose.
1A: 36.3 REP. HOFFNER said the money is intended for Foundation Aid and should go to the schools.
1A: 37.1 REP. MONSON said the language was not exactly the same. It was not workable in SB 2162. He didn't have a problem with leaving it if it's a small amount of money. It would depend on how accurate the numbers are. A limit could be put on how much can go back to Foundation Aid. Chairman Dalrymple said the amount becomes highly variable, and asked what kind of cap Rep. Monson would suggest. Rep. Monson replied that $4.5 million would be an absolute maximum.
1A: 40.2 REP. LLOYD said that the money accumulated as a result of under-enrollment. This gives every school money, and we're not keeping schools with less enrollment whole. Chairman Dalrymple replied that this was correct, but there are other factors involved, such as the mill deduct.
1A: 41.9 REP. DELZER said it all comes back to budgeting. It's better off with a set dollar figure.
1A: 42.7 REP. HOFFNER said that even with decreased enrollment at schools, costs are going to be the same.
1A: 43.0 A roll call vote was taken and the motion carried with 10 yeas, 7 nays, and 3 absent and not voting.
1A: 45.8 REP. POOLMAN asked how the project is funded. Chairman Dalrymple noted that the bill says the Superintendent shall distribute bonuses. Rep. Poolman asked if the limit were $3 million. Chairman Dalrymple said this was correct. The department says they attempt in their projections to be on the safe side. The concern is that they haven't estimated for enough aid.
1A: 48.3 REP. POOLMAN asked if the idea of $1.5 million in ADM could be explored. Chairman Dalrymple said it was brought up in the Education committee and received only one vote.
1A: 49.3 REP. DELZER said the bill now would allow up to six consolidations, and asked how many would actually do it. Tom Decker, DPI, replied that in order to receive bonus money schools would have to begin the process immediately. It is highly unlikely that more than a couple would move in time.
1A: 51.6 REP. MONSON said that if the $1.5 million were moved and not much happens, they could be compounding the problem. He moved to restore p2, line 14, adding alimit of up to $4 million for Foundation Aid. Rep. Nichols seconded the motion
1A: 54.3 REP. DELZER said this would be doing a disservice to the schools' budgeting. Rep. Monson said that it is not a disservice to give more money. Up until a few years ago this was standard language.
1B: 1.3 REP. GULLESON said she did not see the logic in "disservice" when giving money to schools.
1B: 2.6 REP. MONSON said things get complicated when they try to single out schools.
1B: 3.0 A roll call vote was taken and failed with 8 yeas, 9 nays, and 3 absent and not voting.
1B: 4.8 REP. GULLESON said should would be requesting a minority report to include p2 lin14 of the amendment.
1B: 5.2 A voice vote was taken to adopt the modified amendment 0309 and it carried.
1B: 5.5 REP. BYERLY presented amendment 0216. He moved for its adoption, and the motion was seconded by Rep. Poolman.
1B: 7.5 REP. MONSON said that in either SB 2013 or SB 2162 they had changed the costs of education to include transportation. That increased the tuition payment.
1B: 8.1 REP. DELZER said that teachers are part of the cost of education. He didn't see a problem with the full cost of education. Chairman Dalrymple said the definition of the cost of education is simply the amount it spends per pupil.
1B: 9.8 CHAIRMAN DALRYMPLE asked if the committee would consider modifying to "up to 125%" if it were requested. Rep. Byerly said yes. Graded elementary provides 2/3 of the education to the student when a district gets students. They should be able to charge a premium if it is a graded elementary. Chairman Dalrymple said they should be able to charge less if they want to, also.
1B: 11.7 REP. MONSON said it sounded like they were trying to punish schools for being graded elementaries. Rep. Byerly replied that they should have to reimburse the receiving district for their plant and infrastructure. Rep. Monson added that there is already a charge in tuitioning students to take into account the building and other things.

1B: 15.4 REP. BYERLY moved to change the amendment "to allow up to 125% if requested". The motion was seconded by Rep. Poolman. A roll call vote was taken and failed.
1B: 17.4 REP. WENTZ moved to reinstate p2 line 14 with a limit of $3 million. Rep. Nichols seconded the motion.
1B: 19.0 A roll call vote was taken and the motion carried with 10 yeas, 7 nays, and 3 absent and not voting.
1B: 21.5 REP. WENTZ moved for a Do Pass as amended. Rep. Lloyd seconded the motion. A roll call vote was taken and carried with 11 yeas, 6 nays, and 3 absent and not voting. Rep. Monson will carry the bill.

98035.0207
Title.

Prepared by the Legislative Council staff for
Representatives Aarsvold, Nichols, and
Gulleson

March 10, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 5, after "instruction" insert "; to amend and reenact section 57-38-29 and subsection 2 of section 57-38-30.3 of the North Dakota Century Code, relating to the income tax rate for individuals, estates, and trusts"

Page 1, line 6, after "assembly" insert "; to provide an effective date"

Page 1, line 20, replace "481,006,259" with "508,006,259"

Page 2, line 4, replace "737,951,556" with "764,951,556"

Page 2, line 6, replace "538,704,309" with "565,704,309"

Page 3, line 3, replace "548,840,795" with "575,840,795"

Page 3, line 5, replace "751,202,630" with "778,202,630"

Page 7, after line 2, insert:

"**SECTION 20. AMENDMENT.** Section 57-38-29 of the North Dakota Century Code is amended and reenacted as follows:

57-38-29. Rate of tax on individuals. A tax is hereby imposed upon every individual, to be levied, collected, and paid annually with respect to the taxable income of such individual as defined in this chapter, computed at the following rates:

1. On taxable income not in excess of three thousand dollars, a tax of two and ~~sixty-seven~~ eighty-six hundredths percent.

2. On taxable income in excess of three thousand dollars and not in excess of five thousand dollars, a tax of four and twenty-nine hundredths percent.

3. On taxable income in excess of five thousand dollars and not in excess of eight thousand dollars, a tax of five and ~~thirty-three~~ seventy-one hundredths percent.

4. On taxable income in excess of eight thousand dollars and not in excess of fifteen thousand dollars, a tax of ~~six~~ seven and ~~sixty-seven~~ fifteen hundredths percent.

5. On taxable income in excess of fifteen thousand dollars and not in excess of twenty-five thousand dollars, a tax of eight and fifty-seven hundredths percent.

6. On taxable income in excess of twenty-five thousand dollars and not in excess of thirty-five thousand dollars, a tax of ~~nine and thirty-three hundredths~~ ten percent.

7. On taxable income in excess of thirty-five thousand dollars and not in excess of fifty thousand dollars, a tax of ~~ten~~ eleven and ~~sixty-seven~~ forty-three hundredths percent.

8. On taxable income in excess of fifty thousand dollars, a tax of twelve and eighty-six hundredths percent.

SECTION 21. AMENDMENT. Subsection 2 of section 57-38-30.3 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

2. A tax is hereby imposed for each taxable year upon income earned or received in that taxable year by every resident and nonresident individual, estate, and trust. This tax is ~~fourteen~~ fifteen percent of the individual's, estate's, or trust's adjusted federal income tax liability for the taxable year."

Page 7, after line 4, insert:

"SECTION 23. PER STUDENT PAYMENTS - GUARANTEED INCREASE. Notwithstanding any other provisions of law, a school district entitled to receive per student payments under chapter 15-40.1 which levied ninety percent or more of the statewide average general fund levy in mills for school districts for the most recent taxable year may not receive for the 1999-2000 school year total per student payments in an amount less than the total per student payments received by the district for the 1998-99 school year plus two percent, and a school district entitled to receive per student payments under chapter 15-40.1 which levied ninety percent or more of the statewide average general fund levy in mills for school districts for the most recent taxable year may not receive for the 2000-01 school year total per student payments in an amount less than the total per student payments received by the district for the 1999-2000 school year plus two percent.

SECTION 24. EFFECTIVE DATE. Sections 20 and 21 of this Act are effective for taxable years beginning after December 31, 1998."

Renumber accordingly

98035.0222
Title.

Prepared by the Legislative Council staff for
Representative Dalrymple
March 31, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 2, after "library" insert "; to create and enact a new section to chapter 15-59 of the North Dakota Century Code, relating to a special education critical needs board"

Page 1, line 5, after "instruction" insert "; to amend and reenact sections 15-59-06, 15-59-06.2, and 15-59-07 of the North Dakota Century Code, relating to special education"

Page 1, line 23, replace "44,600,000" with "46,100,000"

Page 1, after line 23, insert:

"Grants - Special education critical needs board 500,000"

Page 2, line 4, replace "737,951,556" with "739,951,556"

Page 2, line 6, replace "538,704,309" with "540,704,309"

Page 3, line 3, replace "548,840,795" with "550,840,795"

Page 3, line 5, replace "751,202,630" with "753,202,630"

Page 3, line 27, after "reimbursements" insert ", as provided in sections 15-59-06, 15-59-06.2, 15-59-07, and 15-59-07.2. One half of the amount appropriated must be distributed each year of the biennium. Any funds remaining at the end of each fiscal year after distributions pursuant to this subsection must be distributed pursuant to subsection 3 of this section"

Page 7, after line 2, insert:

"**SECTION 20. AMENDMENT.** Section 15-59-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-06. State cooperation in special education. Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments. A prorated state foundation aid payment for a student to attend a public school program for students with disabilities, approved by the superintendent of public instruction, may be made if the individualized education program for the student is written during the last quarter of the school term and specifically requires that the student attend a summer special education program. In the case of a student who is enrolled in a nonpublic school but who attends a public school special education program, payments must be made to the appropriate public school district for the portion of a normal schoolday the student participates in special education. For the purposes of this section, a normal schoolday consists of six hours. The amount the school district is required to expend must be reduced proportionately if a student attends the school for less than an entire year. If

any school district within a special education unit has a student with disabilities who, in the opinion of the student's multidisciplinary team, is unable to attend the public schools in the special education unit because of a disability, the school district shall contract with an in-state public school located outside the special education unit in which the student is a legal resident, if the school will accept the student and has proper services for the student's education. No school district may enter into a contract with any in-state public school for the education of any student because of a disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the in-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment. The payment may not exceed the actual per student cost incurred by the in-state public school. The school district's liability must be reduced proportionately if the student attends the in-state public school for less than an entire year. The superintendent of public instruction, upon notification by the admitting district and upon verification by the superintendent that tuition payments are due the admitting district and are unpaid, shall withhold ~~all payments~~ from ~~the~~ state ~~for~~ foundation aid payments to the district of residence an amount equal to the unpaid tuition until ~~the tuition due~~ that amount has been paid. The transportation must be furnished as provided by rules of the superintendent of public instruction. The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating the student with disabilities not covered by other payments or credits ~~must be paid from funds,~~ within the limits of legislative appropriations for that purpose.

SECTION 21. AMENDMENT. Section 15-59-06.2 of the North Dakota Century Code is amended and reenacted as follows:

15-59-06.2. Cost of special education - Liability of school district. If allowable costs for special education and related services for a child with disabilities in a special education program, as determined by the superintendent of public instruction, exceed the reimbursement provided by the state, the school district is liable to pay for each such student an amount over the state reimbursement up to a maximum each school year of ~~two and one-half~~ three times the state average ~~per pupil~~ per student elementary or high school cost, depending on whether the enrollment would be in a grade or high school department, and twenty percent of all remaining costs. The ~~two and one-half~~ three times amount includes the amount the school district is required to pay in section 15-59-06. The state is liable for ~~one hundred~~ eighty percent of the remainder of the cost of education and related services for each such student with disabilities within the limits of legislative appropriations for that purpose.

SECTION 22. AMENDMENT. Section 15-59-07 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-07. Contracts for students with disabilities to attend private or out-of-state public schools. If any school district in this state has a student with disabilities who in the opinion of the student's multidisciplinary team is unable to attend the public schools in the district because of a physical or mental disability or because of a learning disability, the school district shall contract with any accredited private nonsectarian nonprofit corporation within or outside the state or an out-of-state public school which has proper facilities for the education of the student, if there is no public school in the state which has the necessary services and which will accept the student. No school district may enter a contract with any private nonsectarian nonprofit corporation or out-of-state public school for the education of any student having a physical or learning disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the private nonsectarian nonprofit corporation or the out-of-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the

student's level of enrollment and twenty percent of all remaining costs. The payment may not exceed the actual per student cost incurred by the private nonsectarian nonprofit corporation or out-of-state public school. The transportation must be furnished and reimbursed as provided by rules of the superintendent of public instruction. ~~The remainder of the actual cost of educating the student with disabilities not covered by other payments or credits must be paid from funds appropriated by the legislative assembly for special education notwithstanding limitations cited in section 15-59-06.~~ The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating each student with disabilities not covered by other payments or credit within the limits of legislative appropriations for that purpose. The district of residence is entitled to the per student foundation payment.

SECTION 23. A new section to chapter 15-59 of the North Dakota Century Code is created and enacted as follows:

Special education critical needs board - Creation - Membership - Purpose.

1. The superintendent of public instruction shall establish a special education critical needs board, as provided in this section.

2. The superintendent shall establish five regions of the state based on student population in each region.

3. The critical needs board consists of seven members: five members representing school districts and special education units, one from each of the five regions as established under subsection 2; one member representing the department of public instruction; and one member representing the disability services division of the department of human services.

4. Members of the critical needs board are eligible to receive reimbursement from the department of public instruction for necessary travel and expenses incurred in attending meetings of the board equal to the amounts provided for state officials pursuant to sections 44-08-04 and 54-06-09.

5. The superintendent shall adopt rules and develop application forms for the distribution of funds appropriated by the legislative assembly for distribution by the critical needs board to school districts.

6. School districts that meet the following criteria are eligible to receive funding from the critical needs board:

   a. The school district has incurred extraordinary expenditures, as defined by the superintendent, to educate students with disabilities.

   b. The extraordinary expenditures incurred by the school district have had a significant impact on the district's ability to provide education services, resulting in critical needs.

   c. The district is not eligible to receive funding to address critical needs through any other state program for the support of special education services."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment increases the special education line item by $1.5 million from the general fund. This amendment also adds a special line item for grants to be distributed by the special education critical needs board, which is created in Section 23 of the bill. The amount appropriated in the special line item is $500,000 from the general fund. This amendment increases the amount school districts are liable to pay for extraordinary special education costs from 2.5 times the state average educational expenditure to three times the state average, plus 20 percent of any additional costs. This amendment also provides, in Section 5 of the bill, that any of the funds provided for reimbursing districts for excess special education costs that remain unspent at the end of each fiscal year must be distributed on the basis of average daily membership, pursuant to North Dakota Century Code Section 15-40.1-07.6.

98035.0225
Title.

Prepared by the Legislative Council staff for
Representative Aarsvold
March 31, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, line 3, replace "20,000" with "350,000"

Page 2, line 4, replace "737,951,556" with "738,281,556"

Page 2, line 6, replace "538,704,309" with "539,034,309"

Page 3, line 3, replace "548,840,795" with "549,170,795"

Page 3, line 5, replace "751,202,630" with "751,532,630"

Page 3, line 20, replace "pay one-half of the application fee" with "be distributed to candidates applying for certification by"

Page 3, line 21, remove "require to be remitted to" and replace "for each" with "and to be used to provide the required state match for federal funds for programs for the retention and recruitment of new and experienced teachers in this state."

Page 3, remove line 22

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment increases the national board certification line item by $330,000 from the general fund. The funds will be used for the national board certification program ($150,000) and to provide the required state match for a federal grant for improving teacher quality ($200,000).

98035.0227
Title.

Prepared by the Legislative Council staff for
Representative Wentz
March 31, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 6, after line 15, insert:

"**SECTION 18. CREDENTIALING PROCESS FOR SPECIAL EDUCATION TEACHERS.** The superintendent of public instruction may not change the credentialing process for special education teachers as it is in effect on March 1, 1999, without first convening a meeting to include representatives of the North Dakota council of education leaders, the council of exceptional children, the North Dakota education association, and the North Dakota school boards association. The purpose of the meeting is to receive comments regarding the proposed changes, the applicability of the proposed changes, including the scheduling, the manner of implementation, associated costs, and the short-term and long-term effects of the proposed changes. If, within thirty days after the date of the meeting, members of any two representative groups present at the meeting object in writing to the proposed changes, the superintendent may not implement the change prior to July 1, 2001."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment provides that prior to implementing any change in the credentialing process for special education teachers, the Superintendent of Public Instruction must obtain the approval of certain education-related groups.

Prepared by the Legislative Council staff for
Representative Carlson
April 1, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 17, replace "11,706,777" with "11,637,601"

Page 1, line 18, replace "10,107,032" with "9,807,032"

Page 1, line 19, replace "591,036" with "491,036"

Page 2, line 4, replace "737,951,556" with "737,482,380"

Page 2, line 5, replace "199,247,247" with "199,107,531"

Page 6, after line 15, insert:

"**SECTION 18. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS TESTING.** The department of public instruction shall participate in the national assessment of educational progress (NAEP) testing program for the 1999-2001 biennium."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment makes the following changes:

- Reduces salaries and wages by $69,176 ($3,460 from the general fund, $65,716 from other funds) for temporary salaries, reducing the total amount for temporary salaries from $319,176 to $250,000.
- Removes $300,000 for operating expenses, reducing the line item from $10,107,032 to $9,807,032. The reduction is for travel ($100,000) and professional services ($200,000).
- Removes $100,000 for equipment, reducing the line item from $591,036 to $491,036. The reduction is allocated between the general fund ($26,000) and other funds ($74,000), based on the funding source split of the line item in the engrossed bill.
- Adds Section 18, which directs the department to participate in the national assessment of educational progress (NAEP) testing program.

98035.0229
Title.

Prepared by the Legislative Council staff for
Representative Carlson
April 1, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 17, replace "11,706,777" with "11,047,155"

Page 2, line 4, replace "737,951,556" with "737,291,934"

Page 2, line 5, replace "199,247,247" with "198,820,829"

Page 2, line 6, replace "538,704,309" with "538,471,105"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment makes the following changes:

- Removes the following FTE positions:

POSITION TITLE	POSITION NUMBER	FTE	GENERAL FUND	OTHER FUNDS	TOTAL FUNDS
Teacher IV	0006	1.00		$81,619	$81,619
Deputy superintendent	3100	1.00	$122,816		122,816
Training officer I	3205	1.00		59,718	59,718
Assistant director	3401	1.00	107,712		107,712
Teacher I	3830	1.00		73,354	73,354
Special education regional coordinator	3834	1.00		95,992	95,992
Teacher I	9999-2	1.00		67,449	67,449
Computer operator II	9999-3	1.00		48,286	48,286
Total		8.00	$230,528	$426,418	$656,946

- Removes general fund spending authority of $2,676 added by the Senate for a salary market increase for the deputy superintendent position. This amendment removes the deputy superintendent position.

Prepared by the Legislative Council staff for
Representative Carlson
April 1, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 18, replace "10,107,032" with "10,009,720"

Page 2, line 4, replace "737,951,556" with "737,854,244"

Page 2, line 5, replace "199,247,247" with "199,149,935"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment reduces the operating expenses line item by $97,312 to reflect an anticipated reduction in federal funds available for the early childhood tracking program. The total amount provided for the program is reduced from $847,312 to $750,000.

Prepared by the Legislative Council staff for
Representative Carlson
April 1, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 24, replace "132,695,566" with "138,318,663"

Page 2, line 4, replace "737,951,556" with "743,574,653"

Page 2, line 5, replace "199,247,247" with "204,870,344"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment adds $5,623,097 of federal funds spending authority to reflect federal funds anticipated to be available for grants to schools to reduce class size.

Prepared by the Legislative Council staff for
Representative Carlson
April 1, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 3, replace "section" with "sections" and after "15-21-02" insert "and 15-21-03"

Page 1, line 4, replace "section" with "sections" and after "15.1-02-02" insert "and 15.1-02-03"

Page 1, line 5, after "instruction" insert "and the appointment of a deputy superintendent"

Page 7, after line 2, insert:

"**SECTION 20. AMENDMENT.** If House Bill No. 1034 does not become effective, Section 15-21-03 of the North Dakota Century Code is amended and reenacted as follows:

15-21-03. Appointment of ~~deputy - Assistant~~ assistant - Clerks. The superintendent of public instruction may appoint ~~a deputy for whose official acts he is responsible, and~~ an assistant whose duty it is to assist the superintendent of public instruction in visiting schools and institutes, to attend school officers' meetings, and to perform such other duties as may be required of him. The superintendent also may employ such clerks as are necessary in carrying on the work of the department.

SECTION 21. AMENDMENT. Section 15.1-02-03 of the North Dakota Century Code as created by House Bill No. 1034, as approved by the fifty-sixth legislative assembly, is amended and reenacted as follows:

15.1-02-03. Appointment of ~~deputy~~ assistant - Employment of personnel. The superintendent of public instruction may appoint ~~a deputy superintendent and~~ an assistant. The superintendent may also hire personnel or contract with other persons to perform the work of the department of public instruction."

Renumber accordingly

Prepared by the Legislative Council staff for
Representative Dalrymple
April 1, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 2, after "library" insert "; to create and enact a new section to chapter 15-59 of the North Dakota Century Code, relating to a special education critical needs board"

Page 1, line 5, after "instruction" insert "; to amend and reenact sections 15-59-06, 15-59-06.2, and 15-59-07 of the North Dakota Century Code, relating to special education"

Page 1, line 23, replace "44,600,000" with "46,100,000"

Page 1, after line 23, insert:

"Grants - Special education critical needs board 500,000"

Page 2, line 4, replace "737,951,556" with "739,951,556"

Page 2, line 6, replace "538,704,309" with "540,704,309"

Page 3, line 3, replace "548,840,795" with "550,840,795"

Page 3, line 5, replace "751,202,630" with "753,202,630"

Page 3, line 27, after "reimbursements" insert ", as provided in sections 15-59-06, 15-59-06.2, 15-59-07, and 15-59-07.2. One half of the amount appropriated must be distributed each year of the biennium. Any funds remaining at the end of each fiscal year after distributions pursuant to this subsection must be distributed pursuant to subsection 3 of this section"

Page 7, after line 2, insert:

"**SECTION 20. AMENDMENT.** Section 15-59-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-06. State cooperation in special education. Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments. A prorated state foundation aid payment for a student to attend a public school program for students with disabilities, approved by the superintendent of public instruction, may be made if the individualized education program for the student is written during the last quarter of the school term and specifically requires that the student attend a summer special education program. In the case of a student who is enrolled in a nonpublic school but who attends a public school special education program, payments must be made to the appropriate public school district for the portion of a normal schoolday the student participates in special education. For the purposes of this section, a normal schoolday consists of six hours. The amount the school district is required to expend must be reduced proportionately if a student attends the school for less than an entire year. If

any school district within a special education unit has a student with disabilities who, in the opinion of the student's multidisciplinary team, is unable to attend the public schools in the special education unit because of a disability, the school district shall contract with an in-state public school located outside the special education unit in which the student is a legal resident, if the school will accept the student and has proper services for the student's education. No school district may enter into a contract with any in-state public school for the education of any student because of a disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the in-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment. The payment may not exceed the actual per student cost incurred by the in-state public school. The school district's liability must be reduced proportionately if the student attends the in-state public school for less than an entire year. The superintendent of public instruction, upon notification by the admitting district and upon verification by the superintendent that tuition payments are due the admitting district and are unpaid, shall withhold ~~all payments~~ from ~~the~~ state ~~for~~ foundation aid payments to the district of residence an amount equal to the unpaid tuition until ~~the tuition due~~ that amount has been paid. The transportation must be furnished as provided by rules of the superintendent of public instruction. The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating the student with disabilities not covered by other payments or credits ~~must be paid from funds~~, within the limits of legislative appropriations for that purpose.

SECTION 21. AMENDMENT. Section 15-59-06.2 of the North Dakota Century Code is amended and reenacted as follows:

15-59-06.2. Cost of special education - Liability of school district. If allowable costs for special education and related services for a child with disabilities in a special education program, as determined by the superintendent of public instruction, exceed the reimbursement provided by the state, the school district is liable to pay for each such student an amount over the state reimbursement up to a maximum each school year of ~~two and one-half~~ three times the state average ~~per pupil~~ per student elementary or high school cost, depending on whether the enrollment would be in a grade or high school department, and twenty percent of all remaining costs. The ~~two and one-half~~ three times amount includes the amount the school district is required to pay in section 15-59-06. The state is liable for ~~one hundred~~ eighty percent of the remainder of the cost of education and related services for each such student with disabilities within the limits of legislative appropriations for that purpose.

SECTION 22. AMENDMENT. Section 15-59-07 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-07. Contracts for students with disabilities to attend private or out-of-state public schools. If any school district in this state has a student with disabilities who in the opinion of the student's multidisciplinary team is unable to attend the public schools in the district because of a physical or mental disability or because of a learning disability, the school district shall contract with any accredited private nonsectarian nonprofit corporation within or outside the state or an out-of-state public school which has proper facilities for the education of the student, if there is no public school in the state which has the necessary services and which will accept the student. No school district may enter a contract with any private nonsectarian nonprofit corporation or out-of-state public school for the education of any student having a physical or learning disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the private nonsectarian nonprofit corporation or the out-of-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the

student's level of enrollment and twenty percent of all remaining costs. The payment may not exceed the actual per student cost incurred by the private nonsectarian nonprofit corporation or out-of-state public school. The transportation must be furnished and reimbursed as provided by rules of the superintendent of public instruction. ~~The remainder of the actual cost of educating the student with disabilities not covered by other payments or credits must be paid from funds appropriated by the legislative assembly for special education notwithstanding limitations cited in section 15-59-06.~~ The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating each student with disabilities not covered by other payments or credit within the limits of legislative appropriations for that purpose. The district of residence is entitled to the per student foundation payment.

SECTION 23. A new section to chapter 15-59 of the North Dakota Century Code is created and enacted as follows:

Special education critical needs board - Creation - Membership - Purpose.

1. The superintendent of public instruction shall establish a special education critical needs board, as provided in this section.

2. The superintendent shall establish five regions of the state based on student population in each region.

3. The critical needs board consists of seven members: five members representing special education units, one from each of the five regions as established under subsection 2; one member representing the department of public instruction; and one member representing the disability services division of the department of human services.

4. Members of the critical needs board are eligible to receive reimbursement from the department of public instruction for necessary travel and expenses incurred in attending meetings of the board equal to the amounts provided for state officials pursuant to sections 44-08-04 and 54-06-09.

5. The superintendent shall adopt rules and develop application forms for the distribution of funds appropriated by the legislative assembly for distribution by the critical needs board to school districts.

6. School districts that meet the following criteria are eligible to receive funding from the critical needs board:

   a. The school district has incurred extraordinary expenditures, as defined by the superintendent, to educate students with disabilities.

   b. The extraordinary expenditures incurred by the school district have had a significant impact on the district's ability to provide education services, resulting in critical needs.

   c. The district is not eligible to receive funding to address critical needs through any other state program for the support of special education services."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment increases the special education line item by $1.5 million from the general fund. This amendment also adds a special line item for grants to be distributed by the

special education critical needs board, which is created in Section 23 of the bill. The amount appropriated in the special line item is $500,000 from the general fund. This amendment increases the amount school districts are liable to pay for extraordinary special education costs from 2.5 times the state average educational expenditure to three times the state average, plus 20 percent of any additional costs. This amendment also provides, in Section 5 of the bill, that any of the funds provided for reimbursing districts for excess special education costs that remain unspent at the end of each fiscal year must be distributed on the basis of average daily membership, pursuant to North Dakota Century Code Section 15-40.1-07.6.

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4/5/99
1 of 9

98035.0238
Title.0300

Prepared by the Legislative Council staff for
House Appropriations - Majority Report
April 5, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 2, after "library" insert "; to create and enact a new section to chapter 15-59 of the North Dakota Century Code, relating to a special education critical needs board"

Page 1, line 3, replace "section" with "sections" and after "15-21-02" insert "and 15-21-03"

Page 1, line 4, replace "section" with "sections" and after "15.1-02-02" insert "and 15.1-02-03"

Page 1, line 5, replace "; to repeal section 2 of Senate Bill No. 2381, as" with "and the appointment of a deputy superintendent; and to amend and reenact sections 15-59-06, 15-59-06.2, and 15-59-07 of the North Dakota Century Code, relating to special education."

Page 1, remove line 6

Page 1, line 17, replace "11,706,777" with "10,977,979"

Page 1, line 18, replace "10,107,032" with "9,709,720"

Page 1, line 19, replace "591,036" with "491,036"

Page 1, line 20, replace "481,006,259" with "479,006,259"

Page 1, line 23, replace "44,600,000" with "46,100,000"

Page 1, after line 23, insert:

"Grants - Special education critical needs board 500,000"

Page 1, line 24, replace "132,695,566" with "143,318,663"

Page 2, line 4, replace "737,951,556" with "747,348,543"

Page 2, line 5, replace "199,247,247" with "204,206,898"

Page 2, line 6, replace "538,704,309" with "543,141,645"

Page 2, line 21, replace "136,327" with "36,327"

Page 2, line 22, replace "5,502,539" with "5,402,539"

Page 2, line 24, replace "4,845,170" with "4,745,170"

Page 3, line 1, replace "863,400" with "950,276"

Page 3, line 2, replace "2,328,405" with "2,241,529"

Page 3, line 3, replace "548,840,795" with "553,091,255"

Page 3, line 4, replace "202,361,835" with "207,408,362"

Page 3, line 5, replace "751,202,630" with "760,499,617"

Page 3, line 25, replace "Ten" with "Eleven" and remove "five hundred thousand"

Page 4, line 14, replace "$1,000,000" with "$6,000,000"

Page 4, line 20, after the period insert "Prior to the distribution of grants pursuant to this section, the educational telecommunications council may establish a minimum grant amount of $5,000. A school district is not eligible to receive a grant under this section unless the administrative office of the district is connected to the internet."

Page 4, remove lines 21 through 25

Page 6, after line 15, insert:

"**SECTION 17. CREDENTIALING PROCESS FOR SPECIAL EDUCATION TEACHERS.** The superintendent of public instruction may not change the credentialing process for special education teachers as it is in effect on March 1, 1999, without first convening a meeting to include representatives of the North Dakota council of education leaders, the council of exceptional children, the North Dakota education association, and the North Dakota school boards association. The purpose of the meeting is to receive comments regarding the proposed changes, the applicability of the proposed changes, including the scheduling, the manner of implementation, associated costs, and the short-term and long-term effects of the proposed changes. If, within thirty days after the date of the meeting, members of any two representative groups present at the meeting object in writing to the proposed changes, the superintendent may not implement the change prior to July 1, 2001.

SECTION 18. SCHOOL DISTRICT FINANCIAL DATA - REPORTING - REQUIREMENTS. The superintendent of public instruction shall develop standardized reporting forms, in both hard copy and electronic format, prescribing the manner in which school district superintendents and business managers must account for and report financial data. The superintendent of public instruction shall report to the interim education finance committee of the legislative council regarding the content of the reports and specific actions taken to account for transfers from school district general funds, to eliminate or reduce variations in the reporting of data, and to ensure that the financial data is available in a form that allows for accurate and consistent comparisons.

SECTION 19. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS TESTING. The department of public instruction shall participate in the national assessment of educational progress (NAEP) testing program for the 1999-2001 biennium.

SECTION 20. FEDERAL FUNDING FOR SPECIAL EDUCATION URGED. The fifty-sixth legislative assembly urges the Congress of the United States and the President to increase federal funding for special education to achieve, within the next three years, the statutory goal of the federal government providing funding for special education students equal to 40 percent of the national average per student educational expenditure. The secretary of state shall send copies of this section to the President, the members of the North Dakota congressional delegation, the national conference of state legislatures, and the state superintendent of public instruction."

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SECTION 24. AMENDMENT. Section 15.1-02-03 of the North Dakota Century Code as created by House Bill No. 1034, as approved by the fifty-sixth legislative assembly, is amended and reenacted as follows:

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SECTION 25. AMENDMENT. Section 15-59-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-06. State cooperation in special education. Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments. A prorated state foundation aid payment for a student to attend a public school program for students with disabilities, approved by the superintendent of public instruction, may be made if the individualized education program for the student is written during the last quarter of the school term and specifically requires that the student attend a summer special education program. In the case of a student who is enrolled in a nonpublic school but who attends a public school special education program, payments must be made to the appropriate public school district for the portion of a normal schoolday the student participates in special education. For the purposes of this section, a normal schoolday consists of six hours. The amount the school district is required to expend must be reduced proportionately if a student attends the school for less than an entire year. If any school district within a special education unit has a student with disabilities who, in the opinion of the student's multidisciplinary team, is unable to attend the public schools in the special education unit because of a disability, the school district shall contract with an in-state public school located outside the special education unit in which the student is a legal resident, if the school will accept the student and has proper services for the student's education. No school district may enter into a contract with any in-state public school for the education of any student because of a disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the in-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment. The payment may not exceed the actual per student cost incurred by the in-state public school. The school district's liability must be reduced proportionately if the student attends the in-state public school for less than an entire year. The superintendent of public instruction, upon notification by the admitting district and upon verification by the superintendent that tuition payments are due the admitting district and are unpaid, shall withhold ~~all payments~~ from ~~the~~ state ~~for~~ foundation aid payments to the district of residence an amount equal to the unpaid tuition until ~~the tuition due~~ that amount has been paid. The transportation must be furnished as provided by rules of

the superintendent of public instruction. The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating the student with disabilities not covered by other payments or credits ~~must be paid from funds~~, within the limits of legislative appropriations for that purpose.

SECTION 26. AMENDMENT. Section 15-59-06.2 of the North Dakota Century Code is amended and reenacted as follows:

15-59-06.2. Cost of special education - Liability of school district. If allowable costs for special education and related services for a child with disabilities in a special education program, as determined by the superintendent of public instruction, exceed the reimbursement provided by the state, the school district is liable to pay for each such student an amount over the state reimbursement up to a maximum each school year of ~~two and one-half~~ three times the state average ~~per pupil~~ per student elementary or high school cost, depending on whether the enrollment would be in a grade or high school department, and twenty percent of all remaining costs. The ~~two and one-half~~ three times amount includes the amount the school district is required to pay in section 15-59-06. The state is liable for ~~one hundred~~ eighty percent of the remainder of the cost of education and related services for each such student with disabilities within the limits of legislative appropriations for that purpose.

SECTION 27. AMENDMENT. Section 15-59-07 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-07. Contracts for students with disabilities to attend private or out-of-state public schools. If any school district in this state has a student with disabilities who in the opinion of the student's multidisciplinary team is unable to attend the public schools in the district because of a physical or mental disability or because of a learning disability, the school district shall contract with any accredited private nonsectarian nonprofit corporation within or outside the state or an out-of-state public school which has proper facilities for the education of the student, if there is no public school in the state which has the necessary services and which will accept the student. No school district may enter a contract with any private nonsectarian nonprofit corporation or out-of-state public school for the education of any student having a physical or learning disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the private nonsectarian nonprofit corporation or the out-of-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment and twenty percent of all remaining costs. The payment may not exceed the actual per student cost incurred by the private nonsectarian nonprofit corporation or out-of-state public school. The transportation must be furnished and reimbursed as provided by rules of the superintendent of public instruction. ~~The remainder of the actual cost of educating the student with disabilities not covered by other payments or credits must be paid from funds appropriated by the legislative assembly for special education notwithstanding limitations cited in section 15-59-06.~~ The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating each student with disabilities not covered by other payments or credit within the limits of legislative appropriations for that purpose. The district of residence is entitled to the per student foundation payment.

SECTION 28. A new section to chapter 15-59 of the North Dakota Century Code is created and enacted as follows:

Special education critical needs board - Creation - Membership - Purpose.

1. The superintendent of public instruction shall establish a special education critical needs board, as provided in this section.

2. The superintendent shall establish five regions of the state based on student population in each region.

3. The critical needs board consists of seven members: five members representing special education units, one from each of the five regions as established under subsection 2; one member representing the department of public instruction; and one member representing the disability services division of the department of human services.

4. Members of the critical needs board are eligible to receive reimbursement from the department of public instruction for necessary travel and expenses incurred in attending meetings of the board equal to the amounts provided for state officials pursuant to sections 44-08-04 and 54-06-09.

5. The superintendent shall adopt rules and develop application forms for the distribution of funds appropriated by the legislative assembly for distribution by the critical needs board to school districts.

6. School districts that meet the following criteria are eligible to receive funding from the critical needs board:

   a. The school district has incurred extraordinary expenditures, as defined by the superintendent, to educate students with disabilities.

   b. The extraordinary expenditures incurred by the school district have had a significant impact on the district's ability to provide education services, resulting in critical needs.

   c. The district is not eligible to receive funding to address critical needs through any other state program for the support of special education services."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,825,653	$11,706,777	($728,798)	$10,977,979
Operating expenses	10,457,032	10,107,032	(397,312)	9,709,720
Equipment	591,036	591,036	(100,000)	491,036
Grants - Foundation aid and transportation	475,906,259	481,006,259	(2,000,000)	479,006,259
Grants - Revenue supplement	3,100,000	3,100,000		3,100,000
Grants - Tuition apportionment	53,528,217	53,528,217		53,528,217
Grants - Special education	44,600,000	44,600,000	1,500,000	46,100,000
Grants - Special education critical needs			500,000	500,000
Grants - Other grants	132,007,469	132,695,566	10,623,097	143,318,663
Geographic education	50,000	50,000		50,000
SENDIT network	546,669	546,669		546,669
National board certification	398,000	20,000		20,000
Total all funds	$733,010,335	$737,951,556	$9,396,987	$747,348,543
Less special funds	193,694,209	199,247,247	4,959,651	204,206,898
General fund	$539,316,126	$538,704,309	$4,437,336	$543,141,645
FTE	137.95	137.95	(8.00)	129.95

Detail of House changes to the Senate version:

	REMOVE POSITIONS	REDUCE OPERATING EXPENSES	REDUCE EQUIPMENT	REMOVE FUNDING FOR SALARY MARKET INCREASE FOR DEPUTY SUPERINTENDENT	REDUCE TEMPORARY SALARIES	TRANSFER FUNDING FROM FOUNDATION AID TO TECHNOLOGY GRANTS
Salaries and wages	($656,946) [1]			($2,676) [4]	($69,176) [5]	
Operating expenses		($300,000) [2]				
Equipment			($100,000) [3]			
Grants - Foundation aid and transportation						($5,000,000) [6]
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Special education critical needs						
Grants - Other grants						5,000,000 [6]
Geographic education						
SENDIT network						
National board certification						
Total all funds	($656,946)	($300,000)	($100,000)	($2,676)	($69,176)	$0
Less special funds	(426,418)		(74,000)		(65,716)	
General fund	($230,528)	($300,000)	($26,000)	($2,676	($3,460)	$0
FTE	(8.00)	0.00	0.00	0.00	0.00	0.00

	INCREASE FOUNDATION AID	INCREASE SPECIAL EDUCATION GRANTS	ADD FEDERAL FUNDS FOR CLASS SIZE REDUCTION GRANTS	REDUCE OPERATING EXPENSES FOR EARLY CHILDHOOD TRACKING	TOTAL HOUSE CHANGES
Salaries and wages					($728,798)
Operating expenses				($97,312) [10]	(397,312)
Equipment					(100,000)
Grants - Foundation aid and transportation	$3,000,000 [7]				(2,000,000)
Grants - Revenue supplement					
Grants - Tuition apportionment					
Grants - Special education		$1,500,000 [8]			1,500,000
Grants - Special education critical needs		500,000 [8]			500,000
Grants - Other grants			$5,623,097 [9]		10,623,097
Geographic education					
SENDIT network					
National board certification					
Total all funds	$3,000,000	$2,000,000	$5,623,097	($97,312)	$9,396,987
Less special funds			5,623,097	(97,312)	4,959,651
General fund	$3,000,000	$2,000,000	$0	$0	$4,437,336
FTE	0.00	0.00	0.00	0.00	(8.00)

House changes narrative:

This amendment makes the following changes:

- Provides in Section 6 of the engrossed bill that the Educational Telecommunications Council may establish a minimum grant amount of $5,000 and provides that for a school district to be eligible to receive a grant, the school district administrative office must be connected to the Internet.

- Removes Section 7, which provided legislative intent regarding the use of grants distributed by the Educational Telecommunications Council.

- Adds a new Section 17, which provides that prior to implementing any change in the credentialing process for special education teachers, the Superintendent of Public Instruction must obtain the approval of certain education-related groups.

- Adds a new Section 18, which directs the Superintendent of Public Instruction to develop standardized reporting forms for the reporting of financial data.

- Adds a new Section 19, which directs the department to participate in the national assessment of educational progress (NAEP) testing program.

- Adds a new Section 20, which urges Congress and the President to provide funding for special education students equal to 40 percent of the national average educational expenditure per student.

- Amends North Dakota Century Code (NDCC) Sections 15-21-03 and 15.1-02-03 to remove statutory references to the Deputy Superintendent of Public Instruction.

- Amends NDCC Sections 15-59-06, 15-59-06.2, and 15-59-07 to increase the amount school districts are liable to pay for extraordinary special education costs from 2.5 times the state average educational expenditure per student to three times the state average, plus 20 percent of any additional costs.

- Creates a new section to NDCC Chapter 15-59 to create a special education critical needs board.

- Increases from $10.5 million to $11 million (Section 5 of the bill) the amount of the special education appropriation to be used for reimbursing districts for special education contract costs. This results in a corresponding $500,000 decrease in the amount to be distributed on a per student basis pursuant to subsection 3 of Section 5. Section 5, as amended, provides that the $46.1 million special education grants line item will be distributed as follows:
  - $11 million for special education contract costs.
  - $400,000 for gifted and talented programs.
  - $34.7 million for per student special education payments.
- Removes Section 20 of the engrossed bill, which repealed Section 2 of Senate Bill No. 2381. Section 2 of Senate Bill No. 2381 provided a $400,000 appropriation for payments to schools with students with limited English proficiency. However, this section of Senate Bill No. 2381 was removed by amendments recommended by the House Education Committee and adopted by the House. The foundation aid line item of Senate Bill No. 2013 contains the required $400,000 appropriation for these payments.

[1] Removes the following FTE positions:

POSITION TITLE	POSITION NUMBER	FTE	GENERAL FUND	OTHER FUNDS	TOTAL FUNDS
Teacher IV	0006	1.00		$81,619	$81,619
Deputy superintendent	3100	1.00	$122,816		122,816
Training officer I	3205	1.00		59,718	59,718
Assistant director	3401	1.00	107,712		107,712
Teacher I	3830	1.00		73,354	73,354
Special education regional coordinator	3834	1.00		95,992	95,992
Teacher I	9999-2	1.00		67,449	67,449
Computer operator II	9999-3	1.00		48,286	48,286
Total		8.00	$230,528	$426,418	$656,946

[2] Removes $300,000 from the general fund for operating expenses for travel ($100,000) and professional services ($200,000).

[3] Removes $100,000 for equipment, reducing the line item from $591,036 to $491,036. The reduction is allocated between the general fund ($26,000) and other funds ($74,000) based on the funding source split of the line item in the engrossed bill.

[4] Removes general fund spending authority of $2,676 added by the Senate for a salary market increase for the deputy superintendent position. This amendment removes the deputy superintendent position.

[5] Reduces salaries and wages by $69,176 ($3,460 from the general fund, $65,716 from other funds) for temporary salaries, reducing the total amount for temporary salaries from $319,176 to $250,000.

[6] Transfers $5 million of general fund appropriation authority from the foundation aid line item to the other grants line item to restore the $6 million included in the executive recommendation for grants to schools for technology or teacher professional development.

[7] Increases the foundation aid line item by $3 million to reflect the per student payment amounts of $2,134 and $2,240 provided in Senate Bill No. 2162 for the 1999-2001 biennium.

[8] Increases funding for special education grants by $2 million, $500,000 of which is for grants to be distributed by the special education critical needs board.

[9] Increases the other grants line item by $5,623,097 to reflect federal funds anticipated to be available for grants to schools to reduce class size.

[10] Reduces the operating expenses line item by $97,312 to reflect an anticipated reduction in federal funds available for the early childhood tracking program. The total amount provided for the program is reduced from $847,312 to $750,000.

DEPARTMENT 252 - SCHOOL FOR THE DEAF

House - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$4,347,330	$4,275,930		$4,275,930
Operating expenses	1,015,458	1,015,458		1,015,458
Equipment	39,224	74,824		74,824
Capital improvements	136,327	136,327	($100,000)	36,327
Total all funds	$5,538,339	$5,502,539	($100,000)	$5,402,539
Less special funds	658,177	657,369		657,369
General fund	$4,880,162	$4,845,170	($100,000)	$4,745,170
FTE	53.93	53.93	0.00	53.93

Detail of House changes to the Senate version includes:

	REMOVE FUNDING FOR INDEPENDENT LIVING COTTAGE	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Capital improvements	($100,000)	($100,000)
Total all funds	($100,000)	($100,000)
Less special funds		
General fund	($100,000)	($100,000)

DEPARTMENT 253 - SCHOOL FOR THE BLIND

House - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$2,415,801	$2,391,456		$2,391,456
Operating expenses	678,059	678,059		678,059
Equipment	70,500	70,500		70,500
Capital improvements	51,790	51,790		51,790
Total all funds	$3,216,150	$3,191,805	$0	$3,191,805
Less special funds	863,400	863,400	86,876	950,276
General fund	$2,352,750	$2,328,405	($86,876)	$2,241,529
FTE	28.00	28.00	0.00	28.00

Detail of House changes to the Senate version:

	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$0	$0
Less special funds	86,876 [1]	86,876
General fund	($86,876) [1]	($86,876)

House changes narrative:

[1] Increases other funds spending authority and decreases general fund spending authority by $86,876 anticipated to be available from the School for the Blind fund. The funding source switch includes the following:

- $34,076 for operating expenses.
- $52,800 for temporary salaries relating to the compensatory skills training program.

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Prepared by the Legislative Council staff for
House Appropriations - Minority Report
April 5, 1999

VR 4/5/99 10:10

HOUSE AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013 4-6-99

Page 1, line 2, after "library" insert "; to create and enact a new section to chapter 15-59 of the North Dakota Century Code, relating to a special education critical needs board"

Page 1, line 3, replace "section" with "sections" and after "15-21-02" insert "and 15-21-03"

Page 1, line 4, replace "section" with "sections" and after "15.1-02-02" insert "and 15.1-02-03"

Page 1, line 5, replace "; to repeal section 2 of Senate Bill No. 2381, as" with "and the appointment of a deputy superintendent; to amend and reenact sections 15-59-06, 15-59-06.2, 15-59-07, 57-38-29, and subsection 2 of section 57-38-30.3 of the North Dakota Century Code, relating to special education and the income tax rate for individuals, estates, and trusts; and to provide an effective date."

Page 1, remove line 6

Page 1, line 17, replace "11,706,777" with "10,977,979"

Page 1, line 18, replace "10,107,032" with "9,709,720"

Page 1, line 19, replace "591,036" with "491,036"

Page 1, line 20, replace "481,006,259" with "506,006,259"

Page 1, line 23, replace "44,600,000" with "46,100,000"

Page 1, after line 23, insert:

"Grants - Special education critical needs board 500,000"

Page 1, line 24, replace "132,695,566" with "143,318,663"

HOUSE AMENDMENTS TO ENGROSSED SENATE BILL NC . 2013 APP 4-6-99

Page 2, line 4, replace "737,951,556" with "774,348,543"

Page 2, line 5, replace "199,247,247" with "204,206,898"

Page 2, line 6, replace "538,704,309" with "570,141,645"

Page 2, line 21, replace "136,327" with "36,327"

Page 2, line 22, replace "5,502,539" with "5,402,539"

Page 2, line 24, replace "4,845,170" with "4,745,170"

HOUSE AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013 APP 4-6-99

Page 3, line 1, replace "863,400" with "950,276"

Page 3, line 2, replace "2,328,405" with "2,241,529"

Page 3, line 3, replace "548,840,795" with "580,091,255"

Page 3, line 4, replace "202,361,835" with "207,408,362"

Page 3, line 5, replace "751,202,630" with "787,499,617"

Page 3, line 25, replace "Ten" with "Eleven" and remove "five hundred thousand"

HOUSE AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013 APP 4-6-99

Page 4, line 14, replace "$1,000,000" with "$6,000,000"

Page 4, line 20, after the period insert "Prior to the distribution of grants pursuant to this section, the educational telecommunications council may establish a minimum grant amount of $5,000. A school district is not eligible to receive a grant under this section unless the administrative office of the district is connected to the internet."

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SECTION 25. AMENDMENT. Section 15-59-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-06. State cooperation in special education. Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments. A prorated state foundation aid payment for a student to attend a public school program for students with disabilities, approved by the superintendent of public instruction, may be made if the individualized education program for the student is written during the last quarter of the school term and specifically requires that the student attend a summer special education program. In the case of a student who is enrolled in a nonpublic school but who attends a public school special education program, payments must be made to the appropriate public school district for the portion of a normal schoolday the student participates in special education. For the purposes of this section, a normal schoolday consists of six hours. The amount the school district is required to expend must be reduced proportionately if a student attends the school for less than an entire year. If any school district within a special education unit has a student with disabilities who, in the opinion of the student's multidisciplinary team, is unable to attend the public schools in the special education unit because of a disability, the school district shall contract with an in-state public school located outside the special education unit in which the student is a legal resident, if the school will accept the student and has proper services for the student's education. No school district may enter into a contract with any in-state public school for the education of any student because of a disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the in-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment. The payment may not exceed the actual per student cost incurred by the in-state public school. The school district's liability must be reduced proportionately if the student attends the in-state public school for less than an entire year. The superintendent of public instruction, upon notification by the admitting district and upon verification by the superintendent that tuition payments are due the admitting district and are unpaid, shall withhold ~~all payments~~ from ~~the~~ state ~~for~~ foundation aid payments to the district of residence an amount equal to the unpaid tuition until ~~the tuition due~~ that amount has been paid. The transportation must be furnished as provided by rules of

the superintendent of public instruction. The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating the student with disabilities not covered by other payments or credits ~~must be paid from funds~~, within the limits of legislative appropriations for that purpose.

SECTION 26. AMENDMENT. Section 15-59-06.2 of the North Dakota Century Code is amended and reenacted as follows:

15-59-06.2. Cost of special education - Liability of school district. If allowable costs for special education and related services for a child with disabilities in a special education program, as determined by the superintendent of public instruction, exceed the reimbursement provided by the state, the school district is liable to pay for each such student an amount over the state reimbursement up to a maximum each school year of ~~two and one-half~~ three times the state average ~~per pupil~~ per student elementary or high school cost, depending on whether the enrollment would be in a grade or high school department, and twenty percent of all remaining costs. The ~~two and one-half~~ three times amount includes the amount the school district is required to pay in section 15-59-06. The state is liable for ~~one hundred~~ eighty percent of the remainder of the cost of education and related services for each such student with disabilities within the limits of legislative appropriations for that purpose.

SECTION 27. AMENDMENT. Section 15-59-07 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-07. Contracts for students with disabilities to attend private or out-of-state public schools. If any school district in this state has a student with disabilities who in the opinion of the student's multidisciplinary team is unable to attend the public schools in the district because of a physical or mental disability or because of a learning disability, the school district shall contract with any accredited private nonsectarian nonprofit corporation within or outside the state or an out-of-state public school which has proper facilities for the education of the student, if there is no public school in the state which has the necessary services and which will accept the student. No school district may enter a contract with any private nonsectarian nonprofit corporation or out-of-state public school for the education of any student having a physical or learning disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the private nonsectarian nonprofit corporation or the out-of-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment and twenty percent of all remaining costs. The payment may not exceed the actual per student cost incurred by the private nonsectarian nonprofit corporation or out-of-state public school. The transportation must be furnished and reimbursed as provided by rules of the superintendent of public instruction. ~~The remainder of the actual cost of educating the student with disabilities not covered by other payments or credits must be paid from funds appropriated by the legislative assembly for special education notwithstanding limitations cited in section 15-59-06.~~ The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating each student with disabilities not covered by other payments or credit within the limits of legislative appropriations for that purpose. The district of residence is entitled to the per student foundation payment.

SECTION 28. A new section to chapter 15-59 of the North Dakota Century Code is created and enacted as follows:

Special education critical needs board - Creation - Membership - Purpose.

1. The superintendent of public instruction shall establish a special education critical needs board, as provided in this section.

2. The superintendent shall establish five regions of the state based on student population in each region.

3. The critical needs board consists of seven members: five members representing special education units, one from each of the five regions as established under subsection 2; one member representing the department of public instruction; and one member representing the disability services division of the department of human services.

4. Members of the critical needs board are eligible to receive reimbursement from the department of public instruction for necessary travel and expenses incurred in attending meetings of the board equal to the amounts provided for state officials pursuant to sections 44-08-04 and 54-06-09.

5. The superintendent shall adopt rules and develop application forms for the distribution of funds appropriated by the legislative assembly for distribution by the critical needs board to school districts.

6. School districts that meet the following criteria are eligible to receive funding from the critical needs board:

   a. The school district has incurred extraordinary expenditures, as defined by the superintendent, to educate students with disabilities.

   b. The extraordinary expenditures incurred by the school district have had a significant impact on the district's ability to provide education services, resulting in critical needs.

   c. The district is not eligible to receive funding to address critical needs through any other state program for the support of special education services.

SECTION 29. AMENDMENT. Section 57-38-29 of the North Dakota Century Code is amended and reenacted as follows:

57-38-29. Rate of tax on individuals. A tax is hereby imposed upon every individual, to be levied, collected, and paid annually with respect to the taxable income of such individual as defined in this chapter, computed at the following rates:

1. On taxable income not in excess of three thousand dollars, a tax of two and ~~sixty-seven~~ eighty-six hundredths percent.

2. On taxable income in excess of three thousand dollars and not in excess of five thousand dollars, a tax of four and twenty-nine hundredths percent.

3. On taxable income in excess of five thousand dollars and not in excess of eight thousand dollars, a tax of five and ~~thirty-three~~ seventy-one hundredths percent.

4. On taxable income in excess of eight thousand dollars and not in excess of fifteen thousand dollars, a tax of ~~six~~ seven and ~~sixty-seven~~ fifteen hundredths percent.

5. On taxable income in excess of fifteen thousand dollars and not in excess of twenty-five thousand dollars, a tax of eight and fifty-seven hundredths percent.

6. On taxable income in excess of twenty-five thousand dollars and not in excess of thirty-five thousand dollars, a tax of ~~nine and thirty-three hundredths~~ ten percent.

7. On taxable income in excess of thirty-five thousand dollars and not in excess of fifty thousand dollars, a tax of ~~ten~~ eleven and ~~sixty-seven~~ forty-three hundredths percent.

8. On taxable income in excess of fifty thousand dollars, a tax of twelve and eighty-six hundredths percent.

SECTION 30. AMENDMENT. Subsection 2 of section 57-38-30.3 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

2. A tax is hereby imposed for each taxable year upon income earned or received in that taxable year by every resident and nonresident individual, estate, and trust. This tax is ~~fourteen~~ fifteen percent of the individual's, estate's, or trust's adjusted federal income tax liability for the taxable year.

SECTION 31. EFFECTIVE DATE. Sections 29 and 30 of this Act are effective for taxable years beginning after December 31, 1998."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,825,653	$11,706,777	($728,798)	$10,977,979
Operating expenses	10,457,032	10,107,032	(397,312)	9,709,720
Equipment	591,036	591,036	(100,000)	491,036
Grants - Foundation aid and transportation	475,906,259	481,006,259	(25,000,000)	506,006,259
Grants - Revenue supplement	3,100,000	3,100,000		3,100,000
Grants - Tuition apportionment	53,528,217	53,528,217		53,528,217
Grants - Special education	44,600,000	44,600,000	1,500,000	46,100,000
Grants - Special education critical needs			500,000	500,000
Grants - Other grants	132,007,469	132,695,566	10,623,097	143,318,663
Geographic education	50,000	50,000		50,000
SENDIT network	546,669	546,669		546,669
National board certification	398,000	20,000		20,000
Total all funds	$733,010,335	$737,951,556	$36,396,987	$774,348,543
Less special funds	193,694,209	199,247,247	4,959,651	204,206,898
General fund	$539,316,126	$538,704,309	$31,437,336	$570,141,645
FTE	137.95	137.95	(8.00)	129.95

Detail of House changes to the Senate version:

	REMOVE POSITIONS	REDUCE OPERATING EXPENSES	REDUCE EQUIPMENT	REMOVE FUNDING FOR SALARY MARKET INCREASE FOR DEPUTY SUPERINTENDENT	REDUCE TEMPORARY SALARIES	TRANSFER FUNDING FROM FOUNDATION AID TO TECHNOLOGY GRANTS
Salaries and wages	($656,946) [1]			($2,676) [4]	($69,176) [5]	
Operating expenses		($300,000) [2]				
Equipment			($100,000) [3]			
Grants - Foundation aid and transportation						($5,000,000) [6]
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Special education critical needs						
Grants - Other grants						5,000,000 [6]
Geographic education						
SENDIT network						
National board certification						
Total all funds	($656,946)	($300,000)	($100,000)	($2,676)	($69,176)	$0

Less special funds	(426,418)		(74,000)		(65,716)	
General fund	($230,528)	($300,000)	($26,000)	($2,676	($3,460)	$0
FTE	(8.00)	0.00	0.00	0.00	0.00	0.00

	INCREASE FOUNDATION AID	INCREASE SPECIAL EDUCATION GRANTS	ADD FEDERAL FUNDS FOR CLASS SIZE REDUCTION GRANTS	REDUCE OPERATING EXPENSES FOR EARLY CHILDHOOD TRACKING	INCREASE FOUNDATION AID FOR INCOME TAX INCREASE	TOTAL HOUSE CHANGES
Salaries and wages						($728,798)
Operating expenses				($97,312) [10]		(397,312)
Equipment					($100,000)	
Grants - Foundation aid and transportation	$3,000,000 [7]				27,000,000 [11]	(25,000,000)
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education		$1,500,000 [8]				1,500,000
Grants - Special education critical needs		500,000 [8]				500,000
Grants - Other grants			$5,623,097 [9]			10,623,097
Geographic education						
SENDIT network						
National board certification						
Total all funds	$3,000,000	$2,000,000	$5,623,097	($97,312)	$27,000,000	$36,396,987
Less special funds			5,623,097	(97,312)		4,959,651
General fund	$3,000,000	$2,000,000	$0	$0	$27,000,000	$31,437,336
FTE	0.00	0.00	0.00	0.00	(8.00)	

House changes narrative:

This amendment makes the following changes:

- Provides in Section 6 of the engrossed bill that the Educational Telecommunications Council may establish a minimum grant amount of $5,000 and provides that for a school district to be eligible to receive a grant, the school district administrative office must be connected to the Internet.
- Removes Section 7, which provided legislative intent regarding the use of grants distributed by the Educational Telecommunications Council.
- Adds a new Section 17, which provides that prior to implementing any change in the credentialing process for special education teachers, the Superintendent of Public Instruction must obtain the approval of certain education-related groups.
- Adds a new Section 18, which directs the Superintendent of Public Instruction to develop standardized reporting forms for the reporting of financial data.
- Adds a new Section 19, which directs the department to participate in the national assessment of educational progress (NAEP) testing program.
- Adds a new Section 20, which urges Congress and the President to provide funding for special education students equal to 40 percent of the national average educational expenditure per student.
- Amends North Dakota Century Code (NDCC) Sections 15-21-03 and 15.1-02-03 to remove statutory references to the Deputy Superintendent of Public Instruction.
- Amends NDCC Sections 15-59-06, 15-59-06.2, and 15-59-07 to increase the amount school districts are liable to pay for extraordinary special education costs from 2.5 times the state average educational expenditure per student to three times the state average, plus 20 percent of any additional costs.
- Creates a new section to NDCC Chapter 15-59 to create a special education critical needs board.

- Amends NDCC Section 57-38-29 and subsection 2 of Section 57-38-30.3 to increase state income tax rates to generate $27 million of additional general fund revenue for the 1999-2001 biennium.

- Increases from $10.5 million to $11 million (Section 5 of the bill) the amount of the special education appropriation to be used for reimbursing districts for special education contract costs. This results in a corresponding $500,000 decrease in the amount to be distributed on a per student basis pursuant to subsection 3 of Section 5. Section 5, as amended, provides that the $46.1 million special education grants line item will be distributed as follows:
  - $11 million for special education contract costs.
  - $400,000 for gifted and talented programs.
  - $34.7 million for per student special education payments.
- Removes Section 20 of the engrossed bill, which repealed Section 2 of Senate Bill No. 2381. Section 2 of Senate Bill No. 2381 provided a $400,000 appropriation for payments to schools with students with limited English proficiency. However, this section of Senate Bill No. 2381 was removed by amendments recommended by the House Education Committee and adopted by the House. The foundation aid line item of Senate Bill No. 2013 contains the required $400,000 appropriation for these payments.

[1] Removes the following FTE positions:

POSITION TITLE	POSITION NUMBER	FTE	GENERAL FUND	OTHER FUNDS	TOTAL FUNDS
Teacher IV	0006	1.00		$81,619	$81,619
Deputy superintendent	3100	1.00	$122,816		122,816
Training officer I	3205	1.00		59,718	59,718
Assistant director	3401	1.00	107,712		107,712
Teacher I	3830	1.00		73,354	73,354
Special education regional coordinator	3834	1.00		95,992	95,992
Teacher I	9999-2	1.00		67,449	67,449
Computer operator II	9999-3	1.00		48,286	48,286
Total		8.00	$230,528	$426,418	$656,946

[2] Removes $300,000 from the general fund for operating expenses for travel ($100,000) and professional services ($200,000).

[3] Removes $100,000 for equipment, reducing the line item from $591,036 to $491,036. The reduction is allocated between the general fund ($26,000) and other funds ($74,000) based on the funding source split of the line item in the engrossed bill.

[4] Removes general fund spending authority of $2,676 added by the Senate for a salary market increase for the deputy superintendent position. This amendment removes the deputy superintendent position.

[5] Reduces salaries and wages by $69,176 ($3,460 from the general fund, $65,716 from other funds) for temporary salaries, reducing the total amount for temporary salaries from $319,176 to $250,000.

[6] Transfers $5 million of general fund appropriation authority from the foundation aid line item to the other grants line item to restore the $6 million included in the executive recommendation for grants to schools for technology or teacher professional development.

[7] Increases the foundation aid line item by $3 million to reflect the per student payment amounts of $2,134 and $2,240 provided in Senate Bill No. 2162 for the 1999-2001 biennium.

[8] Increases funding for special education grants by $2 million, $500,000 of which is for grants to be distributed by the special education critical needs board.

[9] Increases the other grants line item by $5,623,097 to reflect federal funds anticipated to be available for grants to schools to reduce class size.

[10] Reduces the operating expenses line item by $97,312 to reflect an anticipated reduction in federal funds available for the early childhood tracking program. The total amount provided for the program is reduced from $847,312 to $750,000.

[11] Increases the foundation aid line item by $27 million, the amount of additional general fund revenue anticipated to be available through increasing state income tax rates, as provided in Sections 29 and 30.

DEPARTMENT 252 - SCHOOL FOR THE DEAF

House - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$4,347,330	$4,275,930		$4,275,930
Operating expenses	1,015,458	1,015,458		1,015,458
Equipment	39,224	74,824		74,824
Capital improvements	136,327	136,327	($100,000)	36,327
Total all funds	$5,538,339	$5,502,539	($100,000)	$5,402,539
Less special funds	658,177	657,369		657,369
General fund	$4,880,162	$4,845,170	($100,000)	$4,745,170
FTE	53.93	53.93	0.00	53.93

Detail of House changes to the Senate version includes:

	REMOVE FUNDING FOR INDEPENDENT LIVING COTTAGE	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Capital improvements	($100,000)	($100,000)
Total all funds	($100,000)	($100,000)
Less special funds		
General fund	($100,000)	($100,000)

DEPARTMENT 253 - SCHOOL FOR THE BLIND

House - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$2,415,801	$2,391,456		$2,391,456
Operating expenses	678,059	678,059		678,059
Equipment	70,500	70,500		70,500
Capital improvements	51,790	51,790		51,790
Total all funds	$3,216,150	$3,191,805	$0	$3,191,805
Less special funds	863,400	863,400	86,876	950,276
General fund	$2,352,750	$2,328,405	($86,876)	$2,241,529
FTE	28.00	28.00	0.00	28.00

Detail of House changes to the Senate version:

	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$0	$0
Less special funds	86,876 [1]	86,876

General fund	($86,876) [1]	($86,876)

House changes narrative:

[1] Increases other funds spending authority and decreases general fund spending authority by $86,876 anticipated to be available from the School for the Blind fund. The funding source switch includes the following:

- $34,076 for operating expenses.
- $52,800 for temporary salaries relating to the compensatory skills training program.

Date: 3-2-99
Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

☐ Subcommittee on Education and Environment
or
☐ Conference Committee

Legislative Council Amendment Number

Action Taken Amend (see bottom of page)

Motion Made By Carlson Seconded By Lloyd

Representatives	Yes	No	Representatives	Yes	No
Chairperson Janet Wentz	✓				
Vice Chairman Ed Lloyd	✓				
Rep. Ole Aarsvold	✓				
Rep. James Boehm	✓				
Rep. Al Carlson	✓				
Rep. David Monson	—				
Rep. Ronald Nichols	✓				

Total (Yes) 6 No 1

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:
move $5 mill. from fdtn. grant line item to tech. line item.

Date: 3-31-99
Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

☐ Subcommittee on Education and Environment
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken adopting am. 0215

Motion Made By Carlson. Seconded By Boehm

Representatives	Yes	No	Representatives	Yes	No
Chairperson Janet Wentz		X			
Vice Chairman Ed Lloyd		X			
Rep. Ole Aarsvold	X				
Rep. James Boehm	X				
Rep. Al Carlson	X				
Rep. David Monson		X			
Rep. Ronald Nichols		X			

Total (Yes) 3 No 4

Absent _____

Floor Assignment _____

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

98035.0226
Title.

Prepared by the Legislative Council staff for
Representatives Aarsvold, Nichols, and
Gulleson

March 31, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 5, after "instruction" insert "; to amend and reenact section 57-38-29 and subsection 2 of section 57-38-30.3 of the North Dakota Century Code, relating to the income tax rate for individuals, estates, and trusts"

Page 1, line 6, after "assembly" insert "; to provide an effective date"

Page 1, line 20, replace "481,006,259" with "508,006,259"

Page 2, line 4, replace "737,951,556" with "764,951,556"

Page 2, line 6, replace "538,704,309" with "565,704,309"

Page 3, line 3, replace "548,840,795" with "575,840,795"

Page 3, line 5, replace "751,202,630" with "778,202,630"

Page 7, after line 2, insert:

"**SECTION 20. AMENDMENT.** Section 57-38-29 of the North Dakota Century Code is amended and reenacted as follows:

57-38-29. Rate of tax on individuals. A tax is hereby imposed upon every individual, to be levied, collected, and paid annually with respect to the taxable income of such individual as defined in this chapter, computed at the following rates:

1. On taxable income not in excess of three thousand dollars, a tax of two and ~~sixty-seven~~ eighty-six hundredths percent.

2. On taxable income in excess of three thousand dollars and not in excess of five thousand dollars, a tax of four and twenty-nine hundredths percent.

3. On taxable income in excess of five thousand dollars and not in excess of eight thousand dollars, a tax of five and ~~thirty-three~~ seventy-one hundredths percent.

4. On taxable income in excess of eight thousand dollars and not in excess of fifteen thousand dollars, a tax of ~~six~~ seven and ~~sixty-seven~~ fifteen hundredths percent.

5. On taxable income in excess of fifteen thousand dollars and not in excess of twenty-five thousand dollars, a tax of eight and fifty-seven hundredths percent.

6. On taxable income in excess of twenty-five thousand dollars and not in excess of thirty-five thousand dollars, a tax of ~~nine and thirty-three hundredths~~ ten percent.

7. On taxable income in excess of thirty-five thousand dollars and not in excess of fifty thousand dollars, a tax of ~~ten~~ eleven and ~~sixty-seven~~ forty-three hundredths percent.

8. On taxable income in excess of fifty thousand dollars, a tax of twelve and eighty-six hundredths percent.

SECTION 21. AMENDMENT. Subsection 2 of section 57-38-30.3 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

2. A tax is hereby imposed for each taxable year upon income earned or received in that taxable year by every resident and nonresident individual, estate, and trust. This tax is ~~fourteen~~ fifteen percent of the individual's, estate's, or trust's adjusted federal income tax liability for the taxable year."

Page 7, after line 4, insert:

"**SECTION 23. EFFECTIVE DATE.** Sections 20 and 21 of this Act are effective for taxable years beginning after December 31, 1998."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment increases state income tax rates to generate $27 million of additional general fund revenue for the 1999-2001 biennium and increases the foundation aid line item by that amount.

Date: 4-1-99
Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

☐ Subcommittee on Education and Environment
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken am. 0226 adoption

Motion Made By NICHOLS. Seconded By AARSVOLD

Representatives	Yes	No	Representatives	Yes	No
Chairperson Janet Wentz		X			
Vice Chairman Ed Lloyd					
Rep. Ole Aarsvold	X				
Rep. James Boehm		X			
Rep. Al Carlson		X			
Rep. David Monson	X				
Rep. Ronald Nichols	X				

Total (Yes) 3 No 3

Absent 1

Floor Assignment _____

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

Prepared by the Legislative Council staff for
Representative Monson
March 30, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 5, after "instruction" insert "; to amend and reenact subsection 3 of section 15-40.1-06, relating to the school district equalization factor;"

Page 7, after line 2, insert:

"**SECTION 20. AMENDMENT.** Subsection 3 of section 15-40.1-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

3. In determining the amount of payments due school districts for tuition apportionment provided in section 15-44-03, and per student aid under this section, the amount of tuition apportionment, foundation aid, special education aid, and transportation aid for which a school district is eligible must be added together, and from that total, 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 or in the case of a school district the taxable valuation of which increased more than the statewide average taxable valuation per school district during the latest available reporting period, the product of thirty-two mills times the average of the two preceding years' 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 of the actual expenditures, plus an additional twenty thousand dollars."

Renumber accordingly

Date: 4-1-99
Roll Call Vote #: 2

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

☐ Subcommittee on Education and Environment
or
☐ Conference Committee

Legislative Council Amendment Number

Action Taken 0217 am. adoption

Motion Made By MONSON Seconded By AARSVOLD

Representatives	Yes	No	Representatives	Yes	No
Chairperson Janet Wentz		X			
Vice Chairman Ed Lloyd	X				
Rep. Ole Aarsvold	X				
Rep. James Boehm	X				
Rep. Al Carlson		X			
Rep. David Monson	X				
Rep. Ronald Nichols	X				

Total (Yes) 5 No 2

Absent

Floor Assignment

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

Prepared by the Legislative Council staff for
Representative Monson
March 30, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 5, after "instruction" insert "; to amend and reenact section 15-40.1-09 of the North Dakota Century Code, relating to the determination of per student payments"

Page 7, after line 2, insert:

"**SECTION 20. AMENDMENT.** Section 15-40.1-09 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-40.1-09. Application for payments - Verification and determination of payments for high school students - Report of county superintendent of schools - Appeal. Immediately upon the completion of the registration of students at the beginning of each school term and in no event later than September tenth of each year, the business manager of each school district within or without this state which is claiming payments from state funds under the provisions of this chapter shall file with the county superintendent of schools a claim on a form prescribed by the superintendent of public instruction stating the number of students registered in high school and elementary grades for which payments are claimed, and such other information as may be reasonably requested by the superintendent of public instruction. Not later than December first, the superintendent of public instruction shall certify to the office of management and budget a list of the school districts and schools not operated by school districts entitled to payments from state funds, together with the amounts to which the several districts and schools are entitled. Per student aid as provided under sections 15-40.1-06, 15-40.1-07, and 15-40.1-08 must be computed on the basis of the previous year's average daily membership less the number of students attending school during the current school year in another district under the provisions of open enrollment, the average of the previous two years' average daily membership less the number of students attending school during the current school year in another district under the provisions of open enrollment, or the current year's fall enrollment, whichever provides the greatest payment, for all current grade levels. Adjustments must be made in the subsequent year according to a comparison between the average daily membership for the year for which the adjusted payment is being made and the year or two years preceding the year for which the adjusted payment is being made, whichever is greater, for grade levels that existed in both years. The ~~greater of the two~~ highest among the preceding three years' average daily membership must be used in computing any adjustment in a district's foundation aid payments. For purposes of this chapter, "average daily membership" means the total days all students in a given school are in attendance, including two days set aside for the North Dakota education association instructional conference, three holidays listed in subsections 2 through 10 of section 15-38-04.1 which have been selected by the school board in consultation with the teachers, and up to two full days during which parent-teacher conferences are held, divided by one hundred eighty days. School districts educating children of agricultural migratory workers or offering high school summer school programs during the months of June, July, and August shall not be restricted to payments for a one hundred eighty-day school term.

Immediately upon the termination of the school year, and in no event later than July fifteenth of each year, the business manager of each school district within or without this state which has received payments from state funds under the provisions of this chapter shall file with the county superintendent of schools a verified statement of the name, residence, and membership of elementary and high school students as

provided for in this section, and number of units of high school work taken by each high school student enrolled during the previous school year. The statement shall be attested to by the county superintendent of schools. The county superintendent shall investigate the validity of the statement and shall determine the residence and other qualifications of each student named in the statement. The county superintendent shall certify to the superintendent of public instruction on or before September first of each year the number of enrolled students in each district in the county for the previous school year upon which any adjustment may be based as provided in this section. If any statement is disallowed in whole or in part, notice of the disallowance and the names of students who are disallowed shall be reported to the superintendent of public instruction and to the district filing the statement. Any district may appeal to the superintendent of public instruction from the determination of the county superintendent of schools on or before September fifteenth in the year in which the determination is made. The superintendent of public instruction may change or modify the determination of the county superintendent if the evidence submitted by the district warrants a modification. The judgment of the superintendent of public instruction shall be final."

Renumber accordingly

Date: 4-1-99
Roll Call Vote #: 3

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

☐ Subcommittee on Education and Environment
or
☐ Conference Committee

Legislative Council Amendment Number

Action Taken am. 0218 adoption

Motion Made By MONSON Seconded By AARSVOLD

Representatives	Yes	No	Representatives	Yes	No
Chairperson Janet Wentz		X			
Vice Chairman Ed Lloyd		X			
Rep. Ole Aarsvold	X				
Rep. James Boehm		X			
Rep. Al Carlson		X			
Rep. David Monson	X				
Rep. Ronald Nichols	X				

Total (Yes) 3 No 4

Absent

Floor Assignment

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

Date: 4-1-99
Roll Call Vote #: 4

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

☐ Subcommittee on Education and Environment
or
☐ Conference Committee

Legislative Council Amendment Number

Action Taken DO PASS AS AMENDED

Motion Made By CARLSON Seconded By BOEHM

Representatives	Yes	No	Representatives	Yes	No
Chairperson Janet Wentz	X				
Vice Chairman Ed Lloyd	X				
Rep. Ole Aarsvold		X			
Rep. James Boehm	X				
Rep. Al Carlson	X				
Rep. David Monson	X				
Rep. Ronald Nichols		X			

Total (Yes) 5 No 2

Absent

Floor Assignment CARLSON to full committee

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

Date: 4-2-99
Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

☐ Subcommittee on

or

☐ Conference Committee

Legislative Council Amendment Number

Action Taken DP as amended

Motion Made By Wentz Seconded By Carlson

Representatives	Yes	No	Representatives	Yes	No
Chairman Dalrymple	✓		Nichols		✓
Vice-Chairman Byerly	✓		Poolman	✓	
Aarsvold		✓	Svedjan	✓	
Bernstein	✓		Timm	✓	
Boehm	✓		Tollefson		
Carlson	✓		Wentz	✓	
Carlisle					
Delzer	✓				
Gulleson					
Hoffner		✓			
Huether	✓				
Kerzman		✓			
Lloyd	✓				
Monson	✓				

Total (Yes) 13 No 4

Absent 3

Floor Assignment REP. CARLSON

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

REPORT OF STANDING COMMITTEE

SB 2013, as engrossed: Appropriations Committee (Rep. Dalrymple, Chairman) A **MINORITY** of your committee (Reps. Aarsvold, Gulleson, Hoffner, Huether, Kerzman, Nichols) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS.**

Page 1, line 2, after "library" insert "; to create and enact a new section to chapter 15-59 of the North Dakota Century Code, relating to a special education critical needs board"

Page 1, line 3, replace "section" with "sections" and after "15-21-02" insert "and 15-21-03"

Page 1, line 4, replace "section" with "sections" and after "15.1-02-02" insert "and 15.1-02-03"

Page 1, line 5, replace "; to repeal section 2 of Senate Bill No. 2381, as" with "and the appointment of a deputy superintendent; to amend and reenact sections 15-59-06, 15-59-06.2, 15-59-07, 57-38-29, and subsection 2 of section 57-38-30.3 of the North Dakota Century Code, relating to special education and the income tax rate for individuals, estates, and trusts; and to provide an effective date."

Page 1, remove line 6

Page 1, line 17, replace "11,706,777" with "10,977,979"

Page 1, line 18, replace "10,107,032" with "9,709,720"

Page 1, line 19, replace "591,036" with "491,036"

Page 1, line 20, replace "481,006,259" with "506,006,259"

Page 1, line 23, replace "44,600,000" with "46,100,000"

Page 1, after line 23, insert:
"Grants - Special education critical needs board 500,000"

Page 1, line 24, replace "132,695,566" with "143,318,663"

Page 2, line 4, replace "737,951,556" with "774,348,543"

Page 2, line 5, replace "199,247,247" with "204,206,898"

Page 2, line 6, replace "538,704,309" with "570,141,645"

Page 2, line 21, replace "136,327" with "36,327"

Page 2, line 22, replace "5,502,539" with "5,402,539"

Page 2, line 24, replace "4,845,170" with "4,745,170"

Page 3, line 1, replace "863,400" with "950,276"

Page 3, line 2, replace "2,328,405" with "2,241,529"

Page 3, line 3, replace "548,840,795" with "580,091,255"

Page 3, line 4, replace "202,361,835" with "207,408,362"

Page 3, line 5, replace "751,202,630" with "787,499,617"

Page 3, line 25, replace "Ten" with "Eleven" and remove "five hundred thousand"

Page 4, line 14, replace "$1,000,000" with "$6,000,000"

Page 4, line 20, after the period insert "Prior to the distribution of grants pursuant to this section, the educational telecommunications council may establish a minimum grant amount of $5,000. A school district is not eligible to receive a grant under this section unless the administrative office of the district is connected to the internet."

Page 4, remove lines 21 through 25

Page 6, after line 15, insert:

"**SECTION 17. CREDENTIALING PROCESS FOR SPECIAL EDUCATION TEACHERS.** The superintendent of public instruction may not change the credentialing process for special education teachers as it is in effect on March 1, 1999, without first convening a meeting to include representatives of the North Dakota council of education leaders, the council of exceptional children, the North Dakota education association, and the North Dakota school boards association. The purpose of the meeting is to receive comments regarding the proposed changes, the applicability of the proposed changes, including the scheduling, the manner of implementation, associated costs, and the short-term and long-term effects of the proposed changes. If, within thirty days after the date of the meeting, members of any two representative groups present at the meeting object in writing to the proposed changes, the superintendent may not implement the change prior to July 1, 2001.

SECTION 18. SCHOOL DISTRICT FINANCIAL DATA - REPORTING - REQUIREMENTS. The superintendent of public instruction shall develop standardized reporting forms, in both hard copy and electronic format, prescribing the manner in which school district superintendents and business managers must account for and report financial data. The superintendent of public instruction shall report to the interim education finance committee of the legislative council regarding the content of the reports and specific actions taken to account for transfers from school district general funds, to eliminate or reduce variations in the reporting of data, and to ensure that the financial data is available in a form that allows for accurate and consistent comparisons.

SECTION 19. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS TESTING. The department of public instruction shall participate in the national assessment of educational progress (NAEP) testing program for the 1999-2001 biennium.

SECTION 20. FEDERAL FUNDING FOR SPECIAL EDUCATION URGED. The fifty-sixth legislative assembly urges the Congress of the United States and the President to increase federal funding for special education to achieve, within the next three years, the statutory goal of the federal government providing funding for special education students equal to 40 percent of the national average per student educational expenditure. The secretary of state shall send copies of this section to the President, the members of the North Dakota congressional delegation, the national conference of state legislatures, and the state superintendent of public instruction."

Page 7, replace lines 3 through 7 with:

"**SECTION 23. AMENDMENT.** If House Bill No. 1034 does not become effective, Section 15-21-03 of the North Dakota Century Code is amended and reenacted as follows:

15-21-03. Appointment of ~~deputy - Assistant~~ assistant - Clerks. The superintendent of public instruction may appoint ~~a deputy for whose official acts he is responsible, and~~ an assistant whose duty it is to assist the superintendent of public instruction in visiting schools and institutes, to attend school officers' meetings, and to perform such other duties as may be required of him. The superintendent also may employ such clerks as are necessary in carrying on the work of the department.

SECTION 24. AMENDMENT. Section 15.1-02-03 of the North Dakota Century Code as created by House Bill No. 1034, as approved by the fifty-sixth legislative assembly, is amended and reenacted as follows:

15.1-02-03. Appointment of ~~deputy~~ assistant - Employment of personnel. The superintendent of public instruction may appoint ~~a deputy superintendent and~~ an assistant. The superintendent may also hire personnel or contract with other persons to perform the work of the department of public instruction.

SECTION 25. AMENDMENT. Section 15-59-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-06. State cooperation in special education. Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments. A prorated state foundation aid payment for a student to attend a public school program for students with disabilities, approved by the superintendent of public instruction, may be made if the individualized education program for the student is written during the last quarter of the school term and specifically requires that the student attend a summer special education program. In the case of a student who is enrolled in a nonpublic school but who attends a public school special education program, payments must be made to the appropriate public school district for the portion of a normal schoolday the student participates in special education. For the purposes of this section, a normal schoolday consists of six hours. The amount the school district is required to expend must be reduced proportionately if a student attends the school for less than an entire year. If any school district within a special education unit has a student with disabilities who, in the opinion of the student's multidisciplinary team, is unable to attend the public schools in the special education unit because of a disability, the school district shall contract with an in-state public school located outside the special education unit in which the student is a legal resident, if the school will accept the student and has proper services for the student's education. No school district may enter into a contract with any in-state public school for the education of any student because of a disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the in-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment. The payment may not exceed the actual per student cost incurred by the in-state public school. The school district's liability must be reduced proportionately if the student attends the in-state public school for less than an entire year. The superintendent of public instruction, upon notification by the admitting district and upon verification by the superintendent that tuition payments are due the admitting district and are unpaid, shall withhold ~~all payments~~ from ~~the~~ state ~~for~~ foundation aid payments to the district of residence an amount equal to the unpaid tuition until ~~the tuition due~~ that amount has been paid. The transportation must be furnished as provided by rules of the superintendent of public instruction. The superintendent of public instruction shall reimburse school districts eighty percent of

the remainder of the actual cost of educating the student with disabilities not covered by other payments or credits ~~must be paid from funds~~, within the limits of legislative appropriations for that purpose.

SECTION 26. AMENDMENT. Section 15-59-06.2 of the North Dakota Century Code is amended and reenacted as follows:

15-59-06.2. Cost of special education - Liability of school district. If allowable costs for special education and related services for a child with disabilities in a special education program, as determined by the superintendent of public instruction, exceed the reimbursement provided by the state, the school district is liable to pay for each such student an amount over the state reimbursement up to a maximum each school year of ~~two and one-half~~ three times the state average ~~per pupil~~ per student elementary or high school cost, depending on whether the enrollment would be in a grade or high school department, and twenty percent of all remaining costs. The ~~two and one-half~~ three times amount includes the amount the school district is required to pay in section 15-59-06. The state is liable for ~~one hundred~~ eighty percent of the remainder of the cost of education and related services for each such student with disabilities within the limits of legislative appropriations for that purpose.

SECTION 27. AMENDMENT. Section 15-59-07 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-07. Contracts for students with disabilities to attend private or out-of-state public schools. If any school district in this state has a student with disabilities who in the opinion of the student's multidisciplinary team is unable to attend the public schools in the district because of a physical or mental disability or because of a learning disability, the school district shall contract with any accredited private nonsectarian nonprofit corporation within or outside the state or an out-of-state public school which has proper facilities for the education of the student, if there is no public school in the state which has the necessary services and which will accept the student. No school district may enter a contract with any private nonsectarian nonprofit corporation or out-of-state public school for the education of any student having a physical or learning disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the private nonsectarian nonprofit corporation or the out-of-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment and twenty percent of all remaining costs. The payment may not exceed the actual per student cost incurred by the private nonsectarian nonprofit corporation or out-of-state public school. The transportation must be furnished and reimbursed as provided by rules of the superintendent of public instruction. ~~The remainder of the actual cost of educating the student with disabilities not covered by other payments or credits must be paid from funds appropriated by the legislative assembly for special education notwithstanding limitations cited in section 15-59-06.~~ The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating each student with disabilities not covered by other payments or credit within the limits of legislative appropriations for that purpose. The district of residence is entitled to the per student foundation payment.

SECTION 28. A new section to chapter 15-59 of the North Dakota Century Code is created and enacted as follows:

Special education critical needs board - Creation - Membership - Purpose.

1. The superintendent of public instruction shall establish a special education critical needs board, as provided in this section.

2. The superintendent shall establish five regions of the state based on student population in each region.

3. The critical needs board consists of seven members: five members representing special education units, one from each of the five regions as established under subsection 2; one member representing the department of public instruction; and one member representing the disability services division of the department of human services.

4. Members of the critical needs board are eligible to receive reimbursement from the department of public instruction for necessary travel and expenses incurred in attending meetings of the board equal to the amounts provided for state officials pursuant to sections 44-08-04 and 54-06-09.

5. The superintendent shall adopt rules and develop application forms for the distribution of funds appropriated by the legislative assembly for distribution by the critical needs board to school districts.

6. School districts that meet the following criteria are eligible to receive funding from the critical needs board:

   a. The school district has incurred extraordinary expenditures, as defined by the superintendent, to educate students with disabilities.

   b. The extraordinary expenditures incurred by the school district have had a significant impact on the district's ability to provide education services, resulting in critical needs.

   c. The district is not eligible to receive funding to address critical needs through any other state program for the support of special education services.

SECTION 29. AMENDMENT. Section 57-38-29 of the North Dakota Century Code is amended and reenacted as follows:

57-38-29. Rate of tax on individuals. A tax is hereby imposed upon every individual, to be levied, collected, and paid annually with respect to the taxable income of such individual as defined in this chapter, computed at the following rates:

1. On taxable income not in excess of three thousand dollars, a tax of two and ~~sixty-seven~~ eighty-six hundredths percent.

2. On taxable income in excess of three thousand dollars and not in excess of five thousand dollars, a tax of four and twenty-nine hundredths percent.

3. On taxable income in excess of five thousand dollars and not in excess of eight thousand dollars, a tax of five and ~~thirty-three~~ seventy-one hundredths percent.

4. On taxable income in excess of eight thousand dollars and not in excess of fifteen thousand dollars, a tax of ~~six~~ seven and ~~sixty-seven~~ fifteen hundredths percent.

5. On taxable income in excess of fifteen thousand dollars and not in excess of twenty-five thousand dollars, a tax of eight and fifty-seven hundredths percent.

6. On taxable income in excess of twenty-five thousand dollars and not in excess of thirty-five thousand dollars, a tax of ~~nine and thirty-three hundredths~~ ten percent.

7. On taxable income in excess of thirty-five thousand dollars and not in excess of fifty thousand dollars, a tax of ~~ten~~ eleven and ~~sixty-seven~~ forty-three hundredths percent.

8. On taxable income in excess of fifty thousand dollars, a tax of twelve and eighty-six hundredths percent.

SECTION 30. AMENDMENT. Subsection 2 of section 57-38-30.3 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

2. A tax is hereby imposed for each taxable year upon income earned or received in that taxable year by every resident and nonresident individual, estate, and trust. This tax is ~~fourteen~~ fifteen percent of the individual's, estate's, or trust's adjusted federal income tax liability for the taxable year.

SECTION 31. EFFECTIVE DATE. Sections 29 and 30 of this Act are effective for taxable years beginning after December 31, 1998."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,825,653	$11,706,777	($728,798)	$10,977,979
Operating expenses	10,457,032	10,107,032	(397,312)	9,709,720
Equipment	591,036	591,036	(100,000)	491,036
Grants - Foundation aid and transportation	475,906,259	481,006,259	(25,000,000)	506,006,259
Grants - Revenue supplement	3,100,000	3,100,000		3,100,000
Grants - Tuition apportionment	53,528,217	53,528,217		53,528,217
Grants - Special education	44,600,000	44,600,000	1,500,000	46,100,000
Grants - Special education critical needs			500,000	500,000
Grants - Other grants	132,007,469	132,695,566	10,623,097	143,318,663
Geographic education	50,000	50,000		50,000
SENDIT network	546,669	546,669		546,669
National board certification	398,000	20,000		20,000
Total all funds	$733,010,335	$737,951,556	$36,396,987	$774,348,543
Less special funds	193,694,209	199,247,247	4,959,651	204,206,898
General fund	$539,316,126	$538,704,309	$31,437,336	$570,141,645
FTE	137.95	137.95	(8.00)	129.95

Detail of House changes to the Senate version:

	REMOVE	REDUCE OPERATING	REDUCE	REMOVE FUNDING FOR SALARY MARKET INCREASE FOR DEPUTY	REDUCE TEMPORARY	TRANSFER FUNDING FROM FOUNDATION AID TO TECHNOLOGY

	POSITIONS	EXPENSES	EQUIPMENT	SUPERINTENDENT	SALARIES	GRANTS
Salaries and wages	($656,946) [1]			($2,676) [4]	($69,176) [5]	
Operating expenses		($300,000) [2]				
Equipment			($100,000) [3]			
Grants - Foundation aid and transportation						($5,000,000) [6]
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Special education critical needs						
Grants - Other grants						5,000,000 [6]
Geographic education						
SENDIT network						
National board certification						
Total all funds	($656,946)	($300,000)	($100,000)	($2,676)	($69,176)	$0
Less special funds	(426,418)		(74,000)		(65,716)	
General fund	($230,528)	($300,000)	($26,000)	($2,676	($3,460)	$0
FTE	(8.00)	0.00	0.00	0.00	0.00	0.00

	INCREASE FOUNDATION AID	INCREASE SPECIAL EDUCATION GRANTS	ADD FEDERAL FUNDS FOR CLASS SIZE REDUCTION GRANTS	REDUCE OPERATING EXPENSES FOR EARLY CHILDHOOD TRACKING	INCREASE FOUNDATION AID FOR INCOME TAX INCREASE	TOTAL HOUSE CHANGES
Salaries and wages						($728,798)
Operating expenses				($97,312) [10]		(397,312)
Equipment					($100,000)	
Grants - Foundation aid and transportation	$3,000,000 [7]				27,000,000 [11]	(25,000,000)
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education		$1,500,000 [8]				1,500,000
Grants - Special education		500,000 [8]				500,000
critical needs						
Grants - Other grants			$5,623,097 [9]			10,623,097
Geographic education						
SENDIT network						
National board certification						
Total all funds	$3,000,000	$2,000,000	$5,623,097	($97,312)	$27,000,000	$36,396,987
Less special funds			5,623,097	(97,312)		4,959,651
General fund	$3,000,000	$2,000,000	$0	$0	$27,000,000	$31,437,336
FTE	0.00	0.00	0.00	0.00	(8.00)	

House changes narrative:

This amendment makes the following changes:

- Provides in Section 6 of the engrossed bill that the Educational Telecommunications Council may establish a minimum grant amount of $5,000 and provides that for a school district to be eligible to receive a grant, the school district administrative office must be connected to the Internet.

- Removes Section 7, which provided legislative intent regarding the use of grants distributed by the Educational Telecommunications Council.

- Adds a new Section 17, which provides that prior to implementing any change in the credentialing process for special education teachers, the Superintendent of Public Instruction must obtain the approval of certain education-related groups.

- Adds a new Section 18, which directs the Superintendent of Public Instruction to develop standardized reporting forms for the reporting of financial data.

- Adds a new Section 19, which directs the department to participate in the national assessment of educational progress (NAEP) testing program.

- Adds a new Section 20, which urges Congress and the President to provide funding for special education students equal to 40 percent of the national average educational expenditure per student.

- Amends North Dakota Century Code (NDCC) Sections 15-21-03 and 15.1-02-03 to remove statutory references to the Deputy Superintendent of Public Instruction.

- Amends NDCC Sections 15-59-06, 15-59-06.2, and 15-59-07 to increase the amount school districts are liable to pay for extraordinary special education costs from 2.5 times the state average educational expenditure per student to three times the state average, plus 20 percent of any additional costs.

- Creates a new section to NDCC Chapter 15-59 to create a special education critical needs board.

- Amends NDCC Section 57-38-29 and subsection 2 of Section 57-38-30.3 to increase state income tax rates to generate $27 million of additional general fund revenue for the 1999-2001 biennium.

- Increases from $10.5 million to $11 million (Section 5 of the bill) the amount of the special education appropriation to be used for reimbursing districts for special education contract costs. This results in a corresponding $500,000 decrease in the amount to be distributed on a per student basis pursuant to subsection 3 of Section 5. Section 5, as amended, provides that the $46.1 million special education grants line item will be distributed as follows:

    - $11 million for special education contract costs.

    - $400,000 for gifted and talented programs.

    - $34.7 million for per student special education payments.

- Removes Section 20 of the engrossed bill, which repealed Section 2 of Senate Bill No. 2381. Section 2 of Senate Bill No. 2381 provided a $400,000 appropriation for payments to schools with students with limited English proficiency. However, this section of Senate Bill No. 2381 was removed by amendments recommended by the House Education Committee and adopted by the House. The foundation aid line item of Senate Bill No. 2013 contains the required $400,000 appropriation for these payments.

[1] Removes the following FTE positions:

POSITION TITLE	POSITION NUMBER	FTE	GENERAL FUND	OTHER FUNDS	TOTAL FUNDS
Teacher IV	0006	1.00		$81,619	$81,619
Deputy superintendent	3100	1.00	$122,816		122,816
Training officer I	3205	1.00		59,718	59,718
Assistant director	3401	1.00	107,712		107,712
Teacher I	3830	1.00		73,354	73,354
Special education regional coordinator	3834	1.00		95,992	95,992
Teacher I	9999-2	1.00		67,449	67,449
Computer operator II	9999-3	1.00		48,286	48,286
Total		8.00	$230,528	$426,418	$656,946

[2] Removes $300,000 from the general fund for operating expenses for travel ($100,000) and professional services ($200,000).

3 Removes $100,000 for equipment, reducing the line item from $591,036 to $491,036. The reduction is allocated between the general fund ($26,000) and other funds ($74,000) based on the funding source split of the line item in the engrossed bill.

4 Removes general fund spending authority of $2,676 added by the Senate for a salary market increase for the deputy superintendent position. This amendment removes the deputy superintendent position.

5 Reduces salaries and wages by $69,176 ($3,460 from the general fund, $65,716 from other funds) for temporary salaries, reducing the total amount for temporary salaries from $319,176 to $250,000.

6 Transfers $5 million of general fund appropriation authority from the foundation aid line item to the other grants line item to restore the $6 million included in the executive recommendation for grants to schools for technology or teacher professional development.

7 Increases the foundation aid line item by $3 million to reflect the per student payment amounts of $2,134 and $2,240 provided in Senate Bill No. 2162 for the 1999-2001 biennium.

8 Increases funding for special education grants by $2 million, $500,000 of which is for grants to be distributed by the special education critical needs board.

9 Increases the other grants line item by $5,623,097 to reflect federal funds anticipated to be available for grants to schools to reduce class size.

10 Reduces the operating expenses line item by $97,312 to reflect an anticipated reduction in federal funds available for the early childhood tracking program. The total amount provided for the program is reduced from $847,312 to $750,000.

11 Increases the foundation aid line item by $27 million, the amount of additional general fund revenue anticipated to be available through increasing state income tax rates, as provided in Sections 29 and 30.

DEPARTMENT 252 - SCHOOL FOR THE DEAF

House - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$4,347,330	$4,275,930		$4,275,930
Operating expenses	1,015,458	1,015,458		1,015,458
Equipment	39,224	74,824		74,824
Capital improvements	136,327	136,327	($100,000)	36,327
Total all funds	$5,538,339	$5,502,539	($100,000)	$5,402,539
Less special funds	658,177	657,369		657,369
General fund	$4,880,162	$4,845,170	($100,000)	$4,745,170
FTE	53.93	53.93	0.00	53.93

Detail of House changes to the Senate version includes:

	REMOVE FUNDING FOR INDEPENDENT LIVING COTTAGE	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Capital improvements	($100,000)	($100,000)

Total all funds	($100,000)	($100,000)
Less special funds		
General fund	($100,000)	($100,000)

DEPARTMENT 253 - SCHOOL FOR THE BLIND

House - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$2,415,801	$2,391,456		$2,391,456
Operating expenses	678,059	678,059		678,059
Equipment	70,500	70,500		70,500
Capital improvements	51,790	51,790		51,790
Total all funds	$3,216,150	$3,191,805	$0	$3,191,805
Less special funds	863,400	863,400	86,876	950,276
General fund	$2,352,750	$2,328,405	($86,876)	$2,241,529
FTE	28.00	28.00	0.00	28.00

Detail of House changes to the Senate version:

	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$0	$0
Less special funds	86,876 [1]	86,876
General fund	($86,876) [1]	($86,876)

House changes narrative:

[1] Increases other funds spending authority and decreases general fund spending authority by $86,876 anticipated to be available from the School for the Blind fund. The funding source switch includes the following:

- $34,076 for operating expenses.
- $52,800 for temporary salaries relating to the compensatory skills training program.

The reports of the majority and the minority were placed on the Seventh order of business on the calendar for the succeeding legislative day.

REPORT OF STANDING COMMITTEE-DIVIDED (430)
April 6, 1999 10:26 a.m.

Module No: HR-62-6588
Carrier: Carlson
Insert LC: 98035.0238 Title: .0300

REPORT OF STANDING COMMITTEE

SB 2013, as engrossed: Appropriations Committee (Rep. Dalrymple, Chairman) A **MAJORITY** of your committee (Reps. Dalrymple, Byerly, Bernstein, Carlson, Carlisle, Delzer, Lloyd, Monson, Poolman, Svedjan, Timm, Tollefson, Wentz (refused to sign), Boehm) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS.**

Page 1, line 2, after "library" insert "; to create and enact a new section to chapter 15-59 of the North Dakota Century Code, relating to a special education critical needs board"

Page 1, line 3, replace "section" with "sections" and after "15-21-02" insert "and 15-21-03"

Page 1, line 4, replace "section" with "sections" and after "15.1-02-02" insert "and 15.1-02-03"

Page 1, line 5, replace "; to repeal section 2 of Senate Bill No. 2381, as" with "and the appointment of a deputy superintendent; and to amend and reenact sections 15-59-06, 15-59-06.2, and 15-59-07 of the North Dakota Century Code, relating to special education."

Page 1, remove line 6

Page 1, line 17, replace "11,706,777" with "10,977,979"

Page 1, line 18, replace "10,107,032" with "9,709,720"

Page 1, line 19, replace "591,036" with "491,036"

Page 1, line 20, replace "481,006,259" with "479,006,259"

Page 1, line 23, replace "44,600,000" with "46,100,000"

Page 1, after line 23, insert:
"Grants - Special education critical needs board 500,000"

Page 1, line 24, replace "132,695,566" with "143,318,663"

Page 2, line 4, replace "737,951,556" with "747,348,543"

Page 2, line 5, replace "199,247,247" with "204,206,898"

Page 2, line 6, replace "538,704,309" with "543,141,645"

Page 2, line 21, replace "136,327" with "36,327"

Page 2, line 22, replace "5,502,539" with "5,402,539"

Page 2, line 24, replace "4,845,170" with "4,745,170"

Page 3, line 1, replace "863,400" with "950,276"

Page 3, line 2, replace "2,328,405" with "2,241,529"

Page 3, line 3, replace "548,840,795" with "553,091,255"

Page 3, line 4, replace "202,361,835" with "207,408,362"

Page 3, line 5, replace "751,202,630" with "760,499,617"

Page 3, line 25, replace "Ten" with "Eleven" and remove "five hundred thousand"

Page 4, line 14, replace "$1,000,000" with "$6,000,000"

Page 4, line 20, after the period insert "Prior to the distribution of grants pursuant to this section, the educational telecommunications council may establish a minimum grant amount of $5,000. A school district is not eligible to receive a grant under this section unless the administrative office of the district is connected to the internet."

Page 4, remove lines 21 through 25

Page 6, after line 15, insert:

"**SECTION 17. CREDENTIALING PROCESS FOR SPECIAL EDUCATION TEACHERS.** The superintendent of public instruction may not change the credentialing process for special education teachers as it is in effect on March 1, 1999, without first convening a meeting to include representatives of the North Dakota council of education leaders, the council of exceptional children, the North Dakota education association, and the North Dakota school boards association. The purpose of the meeting is to receive comments regarding the proposed changes, the applicability of the proposed changes, including the scheduling, the manner of implementation, associated costs, and the short-term and long-term effects of the proposed changes. If, within thirty days after the date of the meeting, members of any two representative groups present at the meeting object in writing to the proposed changes, the superintendent may not implement the change prior to July 1, 2001.

SECTION 18. SCHOOL DISTRICT FINANCIAL DATA - REPORTING - REQUIREMENTS. The superintendent of public instruction shall develop standardized reporting forms, in both hard copy and electronic format, prescribing the manner in which school district superintendents and business managers must account for and report financial data. The superintendent of public instruction shall report to the interim education finance committee of the legislative council regarding the content of the reports and specific actions taken to account for transfers from school district general funds, to eliminate or reduce variations in the reporting of data, and to ensure that the financial data is available in a form that allows for accurate and consistent comparisons.

SECTION 19. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS TESTING. The department of public instruction shall participate in the national assessment of educational progress (NAEP) testing program for the 1999-2001 biennium.

SECTION 20. FEDERAL FUNDING FOR SPECIAL EDUCATION URGED. The fifty-sixth legislative assembly urges the Congress of the United States and the President to increase federal funding for special education to achieve, within the next three years, the statutory goal of the federal government providing funding for special education students equal to 40 percent of the national average per student educational expenditure. The secretary of state shall send copies of this section to the President, the members of the North Dakota congressional delegation, the national conference of state legislatures, and the state superintendent of public instruction."

Page 7, replace lines 3 through 7 with:

"**SECTION 23. AMENDMENT.** If House Bill No. 1034 does not become effective, Section 15-21-03 of the North Dakota Century Code is amended and reenacted as follows:

15-21-03. Appointment of ~~deputy - Assistant~~ assistant - Clerks. The superintendent of public instruction may appoint ~~a deputy for whose official acts he is responsible, and~~ an assistant whose duty it is to assist the superintendent of public instruction in visiting schools and institutes, to attend school officers' meetings, and to perform such other duties as may be required of him. The superintendent also may employ such clerks as are necessary in carrying on the work of the department.

SECTION 24. AMENDMENT. Section 15.1-02-03 of the North Dakota Century Code as created by House Bill No. 1034, as approved by the fifty-sixth legislative assembly, is amended and reenacted as follows:

15.1-02-03. Appointment of ~~deputy~~ assistant - Employment of personnel. The superintendent of public instruction may appoint ~~a deputy superintendent and~~ an assistant. The superintendent may also hire personnel or contract with other persons to perform the work of the department of public instruction.

SECTION 25. AMENDMENT. Section 15-59-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-06. State cooperation in special education. Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments. A prorated state foundation aid payment for a student to attend a public school program for students with disabilities, approved by the superintendent of public instruction, may be made if the individualized education program for the student is written during the last quarter of the school term and specifically requires that the student attend a summer special education program. In the case of a student who is enrolled in a nonpublic school but who attends a public school special education program, payments must be made to the appropriate public school district for the portion of a normal schoolday the student participates in special education. For the purposes of this section, a normal schoolday consists of six hours. The amount the school district is required to expend must be reduced proportionately if a student attends the school for less than an entire year. If any school district within a special education unit has a student with disabilities who, in the opinion of the student's multidisciplinary team, is unable to attend the public schools in the special education unit because of a disability, the school district shall contract with an in-state public school located outside the special education unit in which the student is a legal resident, if the school will accept the student and has proper services for the student's education. No school district may enter into a contract with any in-state public school for the education of any student because of a disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the in-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment. The payment may not exceed the actual per student cost incurred by the in-state public school. The school district's liability must be reduced proportionately if the student attends the in-state public school for less than an entire year. The superintendent of public instruction, upon notification by the admitting district and upon verification by the superintendent that tuition payments are due the admitting district and are unpaid, shall withhold ~~all payments~~ from ~~the~~ state ~~for~~ foundation aid payments to the district of residence an amount equal to the unpaid tuition until ~~the tuition due~~ that amount has been paid. The transportation must be furnished as provided by rules of the superintendent of public instruction. The superintendent of public instruction shall reimburse school districts eighty percent of

the remainder of the actual cost of educating the student with disabilities not covered by other payments or credits ~~must be paid from funds~~, within the limits of legislative appropriations for that purpose.

SECTION 26. AMENDMENT. Section 15-59-06.2 of the North Dakota Century Code is amended and reenacted as follows:

15-59-06.2. Cost of special education - Liability of school district. If allowable costs for special education and related services for a child with disabilities in a special education program, as determined by the superintendent of public instruction, exceed the reimbursement provided by the state, the school district is liable to pay for each such student an amount over the state reimbursement up to a maximum each school year of ~~two and one-half~~ three times the state average ~~per pupil~~ per student elementary or high school cost, depending on whether the enrollment would be in a grade or high school department, and twenty percent of all remaining costs. The ~~two and one-half~~ three times amount includes the amount the school district is required to pay in section 15-59-06. The state is liable for ~~one hundred~~ eighty percent of the remainder of the cost of education and related services for each such student with disabilities within the limits of legislative appropriations for that purpose.

SECTION 27. AMENDMENT. Section 15-59-07 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-07. Contracts for students with disabilities to attend private or out-of-state public schools. If any school district in this state has a student with disabilities who in the opinion of the student's multidisciplinary team is unable to attend the public schools in the district because of a physical or mental disability or because of a learning disability, the school district shall contract with any accredited private nonsectarian nonprofit corporation within or outside the state or an out-of-state public school which has proper facilities for the education of the student, if there is no public school in the state which has the necessary services and which will accept the student. No school district may enter a contract with any private nonsectarian nonprofit corporation or out-of-state public school for the education of any student having a physical or learning disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the private nonsectarian nonprofit corporation or the out-of-state public school as part of the cost of educating the student an amount for the school year equal to ~~two and one-half~~ three times the state average per student elementary or high school cost, depending upon the student's level of enrollment and twenty percent of all remaining costs. The payment may not exceed the actual per student cost incurred by the private nonsectarian nonprofit corporation or out-of-state public school. The transportation must be furnished and reimbursed as provided by rules of the superintendent of public instruction. ~~The remainder of the actual cost of educating the student with disabilities not covered by other payments or credits must be paid from funds appropriated by the legislative assembly for special education notwithstanding limitations cited in section 15-59-06.~~ The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating each student with disabilities not covered by other payments or credit within the limits of legislative appropriations for that purpose. The district of residence is entitled to the per student foundation payment.

SECTION 28. A new section to chapter 15-59 of the North Dakota Century Code is created and enacted as follows:

Special education critical needs board - Creation - Membership - Purpose.

1. The superintendent of public instruction shall establish a special education critical needs board, as provided in this section.

2. The superintendent shall establish five regions of the state based on student population in each region.

3. The critical needs board consists of seven members: five members representing special education units, one from each of the five regions as established under subsection 2; one member representing the department of public instruction; and one member representing the disability services division of the department of human services.

4. Members of the critical needs board are eligible to receive reimbursement from the department of public instruction for necessary travel and expenses incurred in attending meetings of the board equal to the amounts provided for state officials pursuant to sections 44-08-04 and 54-06-09.

5. The superintendent shall adopt rules and develop application forms for the distribution of funds appropriated by the legislative assembly for distribution by the critical needs board to school districts.

6. School districts that meet the following criteria are eligible to receive funding from the critical needs board:

   a. The school district has incurred extraordinary expenditures, as defined by the superintendent, to educate students with disabilities.

   b. The extraordinary expenditures incurred by the school district have had a significant impact on the district's ability to provide education services, resulting in critical needs.

   c. The district is not eligible to receive funding to address critical needs through any other state program for the support of special education services."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

HOUSE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,825,653	$11,706,777	($728,798)	$10,977,979
Operating expenses	10,457,032	10,107,032	(397,312)	9,709,720
Equipment	591,036	591,036	(100,000)	491,036
Grants - Foundation aid and transportation	475,906,259	481,006,259	(2,000,000)	479,006,259
Grants - Revenue supplement	3,100,000	3,100,000		3,100,000
Grants - Tuition apportionment	53,528,217	53,528,217		53,528,217
Grants - Special education	44,600,000	44,600,000	1,500,000	46,100,000
Grants - Special education critical needs			500,000	500,000
Grants - Other grants	132,007,469	132,695,566	10,623,097	143,318,663
Geographic education	50,000	50,000		50,000
SENDIT network	546,669	546,669		546,669
National board certification	398,000	20,000		20,000
Total all funds	$733,010,335	$737,951,556	$9,396,987	$747,348,543

Less special funds	193,694,209	199,247,247	4,959,651	204,206,898
General fund	$539,316,126	$538,704,309	$4,437,336	$543,141,645
FTE	137.95	137.95	(8.00)	129.95

Detail of House changes to the Senate version:

	REMOVE POSITIONS	REDUCE OPERATING EXPENSES	REDUCE EQUIPMENT	REMOVE FUNDING FOR SALARY MARKET INCREASE FOR DEPUTY SUPERINTENDENT	REDUCE TEMPORARY SALARIES	TRANSFER FUNDING FROM FOUNDATION AID TO TECHNOLOGY GRANTS
Salaries and wages	($656,946) [1]			($2,676) [4]	($69,176) [5]	
Operating expenses		($300,000) [2]				
Equipment			($100,000) [3]			
Grants - Foundation aid and transportation						($5,000,000) [6]
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Special education critical needs						
Grants - Other grants						5,000,000 [6]
Geographic education						
SENDIT network						
National board certification						
Total all funds	($656,946)	($300,000)	($100,000)	($2,676)	($69,176)	$0
Less special funds	(426,418)		(74,000)		(65,716)	
General fund	($230,528)	($300,000)	($26,000)	($2,676	($3,460)	$0
FTE	(8.00)	0.00	0.00	0.00	0.00	0.00

	INCREASE FOUNDATION AID	INCREASE SPECIAL EDUCATION GRANTS	ADD FEDERAL FUNDS FOR CLASS SIZE REDUCTION GRANTS	REDUCE OPERATING EXPENSES FOR EARLY CHILDHOOD TRACKING	TOTAL HOUSE CHANGES
Salaries and wages					($728,798)
Operating expenses				($97,312) [10]	(397,312)
Equipment					(100,000)
Grants - Foundation aid and transportation	$3,000,000 [7]				(2,000,000)
Grants - Revenue supplement					
Grants - Tuition apportionment					
Grants - Special education		$1,500,000 [8]			1,500,000
Grants - Special education critical needs		500,000 [8]			500,000
Grants - Other grants			$5,623,097 [9]		10,623,097
Geographic education					
SENDIT network					
National board certification					
Total all funds	$3,000,000	$2,000,000	$5,623,097	($97,312)	$9,396,987
Less special funds			5,623,097	(97,312)	4,959,651
General fund	$3,000,000	$2,000,000	$0	$0	$4,437,336
FTE	0.00	0.00	0.00	0.00	(8.00)

House changes narrative:

This amendment makes the following changes:

- Provides in Section 6 of the engrossed bill that the Educational Telecommunications Council may establish a minimum grant amount of $5,000 and provides that for a school district to be eligible to receive a grant, the school district administrative office must be connected to the Internet.

- Removes Section 7, which provided legislative intent regarding the use of grants distributed by the Educational Telecommunications Council.

- Adds a new Section 17, which provides that prior to implementing any change in the credentialing process for special education teachers, the Superintendent of Public Instruction must obtain the approval of certain education-related groups.

- Adds a new Section 18, which directs the Superintendent of Public Instruction to develop standardized reporting forms for the reporting of financial data.

- Adds a new Section 19, which directs the department to participate in the national assessment of educational progress (NAEP) testing program.

- Adds a new Section 20, which urges Congress and the President to provide funding for special education students equal to 40 percent of the national average educational expenditure per student.

- Amends North Dakota Century Code (NDCC) Sections 15-21-03 and 15.1-02-03 to remove statutory references to the Deputy Superintendent of Public Instruction.

- Amends NDCC Sections 15-59-06, 15-59-06.2, and 15-59-07 to increase the amount school districts are liable to pay for extraordinary special education costs from 2.5 times the state average educational expenditure per student to three times the state average, plus 20 percent of any additional costs.

- Creates a new section to NDCC Chapter 15-59 to create a special education critical needs board.

- Increases from $10.5 million to $11 million (Section 5 of the bill) the amount of the special education appropriation to be used for reimbursing districts for special education contract costs. This results in a corresponding $500,000 decrease in the amount to be distributed on a per student basis pursuant to subsection 3 of Section 5. Section 5, as amended, provides that the $46.1 million special education grants line item will be distributed as follows:

    - $11 million for special education contract costs.

    - $400,000 for gifted and talented programs.

    - $34.7 million for per student special education payments.

- Removes Section 20 of the engrossed bill, which repealed Section 2 of Senate Bill No. 2381. Section 2 of Senate Bill No. 2381 provided a $400,000 appropriation for payments to schools with students with limited English proficiency. However, this section of Senate Bill No. 2381 was removed by amendments recommended by the House Education Committee and adopted by the House. The foundation aid line item of Senate Bill No. 2013 contains the required $400,000 appropriation for these payments.

[1] Removes the following FTE positions:

POSITION TITLE	POSITION NUMBER	FTE	GENERAL FUND	OTHER FUNDS	TOTAL FUNDS
Teacher IV	0006	1.00		$81,619	$81,619
Deputy superintendent	3100	1.00	$122,816		122,816
Training officer I	3205	1.00		59,718	59,718
Assistant director	3401	1.00	107,712		107,712
Teacher I	3830	1.00		73,354	73,354
Special education regional coordinator	3834	1.00		95,992	95,992
Teacher I	9999-2	1.00		67,449	67,449
Computer operator II	9999-3	1.00		48,286	48,286
Total		8.00	$230,528	$426,418	$656,946

2 Removes $300,000 from the general fund for operating expenses for travel ($100,000) and professional services ($200,000).

3 Removes $100,000 for equipment, reducing the line item from $591,036 to $491,036. The reduction is allocated between the general fund ($26,000) and other funds ($74,000) based on the funding source split of the line item in the engrossed bill.

4 Removes general fund spending authority of $2,676 added by the Senate for a salary market increase for the deputy superintendent position. This amendment removes the deputy superintendent position.

5 Reduces salaries and wages by $69,176 ($3,460 from the general fund, $65,716 from other funds) for temporary salaries, reducing the total amount for temporary salaries from $319,176 to $250,000.

6 Transfers $5 million of general fund appropriation authority from the foundation aid line item to the other grants line item to restore the $6 million included in the executive recommendation for grants to schools for technology or teacher professional development.

7 Increases the foundation aid line item by $3 million to reflect the per student payment amounts of $2,134 and $2,240 provided in Senate Bill No. 2162 for the 1999-2001 biennium.

8 Increases funding for special education grants by $2 million, $500,000 of which is for grants to be distributed by the special education critical needs board.

9 Increases the other grants line item by $5,623,097 to reflect federal funds anticipated to be available for grants to schools to reduce class size.

10 Reduces the operating expenses line item by $97,312 to reflect an anticipated reduction in federal funds available for the early childhood tracking program. The total amount provided for the program is reduced from $847,312 to $750,000.

DEPARTMENT 252 - SCHOOL FOR THE DEAF

House - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$4,347,330	$4,275,930		$4,275,930
Operating expenses	1,015,458	1,015,458		1,015,458
Equipment	39,224	74,824		74,824
Capital improvements	136,327	136,327	($100,000)	36,327
Total all funds	$5,538,339	$5,502,539	($100,000)	$5,402,539
Less special funds	658,177	657,369		657,369
General fund	$4,880,162	$4,845,170	($100,000)	$4,745,170
FTE	53.93	53.93	0.00	53.93

Detail of House changes to the Senate version includes:

	REMOVE FUNDING FOR INDEPENDENT LIVING COTTAGE	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Capital improvements	($100,000)	($100,000)
Total all funds	($100,000)	($100,000)

Less special funds		
General fund	($100,000)	($100,000)

DEPARTMENT 253 - SCHOOL FOR THE BLIND

House - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$2,415,801	$2,391,456		$2,391,456
Operating expenses	678,059	678,059		678,059
Equipment	70,500	70,500		70,500
Capital improvements	51,790	51,790		51,790
Total all funds	$3,216,150	$3,191,805	$0	$3,191,805
Less special funds	863,400	863,400	86,876	950,276
General fund	$2,352,750	$2,328,405	($86,876)	$2,241,529
FTE	28.00	28.00	0.00	28.00

Detail of House changes to the Senate version:

	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$0	$0
Less special funds	86,876 [1]	86,876
General fund	($86,876) [1]	($86,876)

House changes narrative:

[1] Increases other funds spending authority and decreases general fund spending authority by $86,876 anticipated to be available from the School for the Blind fund. The funding source switch includes the following:

- $34,076 for operating expenses.
- $52,800 for temporary salaries relating to the compensatory skills training program.

The reports of the majority and the minority were placed on the Seventh order of business on the calendar for the succeeding legislative day.

1999 SENATE APPROPRIATIONS

CONFERENCE COMMITTEE

SB 2013

1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. ENGROSSED SB 2013C

Senate Appropriations Committee

☒ Conference Committee

Hearing Date 4/8/99; 4/9/99; 4/10/99; 4/12/99; 4/13/99; 4/14/99; 4/15/99

Tape Number		Side A	Side B	Meter #
4/8/99	3		0-3370	
4/9/99	3		0-3209	
4/10/99	4	0-3660		
4/12/99	4	0-445		
4/13/99 a.m.	3	0-1950 a.m.	40-4050 p.m.	
4/14/99	3	0-4670 a.m.	0-2575 p.m.	
4/15/99	3		0-2570	
Committee Clerk Signature		Claudia Anderson		

Minutes:
4/8/99 tape 3, B, 0-3370

SENATOR HOLMBERG: Opened the conference committee on engrossed SB 2013.
ROLL CALL: Present: Senators Holmberg, Naaden, Robinson; Representatives Carlson, Monson, Nichols

JOE MORRISSETTE: Reviewed the changes as presented on the blue sheets.

SENATOR HOLMBERG: The Senate has made changes to the Board of University and School Land budget that will affect the Schools for the Deaf and Blind. All the money earned at those 2 entities will be turned back to them; thus removing $100,000 from those 2 budgets and replacing them with fee moneys. (tape B, 950)

JOE MORRISSETTE: You will note in Section 5 (page 3 of the engrossed bill) special education funding has increased to $46.1M - which includes $11M for contract costs the House put on.

SENATOR HOLMBERG: Are there minutes of the special education committee hearings? (tape B, 1015)

REP. CARLSON: It is something the committee did work on. We had discussions with DPI and the committee worked with them, and it was in the appropriations committee.

SENATOR HOLMBERG: There are calls are coming in suggesting maybe contracts were the way to go, but they weren't exactly sure this was the time to make this change. We need to look at that in the future. We can perhaps work it out later.

REP. CARLSON: We would hope so. We know there may need to be changes. DPI has to make changes

SENATOR HOLMBERG: Even though there is a co-payment in there, we have a defacto co-payment system now, roughly at 30%. There is a concern in both chambers about what is done prior to the hearing, i.e. the structure, and board. There are a number of issues that need discussion. One of the areas the Senate would like further information on is the FTE's. We made some changes to the Governor's FTE's. You made some changes to the Senate FTE's. I've received additional information on the positions that were eliminated. They seemed to be pretty recent vacancies. One position was vacant for only 1 month. On position 0006, the information I received was vacated 3/3 after the Senate dealt with those issues. Position 3830, even though full time, sometime ago was reduced to a half-time position. So, you also eliminated one-half time of another's position. One of the items that's creating buzz is the removal of the Deputy Superintendent. (tape B, 1800)

REP. CARLSON: We attempted to remove any statutory mention of that position. We asked for a job description of al positions. One week later, they brought down a listing. We looked at all areas - the differences in federal/state funds, grants, administrative costs, etc. There is not a standard rule for all agencies - There may be a deputy director, associate director, assistant director, superintendent, etc. The titles are not uniform in all agencies. (tape B, 2045)

SENATOR HOLMBERG: Are you making any distinction between classified and non classified positions?

JOE MORRISSETTE: This was to just determine how many agencies had 3 positions - an administrator, a deputy administrator, and an assistant or associate administrator.

SENATOR HOLMBERG: For example, in the tax department has a deputy, assistant, and then a chief.

REP. CARLSON: The language in the statute says the Superintendent of Public Instruction includes "may" appoint 15 employees in top administration. Our committee felt schools have a declining enrollment, and that the state ought to match up. There were plenty of management types.

SENATOR HOLMBERG: The committee will need documentation of that. The information I received regarding the training officer was that position was filled a little bit ago. It had a different name some time ago.

REP. CARLSON: That is our main source of information-those 2 sheets.

SENATOR HOLMBERG: I have an informal copy of those 8 positions.

REP. CARLSON: These are hard decisions. We did target positions. We looked at programs individually and made cuts instead of just taking a total of "x" number of dollars off the top of their line, pick where you want your people to go. (tape B, 2600)

SENATOR HOLMBERG: This is a different philosophy this term.

REP. CARLSON: This is a different committee.

SENATOR ROBINSON: Could we have an analysis of the issues - travel - professional services. What information was provided to the House?

SENATOR HOLMBERG: We have to be more global. We can focus on certain areas, but the Department does have latitude. One item of discussion is to separate out the Division of Independent Study, and to separate that out like the Schools for the Deaf and Blind.

REP. CARLSON: We would like to discuss that .

SENATOR HOLMBERG: We need facts as they currently exist. We're going to try to get this information sorted out. (tape B, 1990)

SENATOR HOLMBERG: Adjourned the conference committee. (tape B, 3370)

4/9/99 tape 3, B, 0-3209

SENATOR HOLMBERG: Reopened the conference committee on SB 2013.
ROLL CALL: Present: Senators Holmberg, Naaden, Robinson; Representatives Carlson, Monson, Nichols

SENATOR HOLMBERG: We have some things to walk through today to get a better feel for where we are, and to start looking at the bill itself. I do have a packet of information to hand out. There is other information we will not be able to receive until Monday. We will work in from the edges-parts that would appear to be something that we could agree upon without a great deal of discussion or dissension. I'd like to start at the back of the document that includes the House changes to the Senate bill. Let's start at the School for the Blind. You made a funding source change. I'm going to ask Karen to explain that.

KAREN BORR: (OMB) The House looked at the special fund statement that was prepared by the agency when they prepared by their budget. They noticed they had projected ending fund balances June 30, 2001 of about $186,000+. This brings the ending fund balance down to $100,000 at the end of the next biennium. The School for the Blind indicated they were okay with that. (tape B, 255)

SENATOR HOLMBERG: As I recall, the School for the Deaf was something you had visited with them about.

REP. CARLSON: They had requested $100,000 for building an independent living cottage. Through the negotiations and talking about that they found out there was an existing facility on campus that will be vacated. They thought it would be better to use that facility than to build another facility there. That's why there was $100,000 reduction for building that independent living cottage. That was fine with the people at the school.

SENATOR HOLMBERG: I'm going to hand out an amendment #98035,0219 that deals with those 2 entities. This is in addition to the other changes that already remain in the School for the Blind funding. This is the change I was talking about yesterday and is the same thing that is happening to all of the other institutions of higher education. (tape B, 420)

REP. CARLSON: This replaces general fund dollars? So, the appropriation from the general fund is reduced by about $100,000?

SENATOR NAADEN: My problem with this whole thing is if that money is there and was put there to be spent on these schools, why do we invest it? I think it should be available every biennium for those schools. It was put there for a reason. It was put there to be used by these schools, and I don't know why it hasn't been. (tape B, 500)

SENATOR HOLMBERG: As I recall, it used to go out to them. Then a few sessions ago they began to send some of it out and turn the rest back into the fund. This is going back to what it was about 4 bienniums ago. We're going back to what it used to be which means all of those earnings are being spend on these schools. It is a questions the next Legislature clearly could address again. But, Senator Naaden, they are going to get all of the earnings as I understand it. (B, 553)

SENATOR NAADEN: I'd like to put in a section where they would get all of the earnings al of the time. That's what the money is for.

PAUL MORRISSETTE: (LC) It will expire just like any session law, so next session we can take another look at it.

SENATOR NAADEN: What's the history, how did it get here?

KAREN BORR: OMC, Actually I did call Jeff Englestad, who manages these trust funds, about a half hour ago. I don't know how many years ago, they used to get the majority of funding. They made a decision to treat it more like an endowment that yes, they want to earn money for the schools, but in addition to that they would like to grow the funds so that there is more money for the schools. It's kind of like a savings account that grows so in the future they will have even more money than they do now by depositing some of these interest, dividend and surface rental money they received. Again, it is something you can address next biennium. I know, nationally, the trend is to move to reinvesting some of the funds, and then distributing only a portion of the income. (tape B, 660)

SENATOR NAADEN: The reason the land was given to the school districts and everything else is the income off it was to be used for the schools.

SENATOR HOLMBERG: I wasn't on appropriations when they made the decision to take part of it and put it back into the funds. But, because of the concern about the general fund this time that is the reason the Senate asked to have it placed on this bill. We've already done it in higher ed and other institutions.

REP. CARLSON: Is it an either or thing - they can either reinvest it or distribute it? How is it specifically dealt with in code?
SENATOR HOLMBERG: The Legislature determines that.

JOE MORRISSETTE: (LC) The section 18 that is being added, you will notice it states notwithstanding this section of law. What that section of law says is that they have to reinvest a certain portion of the earnings. The reason it's done is if you never reinvest any earnings you're actually loosing ground over time due to inflation. So you're reinvesting some earnings to keep the fund growing along with inflation, in effect. What this says is that for 1 biennium you're going to ignore that section of law and you're going to distribute 100% of the earnings. (tape B, 770)

REP. CARLSON: Are all of the formulas established in code? These are very specific numbers, there must be a formula somewhere.

JOE MORRISSETTE: (LC) No. They have a fund for each of the institutions. It's not one mass fund that they allocate out. The only one that is allocated is Ellendale.

SENATOR HOLMBERG: On page 2, and what I'm doing committee members, is if there seems to be consensus on what we're doing, I'll put that down on my notes and then we will have proper motions later on. There may be a few areas that are a little stickier than others. First, we'll deal with the sections that were added to the bill, we're not going to deal directly with the money right now. Section 17, credentialing process, as you recall was attached 2 years ago and it had to do with special ed credentialing, obviously the House put it on. This is something we did last time, Senator Robinson was aware of it last time. This time I think it is less restrictive from the standpoint of the Department (okay). Section 18 School district financial data reporting. This has to do with the standardized reporting form. As I understand it there were some problems and they wanted the superintendents describe the manner of these forms and then report to the interim education finance committee (okay). Section 19 is a section that has some financial impact on the Department. As the House members are aware, perhaps the Senate members are not, as I understand it participation in NAEP by federal statute the cost of participation in the assessment cannot be paid for with federal dollars, it must be paid for by other moneys. Other moneys could be state general funds, grants, line item in ED&F or tack it onto OMB. In the House, you added that back in, the Governor originally had put NAEP and an appropriation of $260,000. You took the money out and put back in the assessment. If I recall the history, in the past the Department had dropped out of NAEP in about 1988 because of the cost to the Department. (tape B, 1130)

SENATOR ROBINSON: That's an area I would have some concern. We've got to be realistic in terms of expectations when we talk about unfunded mandates to counties, cities, and political subdivisions. We need to be careful in terms of expectations without resources following. In some areas schools can absorb small amounts here and there, but I think it can get out of hand. Perhaps we could put a questions mark by that one.

SENATOR HOLMBERG: House members, from the Senate side I think we would like to put a question mark there. It is true, as I understand it though that even though the Department cannot use federal money, if they were able to get some other grant money, etc. they could use it. But, I would be very suspicious if they could come up with the kind of budget that was in the Governor's budget for NAEP by just getting money from some trust or something else. Senator Lindaas, we'll come back to that as that is a financial item. Section 20, asking the federal government for further assistance in special education funding (okay). Sections 23 and 24 I think we should put a question mark by for further discussion. The next areas are sections 25-28. That deals with the whole issue of special education and what the House did regarding the issue of contracts. When we had the contract section in our subcommittee, one of the things we looked at was, of course, we added $500,000 to the contract line item, and you added another $500,000 to the contract line item. Everyone understanding that even the current year, it cost more than that. We asked the Department to give us a rundown of the special education contracts and had them look at each of the special education districts, give us the average daily membership within each of the districts, the total contract for that district for '97-'98 and '96-'97, and what that cost would have been if it had been paid out on ADM. I think you will find an interesting sum of information (attachment #1). The Senate and the House both recognize this is an area of great concern on the part of all school districts. The Senate appropriations did nothing more than add $500,000 because about the same time the Senate education committee put in a resolution agreeing that something has to be done. There's a study resolution that has passed both bodies, and is at least on the table for the Legislative Council. Certainly it is one that both houses were anxious to have studied. I did review your minutes, by the way - there's wasn't a lot of discussion, but that's fine.

There was a proposal put forth that we find on pages 3-5. One of the items I noticed and did not get a chance to re-contact the House appropriations committee is the reference in the discussion to a handout that was given on the impact of this amendment. It was not in the material I received. We may not resolve the issue today, but we need to spend some time discussing the situation. I had an opportunity to visit with a couple folks on the Senate education committee who probably had the same reaction as some of the Senate appropriation committee members had. The language you passed may be good, but they would be more comfortable if this had been accomplished after a study with more input than apparently was possible in the time line the House was operating under. Informal discussion with some House and Senate education folks, and with a couple of special ed people, I would like to propose the Senate education committee does not know what they want in this program, but they're not opposed to change. One of the things that has impressed those I have talked to is the realization that we now have a 70-30 defacto split, and to throw out for your consideration and not decision making if we would consider not using the language that is in here and rely on the study to come up with language that makes everyone as comfortable as they can be in this area, but take some of the items that are in here, including a co-payment. A common thread running through discussion I've had was why don't you go with the $11.5M or maybe $12M for contracts, do an 80-20 co-payment and

then any funds left of those funds would go back to those districts in order to buy down that co-payment. So, in effect, the co-payment may be 18%, it may be 15%. School districts may fine more comfort in that proposal than a new board and a new plan without the benefit of a study, and leaving it at 2.5 times. (tape B, 2000)

REP. CARLSON: I guess I would like to hear some more logic on your part why we would leave it at 2.5. I think the idea of not taking that 20% co-pay and rolling it over to the ADM and leaving it in the pool is a good idea, because it will actually get to more kids that way.

SENATOR HOLMBERG: Kids that are on the contracts?

REP. CARLSON: I think we liked that idea. I'm not sure about your thinking about the 2.5 versus 3 times.

SENATOR HOLMBERG: That's where it is now and because there has not been a study. I think you might find a certain uneasiness on the part of school folks to make too many rapid changes without the benefit of a lot of study. We, the Senate and the House, are sometimes criticized for making too many changes too rapidly. (tape B, 2113)

REP. CARLSON: Do I understand you that you would add more money to the money that is already there on the contract side?

SENATOR HOLMBERG: As I read the engrossed bill, you folks decided to add $.5M up to $11M. Then you set aside another $500,000 in this additional pool that would be used for kids that have lots of special needs. The House was recognizing the problems schools are having particularly with kids of severe needs. That's why I used $11.5M. (tape B, 2185)

REP. CARLSON: We do this for one of the points made for discussion in the bill. It is a change from where everything is at. If you could give us some reaction to the critical needs board. That money really only works if there is someone in charge of distributing it.

SENATOR HOLMBERG: Again, it goes back to the sense that the current system with its faults is one that at least the school districts understand. If we were to go with a co-payment they are going to be nervous. But, I think it is reality. If in the end, after 2 years, and I visited with a Representative who had something to do with this amendment, he is very high on a critical needs board, and mentioned there are other states that have this kind of arrangement that work very well. Will it work in ND? I don't know, but I would feel much more comfortable if that critical needs board had gone through a legislative process that would have had hearings in House education and Senate education. I think there's some concern in the education without the benefit of a study. A study might find this is the way to go. A study might find the best thing to do in special education is to pay out all of the money on ADM and have a pot of money that is just for those kids that are of such need that you have to have some kind of additional state support. That's the basic concern. (tape B, 2415)

SENATOR ROBINSON: I think the initial reaction on the Senate side would be typical of what we're going to see across the state. It pretty much echoes what you said, Mr. Chairman. Too

much, too soon. It's confusing enough the way it is, and you've thrown us another curve ball in the 11th hour of this session. It might well be if we have a chance to back up and give us some time to sort through it, ask the right questions, and hopefully find those answers you would have greater acceptance. (tape B, 2482)

SENATOR HOLMBERG: There's also a feeling of discomfort among school people about the current system. A recent meeting I attended with superintendents, there is a lot of discomfort about the current system, and I guess what I was hearing on this proposal they view the 80-20 as yes, we're going to have to pay more, but you know we already are. Going from 2.5 to 3 is a second bump. They're kind of nervous about that.

SENATOR ROBINSON: If we're going to have a study, let's study it, and make the change based on a good study rather than change now, and then regroup in 2 years based on our study.

REP. MONSON: You mentioned the 2.5 has been there for a number of years. In testimony we heard, we found the effect of what has been happening in special education, the state average cost has been sneaking up all the time. It's bumping up right underneath that 2.5 times. So, really identifying the contracts at something over 2.5, or at or above 2.5 is a higher cost type of special ed situation is really not very accurate anymore. Almost all special ed people being served are coming up on the statewide average at just about that level so that's one of the reasons we thought it time to raise that 2.5 up to a 3 - maybe that was too far. That will mean the school district will pay more. But, as Senator Holmberg pointed out, we in the school districts because of the shortfalls from the federal government's reimbursement of special ed and also because of the increasing costs to special ed and the increasing number of people on contracts, we keep running out of money. The defacto result is the 70% co-pay. We weighed everything out and we did get some different handouts, different proposals. We looked at raising it from 2.5 to 3; from 2.5 to 3.2; from 2.5 to 3.4. In the end, we felt the 3 was probably as deep as we dared go without a full blown study and hearing. We felt with a little extra money thrown in, perhaps there would be some money left over instead of having another shortfall. Then we can go back and repay some of those people so that they didn't end up with as big a hit. (tape B, 2823)

SENATOR HOLMBERG: I know that as we have looked at weighting factors, that's an issue that is very painful to make changes in. This time I understand we are freezing those weighting factors.

SENATOR NAADEN: I had a conversation this afternoon with the Superintendent from Killdeer. He was very apprehensive. He has a student that has and would cost them a lot of money.

REP. MONSON: The ones that are going to cost a lot of money really aren't the ones that are going to hurt the school districts the way I see it by changing from 2.5 to 3. It's those that are at about 2.9 times the cost of education. Those are the ones that are going to cost the school district money. The really expensive ones aren't going to be that much of a hit to the school districts. (tape B, 2985)

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REP. CARLSON: That's why we established the critical needs side of it. There's always that 1 or 2 that could really put you out of business from a cost standpoint. That really isn't addressed in the contracts. That just says you're going to get so much money. But, you know you're not going to get all of it. The critical needs are special needs and that has merit as well.

SENATOR HOLMBERG: Two other points. I do have a handout. This is some of the material we talked about yesterday about positions. It is not all of the material. It will take a little while to get all of that information together. I had a delightful letter from a Superintendent from Driscoll. He said in essence, Folks, be wary of continually creating different lines where you're sending money out to the schools. His preference would be to put all of the money into foundation aid and forget about this supplemental payment or that other payment.

SENATOR HOLMBERG: Adjourned the conference committee.

4/10/99 tape 4, A, 0-3660

SENATOR HOLMBERG: Reopened the conference committee on SB 2013.
ROLL CALL: Present: Senators Holmberg, Naaden, Robinson; Representatives Carlson, Monson, Nichols

SENATOR HOLMBERG: We have walked through part of the bill and we would like to do a few more things. As everyone understands, this will not be a bill that will be run today. There are some outstanding issues, and there are some money questions that need some further refinement. As I understand it and Representative Monson is on SB2162, they are also doing some things that they would hope will impact this bill. We have to be very careful, there was not as much coordination on it, in the Senate between the two bills as there could have been, which caused a little problem. Go to Page 2 on the blue amendments. The Senate would put a question mark by the transfer of money back into ETC. If you recall, the bill came in at $6M, the Governor's budget was $6M and ETC.

The Senate position is the discussion was that there is there is a federal grant, that money to school districts for telecommunications. The grant is the Technology Literacy Challenge Grant, it is federal money that comes. The local district it comes to is Bismarck. It does not go through the Department of Public Instruction. It does not show up on our printout. The Technology Innovation Grant provides $7M over a three year period. That money goes out to school districts, and that money does not show up on any of our worksheets. Because of that, that was one of the reasons the Senate felt that we moved the $5M. We are not going to resolve that today. That was our rationale for moving that, because of the Technology Innovation. There was some money out there. The way the $6M has been presented to the public, that this was money for technology, but you can't use it for most anything you want to use it for. The original intent of the committee in early discussion was that it all go into the foundation aid program. But when it came over, there was a stack on stack appropriation of $5M to $5M. It did not get into foundation aid, but it was in those other two programs.

REPRESENTATIVE MONSON: I am also on SB 2162, and we did have some discussion on the technology money. When it came to the House Education committee, which I do not serve on, but Representative Kelsch was under the impression that that technology money had been removed, and they put it back into SB 2162. I think we are all on the same page that we want it to go out in a similar grant from the way it was before. We put in some amendments where it is a $5,000 minimum for every school. I think we have it all covered. We will have to coordinate that with SB 2162 very closely.

SENATOR HOLMBERG: One of the concerns on the part of some folks is that when they see a technology line, they assume a number of schools have all the hardware they need. The other concern that came to our table was that teachers would say; if the money is not in foundation aid, it generally is not on the table when they negotiate the salary. Even though the school district may spend it for salary, it is not part of the package that they will throw on the table. They generally will not throw on the table the money for the 100,000 teachers that come in at $5.7M this year and next year. Another concern that was expressed was with salary. We are not going to spend a lot of time with that. The other concern about salary is the differences between school districts and what they do with excess money that comes in. Some school districts will put the money on the table and pay the teachers, and there are some school districts that have built up over the last couple of years and every year they are adding to a pretty hefty carryover. Representative Kelsch mentioned to me that you had put an amendment, or they were going to put an amendment on SB 2162, dealing with looking at that issue. Did that happen?

REPRESENTATIVE MONSON: That is on there.

SENATOR HOLMBERG: That was an issue that was addressed at a education meeting. It is something that Representative Kelsch was also there, and it was something that needed study rather than us doing something. School Districts that have 300 kids or 500 kids is a lot different in what they have to do prudently with their money.

REPRESENTATIVE CARLSON: To go back to the transfer of the $1M of the $6.5M as you guys did it. I think it is safe to say that in the House perspective, that we felt that was really money well spent . Information we received from various types of school districts was that it was a real bonus to them to be able to do their technology with that money. We put the limit of $5,000, we also had the requirement that they are connected to the Internet. We feel that the movement of that money back to that line item was a very worthwhile thing to do. We may have to do a lot more discussion if you are of that mind that it should go back to where you had it originally.

SENATOR HOLMBERG: My first preference would have been to put every one of those dollars into Foundation Aid payments, because the school districts could have done anything with those dollars, and those dollars would have been on the table for negotiation. By putting the $5M into this line item, it means the school districts can do anything they want with those dollars, even though they are identified. It is just that they would not be on the table for negotiations. In the end because there were two different committees working on two different bills, and the committees and SB 2162 never went to appropriations, we ended up with a slight doubling up.

REPRESENTATIVE MONSON: Here is the quick count. Maybe you want to take a peek at that with the amendment they put in and if that meets your satisfaction, it will probably cover it.

SENATOR HOLMBERG: In that particular study the folks that are working on that could have drafted the issue of carryover money. I am sure you have seen the figures. An outsider looking in would say, a district whose teachers are earning towards the bottom of the state averages, and yet they are adding $150,000 - $200,000 to their carryover fund. That becomes a concern. Because we are talking about that as an issue, there is a concern that dovetailed is the issue of carryover money which we have to be very careful about. Also one of the reasons that school districts carryover large amounts of money is because some of them still do not trust the state. We have done a good job in past years of paying out what we promised. They remember back to the 80's and they know they want to have those just in case the money does not come through. Another item for us to think about for next week, would be something to hold school districts to guarantee they are going to get what we promised them. The amendment was drafted by Chet Nelson and Joe Morrissette. It's purpose is to guarantee that if we say 2244 or whatever the numbers end up being, that the school districts are going to get that. What the language says is right there, having to do with OMB and being able to do an allotment. Is Appropriations, to DPI for Foundation Aid, Transportation and Special Ed, shall only be allotted to the extent that the allotment can be offset by transfers back into that from the Foundation Aid stabilization project. As I understand it, that should mean that a school district would know if we said the second year it is going to be bid, that that is what is going to be.

REPRESENTATIVE CARLSON: Where is the money going to come from? Give me more logic behind this amendment.

JOE MORRISSETTE: LC. The Foundation Aid stabilization fund was created in 1994. It took 10% of the oil extraction tax money. 10% goes into the Foundation Aid stabilization fund. The only way the money can come out of that fund is to offset an allotment to Foundation Aid. It limits the amount of an allotment. Right now this section says that everybody who gets money from the general fund has to be allotted on a uniform basis.

REPRESENTATIVE CARLSON: What if there is not enough money in the budget stabilization fund or the Foundation Aid stabilization fund?

JOE MORRISSETTE: That would limit the amount that could be allotted.

REPRESENTATIVE CARLSON: So if we are $7M short and we only have $6M in the fund, who makes up the other $1M when you have language that says that we will fund full payment.

SENATOR HOLMBERG: The fund to make up would be direct from the state budget. We would hold harmless the schools if you want to use that. I think you will find a high comfort level on the part of the schools. We did have some discussion yesterday on Special Ed. Did all of you receive a copy of a FAX I received.

REPRESENTATIVE CARLSON: Do you want to address the NAEP issue some more?

SENATOR HOLMBERG: I have this sheet from the Governor's budget. The Governor had put in a total of $260,000. $139,000 of that was for DPI. There was payments to school districts and some travel pay and reimbursements for a total of $260,000. The Senate took out the whole NAEP testing program. Part of it was, the ones who were the most enthusiastic , were not within the school community. It was Economic Development, it was the Governor's office. DPI had that and they dropped it a couple of years ago, because of the financial situation. The federal law is very clear, they can't use federal funds for the administration of NAEP. They are looking if there are some grants or some other sources of money.

REPRESENTATIVE CARLSON: There is two issues. Is there value to the test for the State of North Dakota. Does this test we take and the ranking it gives us and compares us to the nation, is that valuable or is it not valuable? The other side of it is, are the costs reasonable or not reasonable, or can the costs be absorbed by what we are doing. We looked at it and saw that basically there was $100,000 for training to the schools. The other $160,000 was for administration. We felt there was merit to the test, that is why the test is back in as a requirement. The difference being, in the past they had funded it out of the department.

REPRESENTATIVE MONSON: I think the $100,000 was kind of an incentive to the schools, to give each school about $10,00 per student for those that are taking it. The $160,000 was for the administration. It included some training to teach people how to give it. We felt that $160,000 for training people on how to give tests, was a little steep. Maybe DPI knows that people have said that we are not going to do it unless you pay us.

SENATOR HOLMBERG: A concern would be that if we did nothing and just say that you have to mandate it, then you are putting that in their operating expenses. If there are costs, for administration, for training, is that something that they can absorb at the same time, particularly because they cannot use any federal money. At the same time their operating budget was reduced by $300,000. You got them on two sides. You took out $300,000 and then said Here is something that you will have to do. They would call it an unfunded mandate.

REPRESENTATIVE MONSON: I think in our testimony or conversations with Sandy and others on this issue, that in the past when it was given, there was not a $10.00 per student. This $100,000 was not there, this is kind of a new idea to try to get them to do it.

SANDY PAULSON: DPI. We did not budget $160,000 for training. We are down to 1 staff person in the testing area. We looked at trying to bring somebody that could be a retired administrator to go out and work with the school districts. Try to sell the districts on the concept, so we thought dollars would be an incentive.

SENATOR HOLMBERG: What is the timeline, is that given at a certain time during the year? That is given to "X number of students in the state, and are those school districts picked randomly or is it the school district that will do it?

GREG GALLAGHER: DPI. It is supposed to be on a random basis. They are not obligated to participate. It becomes a negotiated issue for districts that have not had an interest in to theirs. It is a combination of random and negotiated.

REPRESENTATIVE NICHOLS: If you have to get away from the random samples, you are getting away from good statistical data also, and if you can't do it on the basis of a random sample, maybe it is not worth doing.

SENATOR HOLMBERG: It appears the House wants the test, and the schools do not see an advantage.

SENATOR NAADEN: What effect does it have on quality education? If it is important that we use it as a benchmark and where we are in a educational process , then maybe it is important. If it does not provide us with that information then it might be $100,000 down the drain.

SENATOR HOLMBERG: It gives a state like North Dakota "bragging rights . That is why it has interest to Governor's and to Economic Development. We have shown up extremely well compared to other states. That is why we took it out, because from the school districts standpoint they were saying we don't know the kids in Braddock are doing. All we know is a composite of how North Dakota did.

SENATOR NAADEN: Maybe they were high on the totem pole but it still does not show up right.

GREG GALLAGHER: DPI. The scores show that North Dakota rates consistently very high compared to other states. That certain test shows how students score in comparison to their ability.

REPRESENTATIVE CARLSON: We still think there is value to this. The question is whether or not you should fund any part of it or not fund any part of it. I am concerned whether or not it shows progress. The question when we are all done with this is, do we think we should put some money into that line or not. That would be our position at this point in time and we would hope it would be a random sample.

SENATOR NAADEN: If it does nothing more than spur a school district to look at what they are doing or not doing, then it has some worth. Someone needs to plan toward the declining enrollment. We need to gear to that.

SENATOR HOLMBERG: When you look at some of the report cards turned in to the Governor's office and DPI, some of them it lies in the state of some of the rhetoric we hear that these school districts do not recognize the problems down the road.

SENATOR ROBINSON: I think the program certainly has its merits. It would be a mistake for us not to include it. If we include it, it is important that we put some money behind it. The question is, how much. I think that is a pretty strong message of legislative intent in terms of the importance we place in the program. I think the Governor's inclusion of this program in his

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budget speaks to his support from his office. I would hope that we find a way to include and find some money for it. I don't know how much, that is a question we can debate.

SENATOR HOLMBERG: We know that the connection with positions and the removal of special funds under reducing temporary salaries. We mentioned the transferring of Foundation Aid to Technology. The increased Foundation Aid changes the big money picture that will be handled later. We have looked at Special Ed and you have information on that. We will recess until Monday.

4/12/99 tape 4, A , 0 - 445

4-12-99

SENATOR HOLMBERG: Reopened the conference committee on SB 2013.
ROLL CALL: Present: Senators Holmberg, Naaden, Robinson; Representatives Carlson, Monson. Absent: Rep. Nichols

SENATOR HOLMBERG: We're going to be meeting later today, also. We're meeting now to focus on one segment of the bill. When you had the bill, you eliminated what was section 7 of the bill and this section dealt with innerconnectivity. Our goal was to force the Department to computerize and send out their information to schools electronically, and for schools to do their reports electronically. We used as one of our examples some of the documents the Department sends out to schools are of questionable value. They send out, for example that document, it costs we understand $1800+ to print that talked about where everyone graduated from and where they were. All of the information goes out to every principal, superintendent, and legislator. It's probably useful for 3 or 5 researchers, and can be made available on line. It made sense to push them in that direction to do less printing of needless kinds of documents. Here is the actual language we had in section 7. I mislead you, I'm looking at the wrong section. You put in language about innerconnectivity to the Internet.

SENATOR ROBINSON: Which section are we looking at?

SENATOR HOLMBERG: We're looking at the engrossed bill that came from the Senate. We had put in section 7 that said it is the intent of the Legislature that school districts use the funds distributed to facilitate communication with DPI to provide Internet interconnectivity. The language they put in covers that because they say any money that comes from ETC, school districts are not eligible unless the administrative office is connected to the Internet which should accomplish the same thing as what you folks were after. I was incorrect. You left section 17 in.

REP. MONSON: Section 7?

SENATOR HOLMBERG: No, it is another section I was talking about that you left in. My understanding is we'll be meeting early this afternoon. I met with the Senate Majority Leader this morning and he said we don't have to wait on this bill until after 2162. He said he'd visited with Chet and we're going to put 2013 in the best order possible, pass it out. Any other change they make in 2162 will be reconciled with 2013 by Chet. The last bill will be the one that does that

although we have a couple of things we can certainly do on this bill. That was the information I was given this morning. This afternoon I believe we're going to try to do an hour, but it depends upon, I know Rep. Carlson you're on a number of committees that are somewhat time consuming as is Rep. Monson. Conference Committee adjourned. (tape 4, A, 445)

4/13/99 -- a.m. tape 3, A, 0-1970

SENATOR HOLMBERG: Reopened the conference committee meeting on SB 2013.
ROLL CALL: Present: Senators Holmberg, Naaden, Robinson; Representatives Carlson, Monson, Nichols

SENATOR HOLMBERG: One of the discussions on the table regarded the amount of money in the ETC line item. I'd made mention of the Technology Innovation Challenge Grant (attachment #1), the $7.3M federal money with no matching requirements coming into the state; I have a sheet that shows the budget beginning in 1988 and indicates the amount of money requested to divide up the $7.3M. (tape A, 138)

SENATOR NAADEN: Who decides who gets the money?

JOE LINNERTZ: DPI - The technology grant money - $7.3 - is a grant through the Bismarck School District to provide professional development for teachers and administrators within 4 regions of the state. It pays per diem, release time, substitute teachers.

SENATOR NAADEN: Does it go through the Teacher Centers?

LINNERTZ: No, the Bismarck School District is handling this. There will be 4 trainers that are housed around the state, and the school districts within that region will participate in the training.

SENATOR HOLMBERG: I don't want to use the word duplicative to make it sound sinister, but it accomplishes with federal money some of the same things that we can accomplish with ETC money - which includes training of teachers, professional development.

LINNERTZ: That is true, there is a portion of ETC grant money that can be applied for. A local district in that case gives the grant money directly and can use it to send "x" number of teachers to CII team meeting, conference, etc. (tape A, 336)

SENATOR HOLMBERG: Schools like Casselton that already have their hardware in place can write their grant for training. This handout of 3 sheets (attachment #2) contains a breakdown of the general fund moneys in the operating line item. The money in the operating budget can be moved around.

REP. CARLSON: Joe, when we removed $100,000 from travel, the way they're showing it here, it took the remaining balance out of the travel line. But, when I look at $1.3M total travel, we didn't target just the general fund side of this. The same goes with professional services, they're taking that all out of general, and that was a $3.6M line item. Can you clarify?

JOE MORRISSETTE: The line items that you see in the budget document are all funds and they all add up to the executive budget proper of $10.4M for all the different line items within the operating expenses; of that total, $2.2M of general funds. When you made the reduction to travel and professional services, it was specified that they were general fund reductions. But, they're general fund reductions to the operating expenses line total. So, there is flexibility to move money from one part of operating to another. You reduce the operating expense line in the bill by $100,000 in general funds.

REP. CARLSON: Here, it shows them being in the hole on travel and professional services.

JOE MORRISSETTE: This is requested general funds, part of the operating expenses line item, and that is how the department has divided out the general fund authority in that line item.

SENATOR HOLMBERG: In the budget itself, we have operating. When you get into the detail book, they have divided that out into travel, etc. Your cut was specific - to general fund travel. What this sheet reflects is what was in the big book and how that translates regarding the detail budget. (tape A, 678)

JOE MORRISSETTE: This type of detail isn't available in the budget. This is an accounting level detail.

REP. CARLSON: Our intention was to reduce the line, this appears to be a document that shows we took all of their money. In fact, there is a lot more general fund money in both travel and operating expenses; here, they're showing we're in the hole. Our intention was to reduce those line items, and then we get a document back that says we took all of it. I'm confused how that got internally audited, or however it did happen. We didn't target one little segment of the detail budget to have nothing; we just said we're reducing the budget of general funds - $2.4M or something in professional services or operating. (tape A, 770)

JOE MORRISSETTE: The operating expense total is $2.2M from general fund in the executive budget.

REP. CARLSON: They could have spread that anywhere throughout, that was our intention.

JOE MORRISSETTE: The amendment was for travel.

REP. CARLSON: They still have the flexibility to move the money around.

SENATOR ROBINSON: The general fund allocation is $138,000? (tape A, 839)

SENATOR HOLMBERG: About 29% of travel is for staff - the rest is for bringing others to various training sites, which can include writing curriculum, food service training, etc. Most of the travel budget spent by the department, including federal and all other funds, is done by people who are not employed by the department. If food service people or a teacher from Cavalier comes in for training, they are paid out of a line item called professional services.

(tape A, 960)

REP. MONSON: Those people who come in for food service workshops, etc. the school gets reimbursed for that travel - that is actually part of that $1.37M of travel, and that is mostly federal funds?

REP. CARLSON: As we made our reductions, we looked not only at the detail book, but at the big line. When we looked at the big line, I want to have an understanding, that out of these large lines of $3.6M or $1.3M they still have the flexibility to move funds within those lines no matter what we did to our reductions. It appears we left them $4,000 in the hole for travel for employees, where there really is $1.2M+ left there. (tape A, 1075)

JOE MORRISSETTE: The detailed portion funding source breaks down the funding source, the general fund portion of travel, utilities, postage, that is not part of the general fund document, that is a detail level below that. Reductions that you make when you amend the bill is to the line item in total.

SENATOR HOLMBERG: Would it have eliminated some of the confusion we have, if in this reduction there would have been no reference to professional services and travel? I believe what happened, is that the department would go to their internal accounting sheet, and say you have told us to take this out with the understanding they can move that money around.

SENATOR ROBINSON: We do have $1.2M in travel, the lion's share of that is in federal funds, when we make a reduction of $100,000 and earmark it for general funds, that specifies it has to come out of that general fund portion of travel. So that's why we see such a significant reduction in that small percentage of travel that is general fund money. If we would have just said, the reduction will be in operating and a flat figure and no reference to professional development or travel, then you have more flexibility in terms of the reductions. Once you get specific you're focusing on a particular line item. (Tape A, 1255)

SENATOR HOLMBERG: It is the case in any of these budgets when they have this flexibility, the tax department would have their internal determine how they were going to split up their operating, but once the legislature leaves town and the damage is done, they will project this because they have that flexibility.

SENATOR ROBINSON: There is flexibility to the extent that legislative intent allows it. If we would direct, and get into detail here and say we want to line 15 CTBS testing, "x" number of dollars reduction, that represents legislative intent. Whereas if we say, take 7% off the top for operating then that adjustment can take place internally. If we have legislative intent that specifies that a reduction will be in this line item, there is little or no flexibility with that type of language. (tape A, 1350)

SENATOR HOLMBERG: Unless, Senator Robinson, they traveled too much, therefore we're going to take $100,000 out of operating. The message might get there, but it may not have the strength of reducing it in that respect. (tape A, 1382)

REP. NICOLS: In the operating expense, general fund budget handout, the DPI temporary salary totals are $319,176, Senate approved; and $250,000 House approved, with a difference of $69,176. What is the explanation of that? (tape A, 1530)

SENATOR HOLMBERG: In the House amendments, you took out $69,000+; $3,000+ general funds and the other was other funds. My understanding was those other funds were mostly from the Division of Independent Study?

SANDY PAULSON: I've given the detail of that budget process. A lot of those funds are temporary. As you can see, $82,000+ is in Independent Studies.

SENATOR HOLMBERG: Is that what is in there right now?

SANDY PAULSON: No, because I didn't go back in - internally we'll have to make a decision if this cut will stay at this $9,000. We would have to go through and say these are the areas we are going to have to cut.

REP. CARLSON: You have to understand that is their view of how they would do it. We didn't specify, we just reduced that line item. I suppose if you want to assign it all to one place, it looks worse. (tape A, 1650)

SENATOR HOLMBERG: The $3,000 general fund, what is that?

JOE MORRISSETTE: As is the case with the operating expenses that we talked about, the detail of how much of the temporary salaries is general fund and how much is federal isn't part of the budget document, so that funding source split is reflected in the total salary and wages line.

SANDY PAULSON: Yes, I believe we used percentage. This document doesn't show any cuts. This is originally what we put in. The Chair requested that we show how we are going to spend it under salaries. That reflects how we included it in the budget. We're saying out of that total $319,176, you're showing a $69,000 cut. We have to take it somewhere among these areas. (tape A, 1750)

SENATOR HOLMBERG: One of the reasons for our concern was the fact the Division of Independent Study because they had a resignation and they have been utilizing temporary salaries at the present time and the fact that at certain times of the year they have to bring in employee helpers. Particularly when we say it was mainly federal and other funds - it wasn't general funds that were being paid.

REP. CARLSON: I've always taken the opinion that if the federal funds aren't used for salaries, they're probably going to the kids, and probably going into the programs. I think if the limitation isn't there, we turn the money back if we don't use it for salaries. We can discuss this further how they're going to split it up, but looking down the list there are some things there besides the 137.95 full time staff. I was a little surprised to find $320,000 of temporary salaries plus fringe benefits on top of that. The question then is if you have a resignation mid term and you funded

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that position, and you're still having a temporary salary to fill that position, what happened to the salary of the person who was there that resigned? (tape A, 1885)

SENATOR HOLMBERG: You are absolutely right. If person "x" resigns and you have to hire a temporary. But, you made the assumption that all of this money is federal money - that is the money the Division of Independent Study raised from the people who are using their services, and that is not federal money.

REP. CARLSON: There is $1M worth of general fund money in that pool, obviously - $960,000+.

SENATOR HOLMBERG: Adjourned the conference committee meeting. (tape A, 1970)

4/13/99 p.m. tape 4, A, 40-4050

SENATOR HOLMBERG: Reopened the conference committee meeting on SB 2013.
ROLL CALL: Present: Senators Holmberg, Naaden, Robinson; Representatives Carlson, Monson, Nichols

REP. CARLSON: Presented proposals on special education: 1) special education - raise the ratio from 2.5 times normal expenses to 3 times - that would stay in this proposal. Now in the House proposal there is $11.5M in contracts, which is a 15% increase; the 80/20 co-pay would exist as per our bill, but the change would be that 20% of the co-pay would remain in the contract to be redistributed. So that actually would allow us to do more contracts. Lastly, the critical needs board and the fund for critical needs - we established a board and $500,000 funding. We would like to see that remain, but if it doesn't, our proposal would be the remaining $500,000 goes back to the ADM side.

SENATOR HOLMBERG: The 15% increase is true, but the current amount of dollars in contracts did not cover the costs as I recollect. The 80/20 doesn't seem to be much disagreement - right now we have the 70/30 defacto provision. A couple of sticking points - we would be going from 3 times rather than the 2.5 and establishing a critical needs board without the benefit of public hearing, we've discussed that before.

REP. CARLSON: I think we should discuss these issues, I think these 3 will definitely need discussion.

REP. MONSON: You brought up the fact that this critical needs board is being established without a hearing. $500,000 in this pool is new money. I'll point out that $500,000 is not a lot of money. We do lots of things without detailed hearings, maybe we're not supposed to, but we do, that's the reality of it. To bring together 5-6 people from around the state that are knowledgeable about special ed needs and to give them $500,000 that they can decide to distribute to those that have critical needs, I don't see how we can be hung up on that. I think it is a step in the right direction, and I think if we studied it I think we would find that it would be a step in the right

direction. I hope that doesn't stop us from going forward with this. It is a little bit of a different idea, and it helps those that truly do have critical needs. (tape A, 455)

SENATOR HOLMBERG: The second one - I would have a great deal of difficulty with this committee wading into the issue of redistribution of excess foundation aid. That has been an issue that was attached to SB 2162. I have to be very careful that we don't go in the direction of working on an issue that the other conference committee that I know Rep. Monson serves on is addressing. I think we would muddy the waters if we began looking at that issue. I support redistribution excess funds, but I think is being discussed in either 2162 or -- whatever it is. (tape A, 530)

REP. CARLSON: Didn't you propose an amendment that was an insurance policy that supposedly made everybody feel better that dealt with the same issue?

SENATOR HOLMBERG: That has to do with the Foundation Stabilization Fund, it does not have to do with the line items.

REP. CARLSON: When the final picture comes together, it may be something that may or may not be on our plates, but it is a point brought out based on the fact that nobody has it resolved yet. If they have it resolved, I would be more than happy to not even discuss it.

SENATOR HOLMBERG: It is not resolved.

REP. MONSON: SB 2441 has one version and 2162 has another version. I don't think either one is in their final version yet. Perhaps this is as good a time and place to discuss it as anything because we are at a loggerhead with that other one. (tape A, 623)

SENATOR HOLMBERG: I deal with my education chairman and my majority leader. They are, particularly my education chairman, looking to wade into something that is at loggerhead right now in Conference Committee would be in very poor form. (tape A, 649)

REP. MONSON: The comments that your education committee brought forth was that they felt it was their job to set the policy on how to spend it, it's our job to figure out how to fund it. In either case, I think we're looking at an idea here on how to fund it - not necessarily how to set the policy for it.

REP. CARLSON: We're addressed it, and I don't know how many bills we've seen with it in there. You put it in, we take it out; whereas, where we redistribute the excess foundation aid in the biennium it was appropriated for, and then taking it out. In one bill we left $3M in for redistribution - it started at 4, then to 3, and then out. My thought is to create a contingency fund so that in fact there is acknowledgment if the money is short that there is money set aside from it. The appropriated foundation aid - which is in our budget - this deals with the $479,006,259. This deals with that line item. If it doesn't all mesh, we'll work that out. We can let that go, it was just a thought when we were discussing that. (tape A, 775)

SENATOR HOLMBERG: Your other proposal was to stay with the House proposal on the FTE.

REP. CARLSON: Yes, it was.

SENATOR HOLMBERG: I believe we have had some discussions regarding a number of those positions. They are not all vacant positions, would you agree to that?

REP. CARLSON: As it left the House, we were under the impression that one of them was filled and the rest were vacant. Since then there has been some other information about that. We don't dispute the factuality of what they've sent down to us. We can still discuss the need, what we have to decide is where we're going to end up on those. You've had a lot of information sent down. We're making clear what our position is, if someone has another position then we should hear them. At this point, we're still sticking with our original information. (tape A, 850)

REP. MONSON: We looked at this budget as a whole. We didn't cut the budget willy nilly. We found lots of federal funds, and we found lots of people that had all other funds, that paid their salaries with federal funds, and very few that had general funds. We tried to figure out a way to save some general fund dollars, and do some trimming of the general fund. It just so happened that we had to pick a couple that were either vacant or filled in order to get some general fund dollars and to see some efficiency.

SENATOR HOLMBERG: Did you have a dollar goal you were looking at?

REP. MONSON: We did not at all. We looked at the full budget. I think there was some confusion this morning on what we talked about on the travel. We looked at a line item that showed $1.37M or something like that in travel. We said that seems excessive for l37 people, which it does include the Division of Independent Study, but we said there's an awful lot of travel. If you divide 137 into $1.37M - you come up with $4800 per person. We know that many of those people don't travel at all. Somebody's traveling what we thought was an excessive amount. That was one area we targeted, but we didn't have the budget we had this morning that showed that almost all of that is federal and very little of it is general. Whether those numbers - we didn't have them - whatever. (tape A, 1160)

SENATOR HOLMBERG: You had the information that 71% of that $1.3M travel was for people who are not employed by the department - the food service people, the teachers, administrators - that's where 71% of that money goes. That's the information we were given.

REP. MONSON: We saw lots of travel with not that many people, even though much of it was federal. That's kind of where we sit. There should be a way to get $100,000 out of the travel budget. The same with the people there. We went where we could try to find some general funds. It turns out there are some positions in there that are funded with federal funds - 2 or 3 of them being vacant. I think Pat Herbel and Joan Estes positions are vacant and are being filled with temps or within house. We looked at that position and said they absolutely have to have someone in one of those positions - maybe not both. If they fill them with temps or in house, if we take one of those positions out of there we should be able to save some general fund money. We will

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absolutely leave them a position they can fill, and maybe they will have to continue to supplement with temps or with people in house. To find where the general fund moneys were we had to look at the people that were paid with general fund money or the vacant positions that are paid with general fund money - and, there are not that many of them. So, the decision wasn't based on personalities or competence or any of that kind of thing. We were looking at where we can find some general fund moneys, where we could find a way to get consolidation of administration, etc. It turns out we got down to the point where we said there is a deputy superintendent, an assistant superintendent, and when we looked at all the different job descriptions, which by the way - they never had a job description before - until we asked for it. When we got that information, we said can they get by with only 1 assistant or deputy? Can they get by with an elementary, middle school person that is in charge with maybe some other people in that area picking up some of the other duties. That's where we said we thought we could find some efficiencies here. So, the decision was based on if there is a need for both a superintendent and a deputy superintendent or assistant superintendent. We decided many other departments have only one or the other - they don't have both. (tape A, 1435)

SENATOR HOLMBERG: Did you use the same vigor in looking at the tax department, particularly the auditor's department, regarding the fact they have an assistant and a deputy?

REP. MONSON: No, because we, in our committee, did not have any of those budgets. We just looked at the budget before us. It is general fund money and other departments - maybe no all - have only one or the other. Therefore, we pulled one out.

REP. NICHOLS: Some departments do have both - in these amendments, are we taking out both of these positions?

REP. MONSON: Yes.

SENATOR HOLMBERG: Non-classified positions in DPI, besides the superintendent are held by Joe Linnertz and Terry _____, Administrative Assistant.

REP. MONSON: We talked about how our school districts are being asked to be more efficient, how they're expected to save money, how we should have our school districts consolidate and share services. We said, isn't it right that we should ask DPI to do the same? Or, any department for that matter. We're not asking DPI to do anything that we aren't asking our school districts to do. We have bills before us to have school districts share administrators. We've taken a look at the number of school districts, we've taken steps to try to get them to consolidate. We have some bills that haven't passed yet, some ideas that haven't passed yet. But, we're thinking that in the very near future, if some of these school districts do these things, we would have even smaller numbers of school districts, yet. We've looked at the total number of employees in DPI that have increased substantially from years ago - back in the '60's and '70's when we had several hundred school districts. DPI probably had 50-60 employees. We've seen the number of employees increase, we've seen the number of school districts decrease. With computers and technology, we should be seeing people doing more with less. They should be more efficient, and get more information out at the push of a button - much cheaper and much quicker than they used to have when they had to have everything run off by hand, dittos, etc. We're looking in this budget at

trying to down size government to try to get the number of people in the departments at a smaller level than they were before, with less money. As we see the number of school districts get even smaller, we know they aren't going to get bigger, and the number of students being served continues to drop, we think the time has come to make some tough decisions and down size DPI and government bureaucracy. (tape A, 1875)

SENATOR ROBINSON: I don't disagree with everything you've said. I would make some comments though that you mention we're asking DPI to do the same thing we're directing our school districts to do. I think consistency is important here. If we've got few schools and we expect fewer employees at DPI, you look at Job Service. We've cut the number of Job Service branches we have out there - we haven't impacted state office - in fact, we're probably going the other way - good, bad, or indifferent - I don't mean to pick on Job Service. This is the 3rd or 4th session I've worked on this budget. I don't think we've done a poor job in the past. I'm not saying it was a perfect job. But, I don't feel we've done a poor job. To me we're in a situation here - the 11th hour of this session - and, we've got the House wanting 8 positions out, and some other changes in the budget. We've got the Senate quite a distance from that stance. I think we need to have some movement and compromise and get through this thing. I'm not comfortable with removing 8 positions. I think those things come about gradually. I really believe good government is more of an evolution than a revolution. I think we're going a bit too far this session. I think we need to take a closer look at it. But, then we should be consistent with all agencies. Just because this bill was before your committee, if this is the path we're going to take, we should be doing it with all of the agencies. If we really want to down size, streamline - I think we've done some of that, and in some areas we've been successful and in others we haven't. I'm not comfortable with removing 8 positions. I know some of them are general funds, some federal funds, but to me it is more than I would be comfortable with. (tape A, 2080)

SENATOR HOLMBERG: None of us are pure when it comes to consistency. We have to recognize that and move forward. I think where the mistake is being made is the rhetoric to even suggest that all 8 positions you want to cut have something to do with the "tower" and regulation of schools. Four of them are located in Fargo at the Division of Independent Study which is a school. So, what we have to focus on is that is an issue, and I think you would find a lot of agreement on what to do with that. I think when we get to the "tower" itself, the argument is compelling that DPI should be an example - not made an example - to school districts in the state regarding tightening belts, doing more with less. Keeping in mind that in the world of school business those folks for the most part up there are not highly paid compared to what they could get out in the schools, and I hate to say it for 9 months. There are people they hire in the low $30,000. That person could more money if they were out in a school, but they want to work in administrative capacity. Let's look at the personnel issues separately. Let's deal with the Division of Independent Study first. Those people's salaries for the most part are money they raised themselves. They were told sessions ago to be entrepreneurial, to raise money, and to do something. I agree with the House members 100% that for the good of that organization, the Legislature needs to study its role in the future and where it will be 2, 4, 6 years down the road. So they get a blessing - they're currently getting mixed messages from the Legislature at the present time. Because of that, clearly those 2 positions that are new for expanding curriculum K-3 certainly are not needed until the Legislature gives them actual direction. Why expand when a study might show that we shouldn't be in lower elementary. (tape A, 2410)

REP. CARLSON: We're aware of those positions, and the separate issues on the FTE's. We've tracked the growth, etc.

SENATOR HOLMBERG: The discussion to the media is always the 8 people from the "tower". I'm not saying you're the one doing that, but it is presented that way. I think we need to be clear that you are talking about 4 positions out of DPI, which frankly is not a huge number in my mind, and you're talking about 4 out of the Division of Independent Study. Your position is that a position that was vacated 4 weeks ago that is a teacher that is currently being filled by temporary help, is a "vacant position" by definition, and therefore should be eliminated. Is that your position? (tape A, 2500)

REP. CARLSON: Yes.

SENATOR HOLMBERG: Your position is that a teacher, and I believe there was some error-and I don't believe the error was on the part of your committee, that was actually a half-time position that was vacant. You vacated a full-time position. Now in the "tower". The 4 positions - the 1 position is a special education coordinator that has been vacant for some time, that's not a problem, it's probably hard to fill. You have a training officer that was listed as vacant - it isn't vacant there's someone working as that training officer. That's the account technician training administrator with food service responsible for food distribution. That person has been on staff since September. Your committee may have gotten information that may have led you to believe it was not filled. Your position is that position should eliminated. Your position on the deputy superintendent is that should be eliminated. The assistant director of elementary and middle schools that should be eliminated, and that is a general fund position. Would that have made a difference to the House committee if they had know that position was full?

REP. MONSON: The information we got was somewhat old. There were numerous errors in the report that we got that came down. I think you've seen version 3 or 4, we were working off versions 1 and 2. We had to wait for a long time to get that. The comment that Supt. San stead made to Rep. Carlson was - I'll let him relay that.

REP. CARLSON: Supt. Sanstead thanked us for having him do this - they really needed to look at that job description. I was a little surprised - they probably had something, but not in this form. (tape A 2870)

SENATOR HOLMBERG: You're talking about his particular form?

REP. CARLSON: Yes. We asked for this. We wanted to know everyone's job description up there. Rep. Monson is right on. We were trying to look at the whole picture. Some of us were shocked to find 13 1/2 people in food services and nutrition. We didn't do anything with it, but we were kind of shocked that there are that many people there. There's another issue that needs to be dealt with that we didn't bring up that we found out later within one of the special education areas - early childhood - is that they receive their money from the Dept. of Human Services and they were $100,000+ short for the costs they had projected. So, they probably have too many people in there than what they can pay for. Human Services only allots $750,000, and I believe

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their budget was $800,000+ so we under funded or funded what they were actually were going to get. So, we may have missed some when we got information later on and found out they didn't have the funds as much as they thought they had budgeted in because the money comes over from Human Services. As we looked at that, we thought maybe we didn't do something there. Maybe we have too many people and not enough money in that area. It's hard to analyze these. I understand when you look at it and say did you know this was empty or not. But, we worked off the best information we were given. We think we did do diligence and we'll gladly take a look at all of these positions. You never say never. But, we'll need some strong convincing that what we did was not in line. (tape A, 3054)

SENATOR HOLMBERG: Rep. Monson, I hope you don't get the impression from the standpoint of the Senate there was criticism. This buff colored sheet revised 3/31/99 is the current up-to-date sheet. The information was requested on Friday afternoon, I worked on it over the weekend, and it was given to them on Tuesday. I don't think that is an unreasonable length of time to get accurate information. When I delivered it, I told Rep. Carlson I was concerned because I hadn't had time to have anything review it. I reviewed it and made corrections and brought them down 2 days later.

SENATOR HOLMBERG: When we're looking at these positions, let's make sure we're looking at the buff copy rather than the other copies

SENATOR ROBINSON: I know in situations in the past where we as a Legislature have under funded departments in the area of salary dollars. Then we come along, and those departments are in a bind because we also mandate or direct a 2 and 2 or whatever, the dollars aren't there so they're forced to leave a position vacant. Then, we come back and say that position is vacant - you don't need it. We need to exercise some caution in our decisions in some of these areas. Sometimes we are looking at a situation we have really created. I'm not suggesting that is the case here, but I think caution is important. I know that has happened in other budgets, in other departments, other legislative sessions. We force departments to be between a rock and a hard spot in terms of sapping salary dollars, vacancies, under funding those line items, and they've really been in a tough situation. Care is required is the message. (tape A, 3300)

SENATOR HOLMBERG: We are gathering information. I don't believe the Senate has said no, no. The one that comes to mind is the Division of Independent Study.

REP. MONSON: To set the record straight. Here's copy #1, here's copy #2, and here's copy #3. So there were 3 different copies given to us with different information on all 3 copies. We started working and requested the first copy. After we worked on it a couple of days, we started asking questions, and here comes copy #2. They said throw #1 away, but I had notes on #1 so I kept my #1. Rep. Carlson kept #2, and now we've just been given #3. So there are 3 different versions with errors that we found on the first 2 anyway. We did look at under funding the salary line item as a quick fix - as a quick way to reduce the salary line item and that will force them to make some cuts, make some decisions. But, that's what has been done in the past - right or wrong. I don't think that is the right to do it. Rep. Carlson, Rep. Nichols, and our whole House Appropriations Committee said that's not doing it right. That's why we dug into the vacant positions. We said if we're not funding them - and that's our fault - then why are we carrying

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these on as vacant positions and dancing around the issue. We're trying to address it by saying if we're not funding it, let's take the position out of there. (tape A, 3575)

SENATOR HOLMBERG: The information I received is that is exactly what you did in this budget. You took out specific positions. But, in Human Services, PSC, Job Service, Higher Education, NDSU Extension Service, what you did was to just make cuts and say you find them. So there is a little difference. You can always say that was a different subcommittee, but it is one full committee that passes on that. (tape A, 3633)

REP. MONSON: I hesitate to say Human Services didn't do some cutting of vacant positions and just didn't under fund. When we talk about making true cuts, the Human Services Department made some tremendous cuts and advances in a department that has been growing very quickly. But, they are also in a mode that is a department that is serving a lot more people than have ever been their clients before because of the aging population in ND. In DPI, we're looking at a shrinking younger population being served by our schools, by our state. In the case of Human Services, there are many more people aging and using services than ever before. We decided to tackle it head-on, as unpopular as that may be - let's down size.

SENATOR HOLMBERG: I don't think anyone in this room has labeled what the House's position here is necessarily unpopular or the wrong thing to do. We are trying to gather the information so that within the next days we can make a decision as to whether or not what you did was in the best interest of children and classes in the state of ND - not necessarily what is in the best interest of the department or whatever. We still have some questions. Some of them have to do with data. Some of these positions had people working that you weren't aware of. That is a factor that comes to mind that we want to address.

REP. CARLSON: We're not adverse to addressing those. That's why we brought a slip along today to try to get this thing moving in some direction. We didn't say we were compromising.

SENATOR HOLMBERG: Adjourned the conference committee. (tape A, 4050)

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SENATOR HOLMBERG: Reopened the conference committee meeting on SB 2013.
ROLL CALL: All members present.

REP. CARLSON: Let's go through the bill and find the things we agree on and get them off the table.

SENATOR HOLMBERG: On page 2, of the blue House amendments. To review: Section 17, the credentialing process that was a House initiative, we have no problem agreeing to that. Section 18, I don't believe the Senate has any problem with that. Section 19, NAEP, the concern was that we were putting that burden on the operating line item of the department. We had a sheet indicating that would be about $100,000 in costs. There was discussion and Senator Naaden stated this was a double whammy because their operating had been reduced and this additional expense had been added to them. There was discussion that if $100,000 were put into

operating, this would go toward buy-down this cost. This was something the Senate took out of the bill.

REP. CARLSON: Are we talking reinstating $100,000 of general fund money? Let's leave that aside. Originally there was a $260,000 number with that.

SENATOR HOLMBERG: The cost to the agency was roughly $100,000 which was an incentive for schools to participate.

REP. CARLSON: That was a per pupil incentive of $10.00. We'll think about that.

SENATOR HOLMBERG: Section 20 - federal funding for special education - no problem. The question of deputy superintendent should probably be in the section when we get to personnel and FTE's. The next item is section 25, special education. Yesterday you made a proposal that I find attractive with the exception of the 3 times rather than the 2.5 times the cost of special education. Leaving things as they are essentially, doing the co-payment, revolving any excess money back into the program, and leaving it at $11.4M which is a $1.5M increase in contracts over the current budget. A concern was brought to me about the agency placement, and how that fits in. The school districts are still responsible for an agency placement of 2.5 times. Above that the money comes from the contract section.

REP. CARLSON: In our discussion, my assumption was that we were not changing that. I think that was to be left as it is presently. There is room for discussion on that, but I don't think we had any intention of changing that. (tape A, 440)

SENATOR ROBINSON: Part of that discussion dealt with the special needs board. I have a bit of a problem with that. I'd like to see a study over the next 2 years. But much of the rest - the 80/20, the $11.5, I can live with that. (tape A, 464)

REP. CARLSON: Joe, I'm trying to follow the track of this back. Didn't it originally start at $10M in the Governor's budget; the Senate went to $10.5M, and the House went to $11.5. I'm not sure is that less the $500,000 we were going to put in the pool would be the extra $500,000 that would go into grants.

SENATOR HOLMBERG: The Senate has an uncomfortablness with setting up this critical needs board, which may be an excellent idea, without the benefit of hearings and input of folks involved. The $500,000 that was set aside in a separate line item would have gone to those high cost kids. I have no problem with saying, the House has said they are willing to put on the table $11.5M for expensive special ed kids. Our position is, let's use the current system with the $11.5M for expensive special ed kids and do the study. We have said what was passed in the House might be the way we go in the end. (tape A, 600)

REP. CARLSON: Joe, let's assume it is $11.5M and that there is no pool and there is no board. Let's go back to the total number then that's in the budget for special ed.

JOE MORISSETTE: If the $500,000 were eliminated, that would increase the special ed grants line from $41.1M to $46.6M. $400,000 would be used for gifted and talented programs. $11.5 would be for contract costs.

REP. CARLSON: So, $46.6M is the total. And, that leaves us at $35.1M.

SENATOR HOLMBERG: That would be a little less than that. $46.6 minus $400,000 that has to come. So, that leaves you at $34.7M on the ADM payments.

REP. CARLSON: Joe, that's the same dollars we came in with because the pool wouldn't be gone. So we haven't added any new money by doing that. (tape A, 750)

JOE MORISSETTE: The $500,000 that was added for the critical needs board would be added then to the amount that would be distributed on the contract basis. The amount that was on the ADM basis would stay the same.

REP. CARLSON: The total has stayed the same, as what the House brought over to you.

SENATOR HOLMBERG: The House added $2M to special ed

JOE MORISSETTE: The $2M was allocated with $1.5 to the special education grant fund with $500,000 to go to the critical needs board.

SENATOR NAADEN: You took the $2M out of what? (tape A, 785)

JOE MORISSETTE: SB 2162 came from House Education to House Appropriations. There was $2M appropriated in that bill for special ed. The House took that section out of SB 2162, and added it here. (tape A, 820)

SENATOR HOLMBERG: We have to be very careful that we don't do what the Senate did earlier and double appropriate.

REP. CARLSON: I think we're okay that's where the $2M came from with that other bill. So if we can recap - $46.6M the special ed line; $11.5M in contracts; $34.7M in the ADM line, and $400,000 in the gifted and talented. Mr. Chairman and Senator Robinson you have agreed that you'd prefer not to have the critical needs board and the $500,000 for the pool.

SENATOR HOLMBERG: I would add to the end of it - "at this time". By that I mean at the end of the study, they might decide that's what they should do.

REP. CARLSON: Mr. Chairman, discuss your rationale on this 2.5 to 3. That's obviously something we moved up.

SENATOR HOLMBERG: We are making a change in going to the co-payment without a lot of opportunity for public input - from the schools, administrators, special ed folks, etc. To make additional changes without the benefit of their input, would not be in everyone's best interest. I

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think the study may go to three, but I feel uncomfortable in making those changes without the benefit of the interim study. That's the amendments that were proposed by the Senate and by the House, they might be adopted by the interim committee, but I don't want to adopt them without a study. I think the 80/20 co-payment is a reflection of reality where we now have the defacto 70/30 co-payment. (tape A, 1046)

REP. CARLSON: I have a concern that we divide the money up between the 2 bienniums - the $11.5M on the contracts. My recommendation would be $5.5M the first year; $6M the second year. The last thing we would want to have happen is to have a majority or $9M of that money used up the first year of the biennium, and having only $3.5M left the second half of the biennium. (tape B, 1115)

SENATOR HOLMBERG: The amount of money - assume contracts come in sporadically, would there be protections to the schools - is it going to cost them 20% if there isn't enough money?

REP. CARLSON: The critical needs board and pool could have helped solve that. When we look at every district, if we are in fact putting money there, we need to make sure they can count on the money being there when they need it. (tape A, 1250)

SENATOR HOLMBERG: Let's have Joe put together those amendments to accomplish that with the $5.5M and $6M with the understanding that after we see it and mull it over, we might find special ed directors that is too restrictive or they might be very comfortable. In the School for the Blind, there was no disagreement with the House had done. I had brought in an amendment regarding the utilization of the funds from the Land Board, it saved up $115,000, and it's what we did on other things. So, we can say the School for the Blind is a done deal? (tape A, 1388)

REP. CARLSON: That's fine with us.

SENATOR HOLMBERG: It was $115, 835 total general fund. School for the Deaf, you took out the $100,000 for independent living cottages.

KAREN BOHR: OMB. I have talked to Cofer. I don't have any dollar amounts, but yes they do have a superintendent's house they can utilize. They would prefer to have the new building that was in the budget, but they could utilize that bill. However, there would be some construction that would need to be done to that. They need to add a second exit for those who would be living in the basement to meet code. With the removal of the $100,000, they wouldn't have any money to do that piece. You may want to talk to them for a dollar amount for the remodeling. (tape A, 1519)

SENATOR HOLMBERG: Can they utilize that building without that exit, or can they only utilize certain portions of the building?

KAREN BOHR: I would need to check on that.

REP. CARLSON: We'll take that back to the House floor. Rep. Aarsvold did that budget. He's the one who had lengthy discussions with them over not building and redoing the house. He was very comfortable with that. I'd like to get his opinion on that. If we need to reinstate a few dollars to get an exit, that's fine. I think that is better than building a new building. We're amenable to that. (tape A, 1575)

SENATOR HOLMBERG: I don't think we have any great problems with that if they can utilize it much cheaper, and it is a building that exists. (tape A, 1591)

SENATOR HOLMBERG: One of the other amendments I had proposed that was in addition to this was separating the budgets from DPI and Independent Study. You had indicated your approval on that in the past.

REP. CARLSON: Explain your intent again. By separating them it would be just like the School for the Deaf and Blind?

SENATOR HOLMBERG: Yes. Also, an amendment I would like Joe to prepare is to conduct a study of the Division of Independent Studies to determine the direction they should be going. They have received many mixed messages. (tape B, 1685)

REP. CARLSON: I did a little study of the Division for a point of reference. The Division has 24% of its students from in state; 76% for out-state students. I think it needs to be studied. I firmly believe it should be a self supporting entity instead of a $1M general fund entity. I'll be glad to sign onto a study. (tape A, 1731)

SENATOR HOLMBERG: We will have that done also. In addition to the FTE's these are the other areas that have issues for discussion. One is the line item on the technology grant. The Governor had $6M; the Senate $1M; the House had $6M. Other points of discussion would be the operating line item and there was discussion yesterday about the specificity of the reduction that the House made. The information I received was there would be a lot more comfort that if you're going to cut their operating by "x" dollars, even though your rationale might have been on the specifics.

REP. CARLSON: Our intention would be to have that separated percentage wise for that cut between general and federal (special) funds proportionate to the way it would appear in their budget. We didn't intent to target it for the budget at zero in some areas. We still believe strongly the areas we went through - the travel and the operating - are legitimate areas to go to. But, if it created a burden, that was not our intent. (tape A, 1950)

KAREN BOHR: OMB - After meeting with Rep. Carlson this morning, I went up and took all of the amendments into consideration when figuring out the percentage. Of that $300,000 -- $57,000 would be from general funds; $243,000 would come from other funds.

SENATOR HOLMBERG: We still have on that line item on the table the question on are we going to fund NAEP. The temporary salaries - you reduced $34,050 of general funds and $65,000

of other funds. You received the information from the department where the accounting levels were split out of that money. (tape A, 2125)

REP. CARLSON: Is that the same sheet we got earlier on the temporaries, right?

SANDY PAULSON: It should be similar. It shows you how we broke out the money.

SENATOR HOLMBERG: The House removed $69,000 total dollars. The Senate is comfortable with the amount that is in there. A portion of that money is self generated at the Division of Independent Study. If they need to use it to maintain their program, why are we going to take that ability away from them?

SENATOR ROBINSON: We've been sending mixed messages during the last several legislative sessions. I would hope we would restore those dollars. We've been telling them to be more entrepreneurial and self supporting. They are moving down that road. To cut them back at this time is sending a message we ought not send at this time. If we have the study in 2 years, we'll be in a better position to address it. It is a small amount, but I think it has a significant impact on that operation. (tape A, 2350)

SENATOR HOLMBERG: The $82,000 in Independent Study for substitute teachers and temporary salaries, if the House version reduction occurs what is the direct impact on their line item versus what the Department will do in order to adjust the reduction?

SANDY PAULSON: We haven't sat down as a Department to look at that. The first 3 positions would probably be maintained. The area of school improvement that would be one area we would have some flexibility. They just told us overall we would cut temporary salaries by an amount. They didn't say Independent Studies. (tape A, 2451)

SENATOR HOLMBERG: The communication I've had with Bob Stone was a concern on his part that this would come out of the critical needs they have. I'm uncomfortable if in the end the Department tells them they can't spend money they have raised for temporary help.

SANDY PAULSON: We would be a management decision.

SENATOR HOLMBERG: Is the House willing to make an offer on the general $3,400 and the $65,700 in other funds?

REP. CARLSON: That is something we will consider. All we did overall was reduce that $69,000. It wasn't our intent that one area take the whole works. That's the Department's flexibility. They have to decide where that money is going to be used. We just established a figure saying that on top of $4.3M salaries and wages, now we dig a little deeper and find another line where we've got another $329,000 worth of temporary wages. Our intent was not to target Independent Study, kids that are working minimum wage. It was to say overall we think there should be some reduction there. (tape A, 2644)

SENATOR HOLMBERG: The reason both Senator Robinson and I are concerned is because we worked on that section of the budget the last couple of sessions.

SENATOR ROBINSON: I'm not saying none of these reductions are in order. Often in these programs, you don't have as much flexibility as you think. When you're dealing with DPI, it is very likely these reductions are going to impact kids. That's why I think we have to be awful careful. We're dealing with a lot of people. You're working with public schools that aren't getting paid a whole lot of money. We need to look at all agencies, but this agency is one that one way or another, ultimately we're going to impact kids. You made a good point yesterday. There are fewer students out there, likely we should have fewer staff. But, the rules have changed. My wife has been in education 30 years and I've been in education, and we don't have 2 parent homes anymore. We've got a lot of homes were there are no parents. We've got a lot of situations where teachers are told don't call home if this child is sick. They're giving out medication, etc. We've got a whole new ball game. It's far more complex that it's ever been. We're asking them to do more, and I don't the resources are always there. It's not fun out there in those public schools. (tape A, 2792)

SENATOR HOLMBERG: I think the House has made it clear it its announcements to the media and at this table, their intention has never been to harm or have an adverse effect on the classroom. (tape A, 2842)

SENATOR ROBINSON: But, in this process we have to be careful. Intention are one thing, reality is quite another. Care is required.

SENATOR NAADEN: Why is the enrollment of ND students so low at the Division?

SENATOR HOLMBERG: They have marketed to other areas. They've done what the Legislature asked them to do - raise more of their own money. To do that, they've expanded in the area of electronic transfer and electronic court work that can be done. It has been a concern. I'm sure some members in the House that have a concern about the Division's reliance on out of state students to pay the bills and to allow them to have a very broad curriculum to offer to ND students, those same people might have the same concern about higher education. (tape A, 3280)

REP. CARLSON: We've got basically 3 things on the table - FTE's, temporary salaries, and technology. Before we leave technology - The Governor and the House agreed on $6M; the Senate $1M. Would you explain the Senate's idea on how that money should be spent and used?

SENATOR HOLMBERG: The Senate feels $6M is too rich. I don't believe we're hearing from people who think it should be eliminated. The House set up a $5,000 minimum. That is about $1.5M if every school district participated. You've told school districts with that $5,000 here is a pot of money, but in order to get it you're going to be connected to the Internet. I don't have a problem with that - that's what we're trying to have the schools do. Where the money should go - I would be comfortable if it went on the base of foundation aid. I'm also a realist enough to know that's probably not going to happen. What number should be in the line? I know 1 person I visit with uses a maximum of $3M in that line with the rest being used somewhere else. I don't know

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if on 2162 you folks have been saying here is an initiative that's going to cost you $2M, we want to take some money from here. (tape B, 3540)

REP. CARLSON: I just wanted to get your impression of what you thought where it should go so as we try to finalize our differences that's really important where that's going to end up.

SENATOR ROBINSON: I would echo those concerns.

SENATOR NAADEN: Is that the place where $5.3M went for ADM payments and declining enrollments. that's a good place for it. It helps practically ever school district in the state. (tape A, 3640)

REP. NICHOLS: With regard to the ETC's, the council. On page 4, section 6 of the bill, technology grants - basically it looks to me like it's telling that council -- with the exception of the amendment made by the House there is a minimum of $5,000 grant if you're going to do one at all. The rest would have to be distributed by ADM according to this section. So basically that council doesn't have anything to do with that?

SENATOR HOLMBERG: That was amended out in the House. What they say is the technology grant is - prior to the distribution of grants, they may establish a minimum of $5,000. They can't get the money unless they're connected to the Internet, but a school district has to determine what is the maximum amount your school district is going to get. The way they do that is through the number of students they have. So, isn't this an ADM payment with paper work? (tape B, 3865)

REP. MONSON: The amount we put into this last time, CII brought it forward, and they did a fantastic job. It was about $5.3M. I don't know of any school that complained about the process or getting the money. If every grant were as easy as that - it would be perfect. This money addresses declining enrollments better than an ADM payment where you just throw money at the problem. That was the rule before - you got $5,000 minimum. If you have declining enrollment, if you're a small school district, you're not even going to come close to getting $5,000 under the ADM payments for declining enrollments. If you have 100 students in your district, the declining enrollment at $2M thrown in comes up to about $1,000 per year.

SENATOR NAADEN: That was figured at $300/student.

REP. MONSON: Well, $300/student, you get $3,000. If you have 100 students you get $3,000. Is that per biennium or per year?

SENATOR NAADEN: Biennium.

REP. MONSON: So, that's $1,500 every year - $3,000 during the biennium. If we have the ETC grant in there that school's going to get $5,000. It is so flexible they're going to use it for anything related to technology. I don't know of one school in the state that isn't using $5,000 of technology. If they're not, they should be. (tape B, 4090)

SENATOR HOLMBERG: Wouldn't you accomplish the same thing by having a line item that says technology assistance for schools $6M - every school district gets a minimum of $5,000; the rest is given out on ADM. Why any paper work? The school districts know they have to talk about technology in their paper work.

REP. MONSON: Yesterday you brought up that $7.3M or whatever that goes through Bismarck. That's putting the cart before the horse in my estimation. If there are schools out there that aren't on the Internet, then $7.3M to teach teachers how to use the Internet when they don't even have the Internet capabilities is pretty worthless. To me the $6M in ETC makes a whole lot more sense as the foundation of this thing. Get those classroom on the Internet if they're not there now, upgrade their computers so those teachers all have a computer and availability to the Internet. After that, we can figure out ways to train them and use. We can use the ETC grant money for that, if we want. But, if you want to go through the other $7.3M pool, I guess you can do that, too. You're saying the paper work for figuring out ADM - that's nothing. You put a bottom line that says you've got $5,000 minimum. You figure out how much you get for ADM in this column, and everybody that doesn't get $5,000 you raised up that level. If you're ADM you'd qualify for $6,000, then you get $6,000. If by ADM standards you qualify for $4,000, you get $5,000. (tape A, 4351)

SENATOR HOLMBERG: Doesn't that presuppose that the local school district doesn't know what their needs are, and could really put the money in that direction if they really wanted to?

REP. MONSON: This forces them to plan. They send a sheet into ETC, the money is sent out. After the money is spent, we send back the receipts, and we get reimbursed. It's that simple. It addresses declining enrollment. The House put it back quite closely to the way ETC set it up last time. I haven't talked to any superintendent that didn't like that. If you asked them would you rather have "x" of dollars with no strings at all attached, or would you rather have "x" number of dollars through an ETC grant - obviously they'd rather have it with no strings attached. But, are they going to get that much money if they're in declining enrollment, no. This to me addresses both things. (tape A, 4552)

SENATOR HOLMBERG: Philosophically, that position is contrary to what we as state legislators view the federal government and how they send money out with strings attached. As state legislators, we're saying send us the money and we'll know at the state level how best to do it at the local level. We'll come back to this issue. Two other issues we still have is the proposed amendment to protect the schools, hold them harmless; budget allotment; and the meddlesome issue of FTE's. I'd suggest we start our next meeting with the FTE's starting with the 4 at the Division of Independent Study. (tape 3, A, 4670)

4/14/99 p.m. tape 3, B, 100-2575

SENATOR HOLMBERG: Reopened the conference committee meeting on SB 2013.
ROLL CALL: All members present.

SENATOR HOLMBERG: One issue arose at our last gathering had to do with the School for the Deaf.. Rep. Aarsvold, you worked on this budget in subcommittee. We understood the $100,000 would come out for building this independent living cottage, and they would utilize this old building. We were told this would be fine. Since that time there has been some additional information that perhaps they needed some funding for an exit, etc. (tape B, 180)

REP. AARSVOLD: District 20. Mr. Cofer, School for the Deaf, outlined the priorities. As it developed the cottage was a lower priority in terms of the budget for the current biennium. I went ahead with that and talked with the folks in the department. They made me aware of a potential adjustment in the employment provisions of the contract for the superintendent in the future whereby perhaps the housing would no longer be a part of the employment package. So that would free up the building on the campus which I understand would be more than adequate to meet the needs that the cottage required for the students. So, with that in mind, the recommendation we made to the section was we remove the construction and the $100,000 from the budget, and wait until the term of the Superintendent's contract were renegotiated. Then, should that building become available we would in the next biennium provide the necessary remodeling resources to make that building meet the needs the campus had. It is my understanding the committee voted to retain the use of the present independent living facility on the campus, and not do anything with the Superintendent's home until after the contract had been renegotiated. (tape B, 335)

SENATOR HOLMBERG: House members do you want to split the FTE's into 2 separate items, or keep it as one? I will not be able to bring up the FTE's in the tower at this particular time. We may meet later today, but there is further information we need.

REP. CARLSON: We'd be glad to discuss the Division of Independent Study positions.

SENATOR ROBINSON: Walk us through and identify those positions?

SENATOR HOLMBERG: The 4 positions look at in the Division are an English 4 teacher that has been vacant since 3/3/99. A social studies position that was reclassified to one-half time, vacated in February. Temporary help is being used in both of these positions. The 2 other positions will be new positions - a new teacher, and a computer operator-whose purpose was to continue working on online delivery of course work. Also, there is a problem that over time the computer pages deteriorate. (tape B, 600)

SENATOR ROBINSON: The teacher 4 position, as I understand it, is a $81,000 item. The teacher 1 is $67,449 of other funds. Teacher 1 is $73,354 of other funds, and the computer was $48,286 of other funds.

SENATOR HOLMBERG: The fact that teacher 1 is a half-time position, does that impact the funding of that position? I still show that as being at $73,000?

KAREN BOHR: OMB The reason this is indicated full time, is when the budget was submitted it was full time. It was classified half-time after the budget was submitted. When you back out the full time dollars, you would need to reinstate this in order to reinstate half of what is needed

to pay for the other position that half time which is now full time. By taking this out, you've not only taken half the position, you've also taken away half the salary of the salary of that individual also.

SENATOR HOLMBERG: If we were to reinstate the half-time social studies teacher, half of that salary would go to pay the salary of someone else that is already there. By removing 1 full FTE, they removed this person who is half time, and half of this position and the salary. I would like to have the committee consider restoring the English and social studies positions at the school. I can be convinced to wait 2 years until after the study and then see if we want to structure those other 2 positions into the school If the House would be willing to restore those 2 positions, I think a number in the majority would say that's money they have been and have to raise. (tape B, 980)

SENATOR ROBINSON: I could support restoring those 2 current positions, and give up those other two..

REP. CARLSON: I need clarification on this half-time positions. Were we funding a full-time position before, or was it a full time position before the one they switched over. Were they already receiving funds for a full time spot, that makes a difference if we are funding a half or a whole.

DISCUSSION continued regarding clarification of how the position transisted from full to half time. (tape B, 1085-1200)

KAREN BOHR: OMB If you go back to the actual budget request, that's where you'll see that position was half-time when they submitted their budget.

REP. MONSON: Mr. Chairman, you have in my notes that Sandy had indicated when we were still working with one of the white sheets that it was a half time position, although it says 1 for 380. The asterisk at the bottom of this buff one also talks about position 32 being increased to a full time position. But, on both of my sheets, the latest and the second to the latest, they both say 1.0 already. Is there something missing there? (tape B, 1370)

SANDY PAULSON: OMB alterts us if we exceed personnel.

KAREN BOHR: This asterisk is just explaining what we're talking about, 3830 was the one that we removed. That one was reduced from full time to half time.

REP. CARLSON: I'm willing to put an asterisk by that position and a half at this point as something we might go along with. (tape B 1510)

SENATOR HOLMBERG: As I mentioned there is further information that needs to be garnered.

REP. CARLSON: I know we're tied to SB 2162, but we've got to go back and do a little bit more discussion about the technology side of the money. From what I can see there are

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significant differences of opinion on how that technology money should be handled. It is still our position the way the bill reads now with the $6M in technology, $5,000 minimum that the schools have to be tied to the Internet is something we feel quite strongly. It is beneficial to every sized school - whether it be small or big. I'd be happy to have your reiterate your position to understand what you would like to have us do with that $5M in questions, other than to leave it where we have it in technology. (tape B 1630)

SENATOR HOLMBERG: I would have one vote for putting the whole $5M into foundation aid base. I'm also realistic to know that will probably not get enough votes. That would be my preference. Secondarily, I think we look at the technology funding, we set down these parameters. I'm not going to argue, I understand the paper work is not oppressive, but schools know they're going to get the money. The way you've built it into this budget, it's the $5,000 minimum. The pot is reduced roughly $1.15M to make sure every school district that applies will get a minimum $5,000. I can't imagine a school district that wouldn't write up the form. (tape B, 1720)

REP. MONSON: I would like to see how you get the $1.15M?

SENATOR HOLMBERG: A school district who applies for this money can get it, and no matter what the size of the school district, if they apply for it they get $5,000, minimum. So that means whether it's a Fargo or Osnabrook they're going to start at the starting gate with $5,000. Therefore, if you allocated that $5,000, I would guess every school district is going to apply for it, then you've spent roughly $1.15M. (tape B, 1800)

REP. MONSON: You multiplied $5,000 times 231?

SENATOR HOLMBERG: Right.

REP. MONSON: Here's the flaw in your math. You're right it takes $1.15M. If all you're going to give is $5,000 to every school district across the state, it would cost $5,000 times 231 school districts or whatever. However, if you're going to give it out in ADM, all of those school districts have a certain number of kids. Some of them, if you took their number of students time the number of dollars we're allocating for this, would have earned almost $5,000 anyway by the fact they have "x" number of kids times "x" number of dollars, maybe they're at $4,900. So to just say it costs $1.5M across the board, you're forgetting the fact that if you paid it out on ADM they would all get some of that $1.5M anyway.

SENATOR HOLMBERG: I'm not disagreeing. What you have left in the pot after every school district get $5,000 is what is available. Using rough figures you spend $1M and there's $5M left. (tape B, 1800)

REP. MONSON: You're spending basically $1M to make sure every school district has at least $5,000 technology money. The House's position is that we will then take the rest of that $5M and we will distribute that on an ADM basis to all of the rest of the school districts that are above that level of the $5,000. If we gave it out in the form of ADM or some other formula like declining enrollments, we're talking $2-3M. Those are the numbers Senator Freborg has been using. We

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feel strongly in the House that making sure that every school district has at least the $5,000 grant they applied for. It isn't an automatic, it should be, and I'm sure every school district will get it they will at least have to jump through some minimum hoops to get it. If you're going to give it out on ADM without any weighted pupil units, without running through any formulas, we feel that may not be real equitable. Maybe giving ETC grants on an ADM basis with a minimum of $5,000 isn't entirely equitable either, but it is justifiable because it isn't like we're giving it to them with no strings attached. They do have to meet certain requirements, minimal as they are to be able to access that.

REP. CARLSON: Your opinion is not necessarily that of Sen. Freborg's. Your opinion is that foundation aid would be the place to put the money.

SENATOR HOLMBERG: That would be my position.

REP. MONSON: Given the fact we don't think that is going to happen, what is your next preference?

SENATOR HOLMBERG: First of all, you have to vote against the other one. The second preference is to send it out to the schools without using the guise this is technology money. It is money they at the local level should be able to decide for themselves how beset to spend it. I'm not opposed to having an amount of money that goes out to the school districts under some kind of formula that says every school gets $5,000 minimum, if they get connected to the Internet. I do think that is important for schools. I don't think we need to send out $6M under the guise of technology. My preference is foundation aid. The second fall back is some money on an ADM or some other kind of program you are working on SB 2152. I'm not going to devise that program except to say put into an ADM payment what you can't put into foundation aid. I don't want to sit in this committee and reargue what you're already arguing in that other committee. Keep us clean. (tape B, 2252)

REP. MONSON: Mr. Chairman, they won't let me argue about the $6M for ETC, we have a catch 22 here. Sen. Freborg says we don't have anything in 2162 or 2441 that deals with ETC. I was briefly able to bring out a couple of points about ETC before he said, "That's it, you've got to talk about ETC over here." We can't finish that until we decide over what we're going to do with ETC. We're telling you, we're digging our heels deep on ETC. (tape B, 2320)

SENATOR NAADEN: What is your target then on ETC?

REP. MONSON: $6M. (tape B, 2333)

SENATOR NAADEN: I don't think we can go along with that.

REP. CARLSON: Is this issue to be ours to decide?

SENATOR HOLMBERG: I want to make sure. The last thing I plan to do is step on the toes of the direction Sen. Freborg is going. I will visit with him prior to our next meeting so that we

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make sure the territorial lines are clear. That this is what we're dealing with and you stay out of it.

REP. CARLSON: Do I assume this will be the last bill of the three to be completed then because of all of the money being in this bill? (tape B, 2440)

SENATOR HOLMBERG: I think so.

REP. CARLSON: So we understand the chain of events here. Because if we're not supposed to deal with it now, we'll deal with it later. But, I do think it will be ours to deal with at some point in time. (tape B, 2460)

SENATOR HOLMBERG: You raised a good point. We don't want to forget it and find that it's left sitting on the floor somewhere.

REP. CARLSON: Just so we know. We can discuss why or why not, and when the decisions need to be made, we'll throw it back out and get it decided. If we don't want to do that now, we shouldn't even talk about it.

SENATOR HOLMBERG: I will be done in the next few hours or days.

REP. CARLSON: We've also had a little more discussion on the temporary salaries. We're working on that and we'll come back with something from our perspective on that. We're trying to get the list shortened up.

SENATOR HOLMBERG: Recessed the conference committee hearing. (tape B, 2575)

4/15/99 tape 3, B, 0-2570

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SENATOR HOLMBERG: Reopened the conference committee on SB 2013.
ROLL CALL: Present: Senators Holmberg, Naaden, Robinson; Reps. Carlson, Monson, Nichols

SENATOR HOLMBERG: Presented proposed amendments #98035.0247.

JOE MORRISSETTE: Explained the amendments and the changes reflected to engrossed SB 2013. (tape B, 90-985)

SENATOR HOLMBERG: A number of these areas we had already discussed in committee.

SENATOR NAADEN: Moved to adopt proposed amendment #98035.0247, the conference committee report.

REP. CARLSON: Seconded the motion.

SENATOR HOLMBERG: There are a couple of areas that are very sensitive. Earlier, we reached consensus on the special education changes. When it came to personnel, that became a sticking point. I went into this, and I'm going to support the amendment, with mixed feelings, but came away from the realization of what we have done here in this bill and in 2162 is taking roughly $1M of general fund money out of the Department's budget, and at action yesterday added $2M to go to schools. That certainly persuaded me the money is going where it is desperately needed. There are many different configurations on how that money could have gone out. There were those concerned that it should have gone here, there, or wherever, or right into the foundation aid program. It did not. It ended up in an ADM payment with the addition of $2M over there. (tape B, 1185)

SENATOR ROBINSON: I appreciate the additions to school funding across the state. We can't argue with that. But, I think we have a situation here where the educational system in ND is almost like a big puzzle. Certainly at center stage are our kids, the coordination, the administration, and that whole system is handled by the Department. It seems that for the past number of years we've had a Department under siege. It's disappointing. I'm not suggesting that we don't have any problems in the Department. We've got problems in every department in the state government. You have to wonder if the ends justify the means. You can't help leave here being concerned about morale in the Department. We've got some very hard working, dedicated employees. They have to be wondering when their name is going to appear on a list, their number. I don't think that's healthy. I think there is a process we can use to accomplish some of the same, but the process to me would be one where we move with care and concern and a bit of compassion. I struggle with the way we've reached these amendments. I'm going to oppose the amendments - not because I'm opposed to public education, quite the contrary. We've heard this on the floor, there is some good and some bad here. We can package this and say we've done wonders for public education because we put more money into the schools, but I think we need to look at the reality of the picture and how we come up with those moneys. Some are going to support it, I'm sure the bill will pass both houses. But, I said yesterday, let's not forget the student in this process. Certainly a critical component is our staff, not only in the tower but across the state. There is a lot to be said for morale. It is a strong concern. For the most part, we've got a lot of dedicated state employees. I'm not very comfortable sending this type of message to these people. (tape B, 1405)

SENATOR HOLMBERG: One of the problems the Legislature has had in dealing with all agencies is, do you decide as a policy making branch you are going to reduce general fund money for whatever purpose. You go into an agency, okay we're going to reduce you by "x" number of dollars and leave it up to them to struggle. Or, do you go in and say this position or that position is one that the Legislature feels the agency can get by on. Both approaches have their pluses and their minuses. The nibbling of an agency to death is one of the things, I know that you, Senator Robinson, have been very vocal on what we have done in the past to higher education. It's a struggle. I do think these amendments keep the student very much in mind. In the end, it is going to provide an addition $2M for students across the state in ND - in Valley City, Fargo, Osnabrok, Braddock, and across the state. That has to be a plus. I would whole heartily agree, that the staff that we have worked with are wonderful people who bend over backwards to accommodate the whims of legislators and the various directions we sometimes we go. I would hope none of the staff would view this as a personal affront to them. (tape B, 1590)

REP. CARLSON: To comment on Senator Robinson's comments. We did a lot of due diligence trying to sort through this. It wasn't an easy choice for us either to do this. But, as we looked at the enrollment figures that come before us for the future, and we see a significant decline in enrollment we felt at some point in time we have to match employment to that declining enrollment. The reality is that sooner or later we have to start down this road dealing with a lot less kids in our schools and probably a lot less school districts. We tried to look at the areas, Mr. Chairman that we thought could do the work with the staff that we left. We didn't target a particular position when we started, we looked at areas of the budget. We were given job descriptions, we worked off those. A little bit of the information we were a little bit confused on; and we reinstated those 2 spots because in fact we found in later information they had to be back in there. We struggled with this. It wasn't an easy choice. We understand there were people in a couple of those positions. But, we did our due diligence. We hope both bodies support this recommendation. Both Rep. Monson and I feel very strongly that what we did here made the student the winner. That was our goal when we started. We need to get the student to be the winner in this picture, and we think we did that. We think the changes in special education were position. Rep. Monson and I aren't all in agreement on what we had done on the technology, but we feel very strongly that is money well spent. We appreciate the fact you allowed that to remain in the bill. Mr. Chairman, I would hope we would pass this report and send it up to both chambers and get that handled today. (tape B, 1750)

SENATOR ROBINSON: I'm not saying people didn't try, I certainly believe in the spirit of compromise. We have 8 positions on the line. There were some that were vacant. We were willing to give up some of those positions. I think we could have compromised, and left here sending a powerful message to the Department without going to the extent we did. I think we need to be careful as we look at the number of students across the state and think we can have a direct correlation to the size of staff in DPI. Then, are we also saying we should be reducing in other agencies? Do we need a part-time attorney general, a part time ag commissioner, part time governor because we have fewer people. The fact of the matter is things are far more complex than they've ever been before; certainly in this Department. The Department represents services, it represents a connection for public schools across the state of ND. I'm not so certain there is a whole lot more good happening in that Department than they've getting credit for. I'm not suggesting everything is perfect. But, I would say that if we would spend the time necessary, and I don't think it would take that long, I think we would be pleasantly surprised in many, many areas. That's not reflected here in front of us. I know if I were an employee, a part of that staff there, I would feel threatened, offended, and hurt. I think there could have been another way of accomplishing some of what we have represented in the amendments here, unfortunately that didn't happen. I understand we're at the 11th hour of this session, and if we want to be out of here by Saturday we need to move on. (tape B, 1910)

REP. NICHOLS: I do believe we're doing some things here that aren't just quite right. We are reducing by 6 positions, and 2 of those positions are occupied at this time. When we look at the fact that 1 of those positions is a statutory position and we're removing that position and removing that position from all of the language in the code. I'm concerned that really we didn't have much in the way of a hearing for that process. Basically it was done in committee and done in conference committee in its final form. I think there are a lot of things that need to go into that

type of a decision. When you look at page 5 of the amendments, the deputies that are appointed by certain officers that are in code right now, it looks to me like we're picking one of that whole group and deciding that's one that isn't needed any more. I'm not sure we should do that without the full hearing process. I'm disappointed in that. I think another thing we don't always consider when we talk about decreasing enrollment and population, certainly in rural areas where schools are small and you go from 20 to 19 students, or from 16 to 12, we really don't see much if any cost in reduction in cost. In fact, usually costs go up. I think this is true of work loads as well in those entities and also I'm sure that in the Department here that is responsible for coordinating al of those activities. I think we need to be careful about how we use that argument. We're certainly going to be looking at things down the road with regard to our higher ed system, our medical school, our law school and all of those types of things that make me wonder if we're going to be able to afford those things, too. I think we need to look at the overall picture instead of picking out one or two small type things like this and acting on them without the hearing process. (tape B, 2135)

SENATOR HOLMBERG: Just a reminder the conference committee is reacting to what occurred in the House. We have no responsibility for hearing. That occurred in the House. Just 3 points to keep in mind in this particular conference committee. Number 1, trying to get a little more focus on education on contracts which is accomplished in this bill, 2) trying to protect schools so if the school budget goes south their income is going to be guaranteed by the state of ND, and thirdly, there is more money in this budget for kids which is an issue we all feel strongly about. Representative Nichols and Senator Robinson, I would never suggest your no vote on this conference committee was a rejection of those portions of this particular conference committee. (tape B, 2265)

REP. NICHOLS: I have an additional question. With regard to removal of section 7, was this discussed before - that section provides legislative intent regarding the use of grants distributed by ETC?

REP. CARLSON: That was the senate version, and the language doesn't match up when we put the money back in.

SENATOR HOLMBERG: When you put the money back in you put in language there regarding Internet stuff.

REP. CARLSON: Our money wouldn't match up with their language basically.

SENATOR HOLMBERG: That was one of the first questions I asked a couple of the House members I had it on my list of things to be concerned about, but once they pointed out the language change we didn't need that portion so it never became a topic.

REP. CARLSON: Just the record. One of the things we did add talks about the class size reduction money. I asked for some language to be put in there. I guess I'm concerned that as the second year of the biennium comes and there is still a little uncertainty about that money and the fact it might be used for flex money. I think that was discussed. My language was we would like to be apprised as time goes on what's the status of that money and what has changed at the

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federal level, if anything, that allows us to be more flexible with that money. That's why that language appears. I'd just like to have that in the record for why we did that and what we would like to know about that. (tape B, 2417)

SENATOR HOLMBERG: And, that's not a restriction on the Department.

REP. CARLSON: Not a restriction at all. We just want to be updated as to what is happening with it. (tape B, 3430)

ROLL CALL: 4 yeas; 2 nays
Yeas: Senators Holmberg, Naaden; Rep. Carlson, Monson
Nays: Senator Robinson; Rep. Nichols

MOTION CARRIED

SENATOR HOLMBERG: Closed the conference committee on SB 2013. (tape 3, B, 2570)

4/9/99 #1

98035.0219
Title.

Prepared by the Legislative Council staff for
Senator Nething
March 31, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, line 23, replace "657,369" with "720,903"

Page 2, line 24, replace "4,845,170" with "4,781,636"

Page 3, line 1, replace "863,400" with "915,701"

Page 3, line 2, replace "2,328,405" with "2,276,104"

Page 3, line 3, replace "548,840,795" with "548,724,960"

Page 3, line 4, replace "202,361,835" with "202,477,670"

Page 6, after line 15, insert:

"**SECTION 18. LAND BOARD DISTRIBUTIONS.** Notwithstanding the provisions of section 15-03-05.2, during the 1999-2001 biennium, the board of university and school lands shall distribute to the school for the deaf and the school for the blind all income from permanent funds managed for the benefit of those institutions."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 252 - SCHOOL FOR THE DEAF

SENATE - This amendment increases other funds and decreases general fund spending authority for the School for the Deaf to reflect an additional $63,534 anticipated to be distributed to the institution by the Board of University and School Lands. Section 18 is added which directs the Board of University and School Lands to distribute all available trust fund income for the 1999-2001 biennium.

DEPARTMENT 253 - SCHOOL FOR THE BLIND

SENATE - This amendment increases other funds and decreases general fund spending authority for the School for the Blind to reflect an additional $52,301 anticipated to be distributed to the institution by the Board of University and School Lands. Section 18 is added which directs the Board of University and School Lands to distribute all available trust fund income for the 1999-2001 biennium.

4/10

98035.0242
Title.

Prepared by the Legislative Council staff for
Senator Holmberg
April 8, 1999

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1130-1138 of the Senate Journal and pages 1239-1246 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 5, after "instruction" insert "; to amend and reenact section 54-44.1-12 of the North Dakota Century Code, relating to executive budget allotments"

Page 7, after line 2, insert:

"**SECTION 20. AMENDMENT.** Section 54-44.1-12 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

54-44.1-12. Control over rate of expenditures. The director of the budget shall exercise continual control over the execution of the budget affecting the departments and agencies of state government, with the exception of the legislative and judicial branches. Execution means the analysis and approval of all commitments for conformity with the program provided in the budget, frequent comparison of actual revenues and budget estimates, and on the basis of these analyses and comparisons control the rate of expenditures through a system of allotments. The allotment must be made by specific fund and all departments and agencies that receive moneys from that fund must be allotted on a uniform percentage basis, except that appropriations to the department of public instruction for foundation aid, transportation aid, and special education aid shall only be allotted to the extent that the allotment can be offset by transfers from the foundation aid stabilization fund. Before an allotment is made which will reduce the amount of funds which can be disbursed pursuant to an appropriation or before an allotment disallowing a specific expenditure is made, the director shall find one or more of the following circumstances to exist:

1. The moneys and estimated revenues in a specific fund from which the appropriation is made are insufficient to meet all legislative appropriations from the fund.

2. The payment or the obligation incurred is not authorized by law.

3. The expenditure or obligation is contrary to legislative intent as recorded in any reliable legislative records, including:

   a. Statements of legislative intent expressed in enacted appropriation measures or other measures enacted by the legislative assembly; and

   b. Statements of purpose of amendment explaining amendments to enacted appropriation measures, as recorded in the journals of the legislative assembly.

4. Circumstances or availability of facts not previously known or foreseen by the legislative assembly which make possible the accomplishment of the purpose of the appropriation at a lesser amount than that appropriated."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

CONFERENCE COMMITTEE - This amendment amends North Dakota Century Code Section 54-44.1-12 to provide that an executive budget allotment can only reduce legislative appropriations for foundation aid, transportation aid, and special education aid by the amount that the allotment can be offset by transfers from the foundation aid stabilization fund.

98035.0247
Title.0500

Prepared by the Legislative Council staff for
Senator Holmberg and Representative
Carlson

April 15, 1999

JCS
4/15/99
1 of 10

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

CONF. COMMITTEE AMENDMENTS TO ENGR. SB 2013 APPROP. 4/15/99

That the House recede from its amendments as printed on pages 1130-1138 of the Senate Journal and pages 1239-1246 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 2, after the semicolon insert "to provide for a legislative council study;"

Page 1, line 3, replace "section" with "sections" and after "15-21-02" insert "and 15-21-03"

Page 1, line 4, replace "section" with "sections" and after "15.1-02-02" insert "and 15.1-02-03"

Page 1, line 5, replace "; to repeal section 2 of Senate Bill No. 2381, as" with "and the appointment of a deputy superintendent; and to amend and reenact sections 15-59-06, 15-59-06.2, 15-59-07, 44-03-01, and 54-44.1-12 of the North Dakota Century Code, relating to special education, the appointment of deputies, and executive budget allotments."

Page 1, remove line 6

Page 1, line 17, replace "11,706,777" with "11,152,952"

Page 1, line 18, replace "10,107,032" with "9,809,720"

Page 1, line 19, replace "591,036" with "491,036"

Page 1, line 20, replace "481,006,259" with "479,006,259"

Page 1, line 23, replace "44,600,000" with "46,600,000"

Page 1, line 24, replace "132,695,566" with "143,318,663"

CONF. COMMITTEE AMENDMENTS TO 2013 APPROP. 4/15/99

Page 2, line 4, replace "737,951,556" with "747,623,516"

Page 2, line 5, replace "199,247,247" with "204,137,871"

Page 2, line 6, replace "538,704,309" with "543,485,645"

Page 2, line 21, replace "136,327" with "36,327"

Page 2, line 22, replace "5,502,539" with "5,402,539"

Page 2, line 23, replace "657,369" with "720,903"

Page 2, line 24, replace "4,845,170" with "4,681,636"

CONF. COMMITTEE AMENDMENTS TO ENGR. SB 2013 APPROP. 4/15/99

Page 3, line 1, replace "863,400" with "1,002,577"

Page 3, line 2, replace "2,328,405" with "2,189,228"

Page 3, line 3, replace "548,840,795" with "553,319,420"

Page 3, line 4, replace "202,361,835" with "207,455,170"

Page 3, line 5, replace "751,202,630" with "760,774,590"

Page 3, line 25, replace "Ten" with "Eleven"

Page 3, line 27, after "reimbursements" insert ", as provided in sections 15-40.2-08, 15-59-06, 15-59-06.2, 15-59-07, and 15-59-07.2. Of this amount, $5,500,000 must be distributed during the fiscal year ending June 30, 2000, and $6,000,000 must be distributed during the fiscal year ending June 30, 2001. Any funds remaining after distributions pursuant to sections 15-40.2-08, 15-59-06, 15-59-06.2, 15-59-07, and 15-59-07.2 for either year must be distributed to school districts and special education units to proportionately reduce school district and special education unit liability for costs in excess of 2.5 times the state average per student cost, as provided in sections 15-59-06, 15-59-06.2, 15-59-07, and 15-59-07.2"

CONF.COMMITTEE AMENDMENTS TO ENGR. SB. 2013 APPROP. 4/15/99

Page 4, line 14, replace "$1,000,000" with "$6,000,000"

Page 4, line 20, after the period insert "Prior to the distribution of grants pursuant to this section, the educational telecommunications council may establish a minimum grant amount of $5,000. A school district is not eligible to receive a grant under this section unless the administrative office of the district is connected to the internet."

Page 4, remove lines 21 through 25

CONF. COMMITTEE AMENDMENTS TO ENGR. SB 2013 APPROP. 4/15/99

Page 6, after line 15, insert:

"SECTION 17. CREDENTIALING PROCESS FOR SPECIAL EDUCATION TEACHERS. The superintendent of public instruction may not change the credentialing process for special education teachers as it is in effect on March 1, 1999, without first convening a meeting to include representatives of the North Dakota council of education leaders, the council of exceptional children, the North Dakota education association, and the North Dakota school boards association. The purpose of the meeting is to receive comments regarding the proposed changes, the applicability of the proposed changes, including the scheduling, the manner of implementation, associated costs, and the short-term and long-term effects of the proposed changes. If, within thirty days after the date of the meeting, members of any two representative groups present at the meeting object in writing to the proposed changes, the superintendent may not implement the change prior to July 1, 2001.

SECTION 18. SCHOOL DISTRICT FINANCIAL DATA - REPORTING - REQUIREMENTS. The superintendent of public instruction shall develop standardized reporting forms, in both hard copy and electronic format, prescribing the manner in which school district superintendents and business managers must account for and report financial data. The superintendent of public instruction shall report to the interim education finance committee of the legislative council regarding the content of the reports and specific actions taken to account for transfers from school district general funds, to eliminate or reduce variations in the reporting of data, and to ensure that the financial data is available in a form that allows for accurate and consistent comparisons.

SECTION 19. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS TESTING. The department of public instruction shall participate in the national assessment of educational progress (NAEP) testing program for the 1999-2001 biennium.

SECTION 20. FEDERAL FUNDING FOR SPECIAL EDUCATION URGED. The fifty-sixth legislative assembly urges the Congress of the United States and the President to increase federal funding for special education to achieve, within the next three years, the statutory goal of the federal government providing funding for special education students equal to 40 percent of the national average per student educational expenditure. The secretary of state shall send copies of this section to the President, the members of the North Dakota congressional delegation, the national conference of state legislatures, and the state superintendent of public instruction.

SECTION 21. LAND BOARD DISTRIBUTIONS. Notwithstanding the provisions of section 15-03-05.2, during the 1999-2001 biennium, the board of university and school lands shall distribute to the school for the deaf and the school for the blind all income from permanent funds managed for the benefit of those institutions.

SECTION 22. LEGISLATIVE COUNCIL STUDY - DIVISION OF INDEPENDENT STUDY. The legislative council shall consider studying, during the 1999-2001 interim, the role, mission, operation, and privatization of the division of independent study, including educational services provided by the division to out-of-state students. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-seventh legislative assembly.

SECTION 23. LEGISLATIVE INTENT - POSITION TRANSFERS - DIVISION OF INDEPENDENT STUDY. It is the intent of the fifty-sixth legislative assembly that for the 1999-2001 biennium, the department of public instruction be authorized to have no more than 131.95 full-time equivalent positions and that no more than 38.7 of these positions be in the division of independent study. It is the intent of the fifty-sixth legislative assembly that if, during the 1999-2001 biennium, the superintendent of public instruction transfers any positions to the division of independent study from other divisions of the department of public instruction, the transfers be reported to the budget section of the legislative council at its next meeting.

SECTION 24. CLASS SIZE REDUCTION GRANTS - REPORT TO BUDGET SECTION. During the 1999-2001 biennium, the department of public instruction shall present a report to the budget section on the distribution of federal class size reduction initiative grants."

CONF. COMMITTEE AMENDMENTS TO ENGR. SB. 2013 APPROP. 4/15/99
Page 7, replace lines 3 through 7 with:

"**SECTION 27. AMENDMENT.** If House Bill No. 1034 does not become effective, Section 15-21-03 of the North Dakota Century Code is amended and reenacted as follows:

15-21-03. Appointment of ~~deputy - Assistant~~ assistant - Clerks. The superintendent of public instruction may appoint ~~a deputy for whose official acts he is responsible, and~~ an assistant whose duty it is to assist the superintendent of public instruction in visiting schools and institutes, to attend school officers' meetings, and to perform such other duties as may be required of him. The superintendent also may employ such clerks as are necessary in carrying on the work of the department.

SECTION 28. AMENDMENT. Section 15.1-02-03 of the North Dakota Century Code as created by House Bill No. 1034, as approved by the fifty-sixth legislative assembly, is amended and reenacted as follows:

15.1-02-03. Appointment of ~~deputy~~ assistant - Employment of personnel. The superintendent of public instruction may appoint ~~a deputy superintendent and~~ an assistant. The superintendent may also hire personnel or contract with other persons to perform the work of the department of public instruction.

SECTION 29. AMENDMENT. Section 15-59-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-06. State cooperation in special education. Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments. A prorated state foundation aid payment for a student to attend a public school program for students with disabilities, approved by the superintendent of public instruction, may be made if the individualized education program for the student is written during the last quarter of the school term and specifically requires that the student attend a summer special education program. In the case of a student who is enrolled in a nonpublic school but who attends a public school special education program, payments must be made to the appropriate public school district for the portion of a normal schoolday the student participates in special education. For the purposes of this section, a normal schoolday consists of six hours. The amount the school district is required to expend must be reduced proportionately if a student attends the school for less than an entire year. If any school district within a special education unit has a student with disabilities who, in the opinion of the student's multidisciplinary team, is unable to attend the public schools in the special education unit because of a disability, the school district shall contract with an in-state public school located outside the special education unit in which the student is a legal resident, if the school will accept the student and has proper services for the student's education. No school district may enter into a contract with any in-state public school for the education of any student because of a disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the in-state public school as part of the cost of educating the student an amount for the school year equal to two and one-half times the state average per student elementary or high school cost, depending upon the student's level of enrollment. The payment may not exceed the actual per student cost incurred by the in-state public school. The school district's liability must be reduced proportionately if the student attends the in-state public school for less than an entire year. The superintendent of public instruction, upon notification by the admitting district and upon verification by the superintendent that tuition payments are due the admitting district and are unpaid, shall withhold ~~all payments~~ from ~~the~~ state ~~for~~ foundation aid payments to the district of residence an amount equal to the unpaid tuition until ~~the tuition due~~ that amount has been paid. The transportation must be furnished as provided by rules of the superintendent of public instruction. The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating the student with disabilities not covered by other payments or credits ~~must be paid from funds~~, within the limits of legislative appropriations for that purpose.

SECTION 30. AMENDMENT. Section 15-59-06.2 of the North Dakota Century Code is amended and reenacted as follows:

15-59-06.2. Cost of special education - Liability of school district. If allowable costs for special education and related services for a child with disabilities in a special education program, as determined by the superintendent of public instruction, exceed the reimbursement provided by the state, the school district is liable to pay for each such student an amount over the state reimbursement up to a maximum each school year of two and one-half times the state average ~~per pupil~~ per student elementary or high school cost, depending on whether the enrollment would be in a grade or high school department, and twenty percent of all remaining costs. The two and one-half times amount includes the amount the school district is required to pay in section 15-59-06. The state is liable for ~~one hundred~~ eighty percent of the remainder of the cost of education and related services for each such student with disabilities within the limits of legislative appropriations for that purpose.

SECTION 31. AMENDMENT. Section 15-59-07 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-07. Contracts for students with disabilities to attend private or out-of-state public schools. If any school district in this state has a student with disabilities who in the opinion of the student's multidisciplinary team is unable to attend the public schools in the district because of a physical or mental disability or because of a learning disability, the school district shall contract with any accredited private nonsectarian nonprofit corporation within or outside the state or an out-of-state public school which has proper facilities for the education of the student, if there is no public school in the state which has the necessary services and which will accept the student. No school district may enter a contract with any private nonsectarian nonprofit corporation or out-of-state public school for the education of any student having a physical or learning disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the private nonsectarian nonprofit corporation or the out-of-state public school as part of the cost of educating the student an amount for the school year equal to two and one-half times the state average per student elementary or high school cost, depending upon the student's level of enrollment and twenty percent of all remaining costs. The payment may not exceed the actual per student cost incurred by the private nonsectarian nonprofit corporation or out-of-state public school. The transportation must be furnished and reimbursed as provided by rules of the superintendent of public instruction. ~~The remainder of the actual cost of educating the student with disabilities not covered by other payments or credits must be paid from funds appropriated by the legislative assembly for special education notwithstanding limitations cited in section 15-59-06.~~ The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating each student with disabilities not covered by other payments or credits within the limits of legislative appropriations for that purpose. The district of residence is entitled to the per student foundation payment.

SECTION 32. AMENDMENT. Section 44-03-01 of the North Dakota Century Code is amended and reenacted as follows:

44-03-01. Deputies may be appointed by certain officers. The secretary of state, state auditor, state treasurer, ~~superintendent of public instruction,~~ commissioner of insurance, commissioner of agriculture, commissioner of labor, district assessor, and city assessor each may appoint a deputy for whose acts as such ~~he~~ the officer shall be responsible. Each officer required to give a bond may require a bond from any deputy appointed by ~~him~~ the officer. Any such bond must be in the penal sum of not more than half the penal sum of the appointing officer's own bond and may be retained by the officer for ~~his~~ the officer's own protection. Such appointment must be in writing and is revocable in writing at the pleasure of the principal, and such appointment and revocation must be filed as the bond and oath of the principal are filed.

SECTION 33. AMENDMENT. Section 54-44.1-12 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

54-44.1-12. Control over rate of expenditures. The director of the budget shall exercise continual control over the execution of the budget affecting the departments and agencies of state government, with the exception of the legislative and judicial branches. Execution means the analysis and approval of all commitments for conformity with the program provided in the budget, frequent comparison of actual revenues and budget estimates, and on the basis of these analyses and comparisons control the rate of expenditures through a system of allotments. The allotment must be made by specific fund and all departments and agencies that receive moneys from that fund must be allotted on a uniform percentage basis, except that appropriations to the department of public instruction for foundation aid, transportation aid, and special education aid may only be allotted to the extent that the allotment can be offset by transfers from the foundation aid stabilization fund. Before an allotment is made which

will reduce the amount of funds which can be disbursed pursuant to an appropriation or before an allotment disallowing a specific expenditure is made, the director shall find one or more of the following circumstances to exist:

1. The moneys and estimated revenues in a specific fund from which the appropriation is made are insufficient to meet all legislative appropriations from the fund.

2. The payment or the obligation incurred is not authorized by law.

3. The expenditure or obligation is contrary to legislative intent as recorded in any reliable legislative records, including:

   a. Statements of legislative intent expressed in enacted appropriation measures or other measures enacted by the legislative assembly; and

   b. Statements of purpose of amendment explaining amendments to enacted appropriation measures, as recorded in the journals of the legislative assembly.

4. Circumstances or availability of facts not previously known or foreseen by the legislative assembly which make possible the accomplishment of the purpose of the appropriation at a lesser amount than that appropriated."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

CONFERENCE COMMITTEE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	CONFERENCE COMPARISON TO HOUSE VERSION
Salaries and wages	$11,825,653	$11,706,777	($553,825)	$11,152,952	$10,977,979	$174,973
Operating expenses	10,457,032	10,107,032	(297,312)	9,809,720	9,709,720	100,000
Equipment	591,036	591,036	(100,000)	491,036	491,036	
Grants - Foundation aid and transportation	475,906,259	481,006,259	(2,000,000)	479,006,259	479,006,259	
Grants - Revenue supplement	3,100,000	3,100,000		3,100,000	3,100,000	
Grants - Tuition apportionment	53,528,217	53,528,217		53,528,217	53,528,217	
Grants - Special education	44,600,000	44,600,000	2,000,000	46,600,000	46,100,000	500,000
Grants - Special education critical needs					500,000	(500,000)
Grants - Other grants	132,007,469	132,695,566	10,623,097	143,318,663	143,318,663	
Geographic education	50,000	50,000		50,000	50,000	
SENDIT network	546,669	546,669		546,669	546,669	
National board certification	398,000	20,000		20,000	20,000	
Total all funds	$733,010,335	$737,951,556	$9,671,960	$747,623,516	$747,348,543	$274,973
Less special funds	193,694,209	199,247,247	4,890,624	204,137,871	204,206,898	(69,027)
General fund	$539,316,126	$538,704,309	$4,781,336	$543,485,645	$543,141,645	$344,000
FTE	137.95	137.95	(6.00)	131.95	129.95	2.00

Detail of Conference Committee changes to the Senate version:

	REMOVE POSITIONS	REDUCE OPERATING EXPENSES	REDUCE EQUIPMENT	REMOVE FUNDING FOR SALARY MARKET INCREASE FOR DEPUTY SUPERINTENDENT	REDUCE TEMPORARY SALARIES	TRANSFER FUNDING FROM FOUNDATION AID TO TECHNOLOGY GRANTS
Salaries and wages	($501,973) [1]			($2,676) [4]	($49,176) [5]	
Operating expenses		($300,000) [2]				
Equipment			($100,000) [3]			
Grants - Foundation aid						($5,000,000) [6]

and transportation						
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Special education critical needs						
Grants - Other grants						5,000,000 [6]
Geographic education						
SENDIT network						
National board certification						
Total all funds	($501,973)	($300,000)	($100,000)	($2,676)	($49,176)	$0
Less special funds	(271,445)	(243,000)	(74,000)		(46,716)	
General fund	($230,528)	($57,000)	($26,000)	($2,676)	($2,460)	$0
FTE	(6.00)	0.00	0.00	0.00	0.00	0.00

	INCREASE FOUNDATION AID	INCREASE SPECIAL EDUCATION GRANTS	ADD FEDERAL FUNDS FOR CLASS SIZE REDUCTION GRANTS	REDUCE OPERATING EXPENSES FOR EARLY CHILDHOOD TRACKING	INCREASE OPERATING EXPENSES FOR NAEP TESTING	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages						($553,825)
Operating expenses				($97,312) [10]	$100,000 [11]	(297,312)
Equipment						(100,000)
Grants - Foundation aid and transportation	$3,000,000 [7]					(2,000,000)
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education		$2,000,000 [8]				2,000,000
Grants - Special education critical needs						
Grants - Other grants			$5,623,097 [9]			10,623,097
Geographic education						
SENDIT network						
National board certification						
Total all funds	$3,000,000	$2,000,000	$5,623,097	($97,312)	$100,000	$9,671,960
Less special funds			5,623,097	(97,312)		4,890,624
General fund	$3,000,000	$2,000,000	$0	$0	$100,000	$4,781,336
FTE	0.00	0.00	0.00	0.00	0.00	(6.00)

Conference Committee changes narrative:

This amendment makes the following changes:

- Provides in Section 6 of the engrossed bill that the Educational Telecommunications Council may establish a minimum grant amount of $5,000 and provides that for a school district to be eligible to receive a grant, the school district administrative office must be connected to the Internet.
- Removes Section 7, which provided legislative intent regarding the use of grants distributed by the Educational Telecommunications Council.
- Adds a new Section 17, which provides that prior to implementing any change in the credentialing process for special education teachers, the Superintendent of Public Instruction must obtain the approval of certain education-related groups.
- Adds a new Section 18, which directs the Superintendent of Public Instruction to develop standardized reporting forms for the reporting of financial data.
- Adds a new Section 19, which directs the department to participate in the national assessment of educational progress (NAEP) testing program.
- Adds a new Section 20, which urges Congress and the President to provide funding for special education students equal to 40 percent of the national average educational expenditure per student.
- Adds a new Section 21, which directs the Board of University and School Lands to distribute all available trust fund income for the 1999-2001 biennium.

- Adds a new Section 22, which provides that the Legislative Council shall consider studying the Division of Independent Study during the 1999-2001 biennium.

- Adds a new Section 23, which provides that if the department transfers any FTE positions to the Division of Independent Study during the 1999-2001 biennium, the transfers must be reported to the Budget Section.

- Adds a new Section 24, which provides that the department shall present a report to the Budget Section on the distribution of federal class size reduction initiative grants.

- Amends North Dakota Century Code (NDCC) Sections 15-21-03, 15.1-02-03, and 44-03-01 to remove statutory references to the Deputy Superintendent of Public Instruction.

- Amends NDCC Sections 15-59-06, 15-59-06.2, and 15-59-07 to increase the amount school districts are liable to pay for extraordinary special education costs from 2.5 times the state average educational expenditure per student to 2.5 times the state average, plus 20 percent of any additional costs.

- Amends North Dakota Century Code Section 54-44.1-12 to provide that an executive budget allotment can only reduce legislative appropriations for foundation aid, transportation aid, and special education aid by the amount that the allotment can be offset by transfers from the foundation aid stabilization fund.

- Increases from $10.5 million to $11.5 million (Section 5 of the bill) the amount of the special education appropriation to be used for reimbursing districts for special education contract costs. This results in a corresponding $500,000 decrease in the amount to be distributed on a per student basis pursuant to subsection 3 of Section 5. Section 5, as amended, provides that the $46.6 million special education grants line item will be distributed as follows:
  - $11.5 million for special education contract costs.
  - $400,000 for gifted and talented programs.
  - $34.7 million for per student special education payments.
- Removes Section 20 of the engrossed bill, which repealed Section 2 of Senate Bill No. 2381. Section 2 of Senate Bill No. 2381 provided a $400,000 appropriation for payments to schools with students with limited English proficiency. The foundation aid line item of this bill contains the required $400,000 appropriation for these payments.

[1] Removes the following FTE positions:

POSITION TITLE	POSITION NUMBER	FTE	GENERAL FUND	OTHER FUNDS	TOTAL FUNDS
Deputy superintendent	3100	1.00	$122,816		$122,816
Training officer I	3205	1.00		59,718	59,718
Assistant director	3401	1.00	107,712		107,712
Special education regional coordinator	3834	1.00		95,992	95,992
Teacher I	9999-2	1.00		67,449	67,449
Computer operator II	9999-3	1.00		48,286	48,286
Total		6.00	$230,528	$271,445	$501,973

[2] Removes $300,000 ($57,000 from the general fund and $243,000 from other funds) for operating expenses for travel ($100,000) and professional services ($200,000).

[3] Removes $100,000 for equipment ($26,000 from the general fund and $74,000 from other funds), reducing the line item from $591,036 to $491,036.

[4] Removes general fund spending authority of $2,676 added by the Senate for a salary market increase for the deputy superintendent position. This amendment removes the deputy superintendent position.

5 Reduces salaries and wages by $49,176 ($2,460 from the general fund, $46,716 from other funds) for temporary salaries, reducing the total amount for temporary salaries from $319,176 to $270,000.

6 Transfers $5 million of general fund appropriation authority from the foundation aid line item to the other grants line item to restore the $6 million included in the executive recommendation for grants to schools for technology or teacher professional development.

7 Increases the foundation aid line item by $3 million.

8 Increases funding for special education grants by $2 million.

9 Increases the other grants line item by $5,623,097 to reflect federal funds anticipated to be available for grants to schools to reduce class size.

10 Reduces the operating expenses line item by $97,312 to reflect an anticipated reduction in federal funds available for the early childhood tracking program. The total amount provided for the program is reduced from $847,312 to $750,000.

11 Increases the operating expenses line item by $100,000 from the general fund for the national assessment of educational progress (NAEP) testing program.

DEPARTMENT 252 - SCHOOL FOR THE DEAF

Conference Committee - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	CONFERENCE COMPARISON TO HOUSE VERSION
Salaries and wages	$4,347,330	$4,275,930		$4,275,930	$4,275,930	
Operating expenses	1,015,458	1,015,458		1,015,458	1,015,458	
Equipment	39,224	74,824		74,824	74,824	
Capital improvements	136,327	136,327	($100,000)	36,327	36,327	
Total all funds	$5,538,339	$5,502,539	($100,000)	$5,402,539	$5,402,539	$0
Less special funds	658,177	657,369	63,534	720,903	657,369	63,534
General fund	$4,880,162	$4,845,170	($163,534)	$4,681,636	$4,745,170	($63,534)
FTE	53.93	53.93	0.00	53.93	53.93	0.00

Detail of Conference Committee changes to the Senate version includes:

	REMOVE FUNDING FOR INDEPENDENT LIVING COTTAGE	INCREASE LAND DEPARTMENT DISTRIBUTIONS	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages			
Operating expenses			
Equipment			
Capital improvements	($100,000)		($100,000)
Total all funds	($100,000)	$0	($100,000)
Less special funds		63,534	63,534
General fund	($100,000)	($63,534)	($163,534)

DEPARTMENT 253 - SCHOOL FOR THE BLIND

Conference Committee - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	CONFERENCE COMPARISON TO HOUSE VERSION
Salaries and wages	$2,415,801	$2,391,456		$2,391,456	$2,391,456	

Operating expenses	678,059	678,059		678,059	678,059	
Equipment	70,500	70,500		70,500	70,500	
Capital improvements	51,790	51,790		51,790	51,790	
Total all funds	$3,216,150	$3,191,805	$0	$3,191,805	$3,191,805	$0
Less special funds	863,400	863,400	139,177	1,002,577	950,276	52,301
General fund	$2,352,750	$2,328,405	($139,177)	$2,189,228	$2,241,529	($52,301)
FTE	28.00	28.00	0.00	28.00	28.00	0.00

Detail of Conference Committee changes to the Senate version includes:

	FUNDING SOURCE CHANGE	INCREASE LAND DEPARTMENT DISTRIBUTIONS	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages			
Operating expenses			
Equipment			
Capital improvements			
Total all funds	$0	$0	$0
Less special funds	86,876 [1]	52,301	139,177
General fund	($86,876) [1]	($52,301)	($139,177)

Conference Committee changes narrative:

[1] Increases other funds spending authority and decreases general fund spending authority by $86,876 anticipated to be available from the School for the Blind fund. The funding source changes includes the following:

- $34,076 for operating expenses.
- $52,800 for temporary salaries relating to the compensatory skills training program.

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE) - 420

07398

(Bill Number) SB 2013 (, as (re)engrossed):

Your Conference Committee

Attendance	SENATORS	Vote
P	Holmberg	Y
P	Naaden	Y
P	Robinson	N

Attendance	REPRESENTATIVES	Vote
P	Carlson	Y
P	Monson	Y
P	Nichols	N

☐ recommends that the (SENATE/~~HOUSE~~) (ACCEDE to) (~~RECEDE~~ from) (723/726 725/726 8724/8726 8723/8725)
the (Senate/House) amendments on (SJ/HJ) page(s) 1239 - 1246

☐ and place _____ on the Seventh order. (727)

☐ , 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. (690/315)

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: 4/15/99

CARRIER: Holmberg

LC NO. 98035 .0247 of amendment

LC NO. 98035 .0238 of engrossment

Emergency clause added or deleted _____

Statement of purpose of amendment _____

(1) LC (2) LC (3) DESK (4) COMM.

REPORT OF CONFERENCE COMMITTEE

SB 2013, as engrossed: Your conference committee (Sens. Holmberg, Naaden, Robinson and Reps. Carlson, Monson, Nichols) recommends that the **HOUSE RECEDE** from the House amendments on SJ pages 1130-1138, adopt amendments as follows, and place SB 2013 on the Seventh order:

That the House recede from its amendments as printed on pages 1130-1138 of the Senate Journal and pages 1239-1246 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 2, after the semicolon insert "to provide for a legislative council study;"

Page 1, line 3, replace "section" with "sections" and after "15-21-02" insert "and 15-21-03"

Page 1, line 4, replace "section" with "sections" and after "15.1-02-02" insert "and 15.1-02-03"

Page 1, line 5, replace "; to repeal section 2 of Senate Bill No. 2381, as" with "and the appointment of a deputy superintendent; and to amend and reenact sections 15-59-06, 15-59-06.2, 15-59-07, 44-03-01, and 54-44.1-12 of the North Dakota Century Code, relating to special education, the appointment of deputies, and executive budget allotments."

Page 1, remove line 6

Page 1, line 17, replace "11,706,777" with "11,152,952"

Page 1, line 18, replace "10,107,032" with "9,809,720"

Page 1, line 19, replace "591,036" with "491,036"

Page 1, line 20, replace "481,006,259" with "479,006,259"

Page 1, line 23, replace "44,600,000" with "46,600,000"

Page 1, line 24, replace "132,695,566" with "143,318,663"

Page 2, line 4, replace "737,951,556" with "747,623,516"

Page 2, line 5, replace "199,247,247" with "204,137,871"

Page 2, line 6, replace "538,704,309" with "543,485,645"

Page 2, line 21, replace "136,327" with "36,327"

Page 2, line 22, replace "5,502,539" with "5,402,539"

Page 2, line 23, replace "657,369" with "720,903"

Page 2, line 24, replace "4,845,170" with "4,681,636"

Page 3, line 1, replace "863,400" with "1,002,577"

Page 3, line 2, replace "2,328,405" with "2,189,228"

Page 3, line 3, replace "548,840,795" with "553,319,420"

Page 3, line 4, replace "202,361,835" with "207,455,170"

Page 3, line 5, replace "751,202,630" with "760,774,590"

Page 3, line 25, replace "Ten" with "Eleven"

Page 3, line 27, after "reimbursements" insert ", as provided in sections 15-40.2-08, 15-59-06, 15-59-06.2, 15-59-07, and 15-59-07.2. Of this amount, $5,500,000 must be distributed during the fiscal year ending June 30, 2000, and $6,000,000 must be distributed during the fiscal year ending June 30, 2001. Any funds remaining after distributions pursuant to sections 15-40.2-08, 15-59-06, 15-59-06.2, 15-59-07, and 15-59-07.2 for either year must be distributed to school districts and special education units to proportionately reduce school district and special education unit liability for costs in excess of 2.5 times the state average per student cost, as provided in sections 15-59-06, 15-59-06.2, 15-59-07, and 15-59-07.2"

Page 4, line 14, replace "$1,000,000" with "$6,000,000"

Page 4, line 20, after the period insert "Prior to the distribution of grants pursuant to this section, the educational telecommunications council may establish a minimum grant amount of $5,000. A school district is not eligible to receive a grant under this section unless the administrative office of the district is connected to the internet."

Page 4, remove lines 21 through 25

Page 6, after line 15, insert:

"**SECTION 17. CREDENTIALING PROCESS FOR SPECIAL EDUCATION TEACHERS.** The superintendent of public instruction may not change the credentialing process for special education teachers as it is in effect on March 1, 1999, without first convening a meeting to include representatives of the North Dakota council of education leaders, the council of exceptional children, the North Dakota education association, and the North Dakota school boards association. The purpose of the meeting is to receive comments regarding the proposed changes, the applicability of the proposed changes, including the scheduling, the manner of implementation, associated costs, and the short-term and long-term effects of the proposed changes. If, within thirty days after the date of the meeting, members of any two representative groups present at the meeting object in writing to the proposed changes, the superintendent may not implement the change prior to July 1, 2001.

SECTION 18. SCHOOL DISTRICT FINANCIAL DATA - REPORTING - REQUIREMENTS. The superintendent of public instruction shall develop standardized reporting forms, in both hard copy and electronic format, prescribing the manner in which school district superintendents and business managers must account for and report financial data. The superintendent of public instruction shall report to the interim education finance committee of the legislative council regarding the content of the reports and specific actions taken to account for transfers from school district general funds, to eliminate or reduce variations in the reporting of data, and to ensure that the financial data is available in a form that allows for accurate and consistent comparisons.

SECTION 19. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS TESTING. The department of public instruction shall participate in the national assessment of educational progress (NAEP) testing program for the 1999-2001 biennium.

SECTION 20. FEDERAL FUNDING FOR SPECIAL EDUCATION URGED. The fifty-sixth legislative assembly urges the Congress of the United States and the

President to increase federal funding for special education to achieve, within the next three years, the statutory goal of the federal government providing funding for special education students equal to 40 percent of the national average per student educational expenditure. The secretary of state shall send copies of this section to the President, the members of the North Dakota congressional delegation, the national conference of state legislatures, and the state superintendent of public instruction.

SECTION 21. LAND BOARD DISTRIBUTIONS. Notwithstanding the provisions of section 15-03-05.2, during the 1999-2001 biennium, the board of university and school lands shall distribute to the school for the deaf and the school for the blind all income from permanent funds managed for the benefit of those institutions.

SECTION 22. LEGISLATIVE COUNCIL STUDY - DIVISION OF INDEPENDENT STUDY. The legislative council shall consider studying, during the 1999-2001 interim, the role, mission, operation, and privatization of the division of independent study, including educational services provided by the division to out-of-state students. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-seventh legislative assembly.

SECTION 23. LEGISLATIVE INTENT - POSITION TRANSFERS - DIVISION OF INDEPENDENT STUDY. It is the intent of the fifty-sixth legislative assembly that for the 1999-2001 biennium, the department of public instruction be authorized to have no more than 131.95 full-time equivalent positions and that no more than 38.7 of these positions be in the division of independent study. It is the intent of the fifty-sixth legislative assembly that if, during the 1999-2001 biennium, the superintendent of public instruction transfers any positions to the division of independent study from other divisions of the department of public instruction, the transfers be reported to the budget section of the legislative council at its next meeting.

SECTION 24. CLASS SIZE REDUCTION GRANTS - REPORT TO BUDGET SECTION. During the 1999-2001 biennium, the department of public instruction shall present a report to the budget section on the distribution of federal class size reduction initiative grants."

Page 7, replace lines 3 through 7 with:

"**SECTION 27. AMENDMENT.** If House Bill No. 1034 does not become effective, Section 15-21-03 of the North Dakota Century Code is amended and reenacted as follows:

15-21-03. Appointment of ~~deputy - Assistant~~ assistant - Clerks. The superintendent of public instruction may appoint ~~a deputy for whose official acts he is responsible, and~~ an assistant whose duty it is to assist the superintendent of public instruction in visiting schools and institutes, to attend school officers' meetings, and to perform such other duties as may be required of him. The superintendent also may employ such clerks as are necessary in carrying on the work of the department.

SECTION 28. AMENDMENT. Section 15.1-02-03 of the North Dakota Century Code as created by House Bill No. 1034, as approved by the fifty-sixth legislative assembly, is amended and reenacted as follows:

15.1-02-03. Appointment of ~~deputy~~ assistant - Employment of personnel. The superintendent of public instruction may appoint ~~a deputy superintendent and~~ an assistant. The superintendent may also hire personnel or contract with other persons to perform the work of the department of public instruction.

SECTION 29. AMENDMENT. Section 15-59-06 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-06. State cooperation in special education. Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments. A prorated state foundation aid payment for a student to attend a public school program for students with disabilities, approved by the superintendent of public instruction, may be made if the individualized education program for the student is written during the last quarter of the school term and specifically requires that the student attend a summer special education program. In the case of a student who is enrolled in a nonpublic school but who attends a public school special education program, payments must be made to the appropriate public school district for the portion of a normal schoolday the student participates in special education. For the purposes of this section, a normal schoolday consists of six hours. The amount the school district is required to expend must be reduced proportionately if a student attends the school for less than an entire year. If any school district within a special education unit has a student with disabilities who, in the opinion of the student's multidisciplinary team, is unable to attend the public schools in the special education unit because of a disability, the school district shall contract with an in-state public school located outside the special education unit in which the student is a legal resident, if the school will accept the student and has proper services for the student's education. No school district may enter into a contract with any in-state public school for the education of any student because of a disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the in-state public school as part of the cost of educating the student an amount for the school year equal to two and one-half times the state average per student elementary or high school cost, depending upon the student's level of enrollment. The payment may not exceed the actual per student cost incurred by the in-state public school. The school district's liability must be reduced proportionately if the student attends the in-state public school for less than an entire year. The superintendent of public instruction, upon notification by the admitting district and upon verification by the superintendent that tuition payments are due the admitting district and are unpaid, shall withhold ~~all payments~~ from ~~the~~ state ~~for~~ foundation aid payments to the district of residence an amount equal to the unpaid tuition until ~~the tuition due~~ that amount has been paid. The transportation must be furnished as provided by rules of the superintendent of public instruction. The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating the student with disabilities not covered by other payments or credits ~~must be paid from funds~~, within the limits of legislative appropriations for that purpose.

SECTION 30. AMENDMENT. Section 15-59-06.2 of the North Dakota Century Code is amended and reenacted as follows:

15-59-06.2. Cost of special education - Liability of school district. If allowable costs for special education and related services for a child with disabilities in a special education program, as determined by the superintendent of public instruction, exceed the reimbursement provided by the state, the school district is liable to pay for each such student an amount over the state reimbursement up to a maximum each school year of two and one-half times the state average ~~per pupil~~ per student elementary or high school cost, depending on whether the enrollment would be in a grade or high school department, and twenty percent of all remaining costs. The two and one-half times amount includes the amount the school district is required to pay in section 15-59-06. The state is liable for ~~one hundred~~ eighty percent of the remainder

of the cost of education and related services for each such student with disabilities within the limits of legislative appropriations for that purpose.

SECTION 31. AMENDMENT. Section 15-59-07 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

15-59-07. Contracts for students with disabilities to attend private or out-of-state public schools. If any school district in this state has a student with disabilities who in the opinion of the student's multidisciplinary team is unable to attend the public schools in the district because of a physical or mental disability or because of a learning disability, the school district shall contract with any accredited private nonsectarian nonprofit corporation within or outside the state or an out-of-state public school which has proper facilities for the education of the student, if there is no public school in the state which has the necessary services and which will accept the student. No school district may enter a contract with any private nonsectarian nonprofit corporation or out-of-state public school for the education of any student having a physical or learning disability, unless the services provided by the school and the contract have been approved in advance by the superintendent of public instruction. The contract must provide that the school district agrees to pay to the private nonsectarian nonprofit corporation or the out-of-state public school as part of the cost of educating the student an amount for the school year equal to two and one-half times the state average per student elementary or high school cost, depending upon the student's level of enrollment and twenty percent of all remaining costs. The payment may not exceed the actual per student cost incurred by the private nonsectarian nonprofit corporation or out-of-state public school. The transportation must be furnished and reimbursed as provided by rules of the superintendent of public instruction. ~~The remainder of the actual cost of educating the student with disabilities not covered by other payments or credits must be paid from funds appropriated by the legislative assembly for special education notwithstanding limitations cited in section 15-59-06.~~ The superintendent of public instruction shall reimburse school districts eighty percent of the remainder of the actual cost of educating each student with disabilities not covered by other payments or credits within the limits of legislative appropriations for that purpose. The district of residence is entitled to the per student foundation payment.

SECTION 32. AMENDMENT. Section 44-03-01 of the North Dakota Century Code is amended and reenacted as follows:

44-03-01. Deputies may be appointed by certain officers. The secretary of state, state auditor, state treasurer, ~~superintendent of public instruction,~~ commissioner of insurance, commissioner of agriculture, commissioner of labor, district assessor, and city assessor each may appoint a deputy for whose acts as such ~~he~~ the officer shall be responsible. Each officer required to give a bond may require a bond from any deputy appointed by ~~him~~ the officer. Any such bond must be in the penal sum of not more than half the penal sum of the appointing officer's own bond and may be retained by the officer for ~~his~~ the officer's own protection. Such appointment must be in writing and is revocable in writing at the pleasure of the principal, and such appointment and revocation must be filed as the bond and oath of the principal are filed.

SECTION 33. AMENDMENT. Section 54-44.1-12 of the 1997 Supplement to the North Dakota Century Code is amended and reenacted as follows:

54-44.1-12. Control over rate of expenditures. The director of the budget shall exercise continual control over the execution of the budget affecting the departments and agencies of state government, with the exception of the legislative and judicial branches. Execution means the analysis and approval of all commitments for conformity with the program provided in the budget, frequent comparison of actual

revenues and budget estimates, and on the basis of these analyses and comparisons control the rate of expenditures through a system of allotments. The allotment must be made by specific fund and all departments and agencies that receive moneys from that fund must be allotted on a uniform percentage basis, except that appropriations to the department of public instruction for foundation aid, transportation aid, and special education aid may only be allotted to the extent that the allotment can be offset by transfers from the foundation aid stabilization fund. Before an allotment is made which will reduce the amount of funds which can be disbursed pursuant to an appropriation or before an allotment disallowing a specific expenditure is made, the director shall find one or more of the following circumstances to exist:

1. The moneys and estimated revenues in a specific fund from which the appropriation is made are insufficient to meet all legislative appropriations from the fund.

2. The payment or the obligation incurred is not authorized by law.

3. The expenditure or obligation is contrary to legislative intent as recorded in any reliable legislative records, including:

   a. Statements of legislative intent expressed in enacted appropriation measures or other measures enacted by the legislative assembly; and

   b. Statements of purpose of amendment explaining amendments to enacted appropriation measures, as recorded in the journals of the legislative assembly.

4. Circumstances or availability of facts not previously known or foreseen by the legislative assembly which make possible the accomplishment of the purpose of the appropriation at a lesser amount than that appropriated."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

DEPARTMENT 201 - DEPARTMENT OF PUBLIC INSTRUCTION

CONFERENCE COMMITTEE - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	CONFERENCE COMPARISON TO HOUSE VERSION
Salaries and wages	$11,825,653	$11,706,777	($553,825)	$11,152,952	$10,977,979	$174,973
Operating expenses	10,457,032	10,107,032	(297,312)	9,809,720	9,709,720	100,000
Equipment	591,036	591,036	(100,000)	491,036	491,036	
Grants - Foundation aid and transportation	475,906,259	481,006,259	(2,000,000)	479,006,259	479,006,259	
Grants - Revenue supplement	3,100,000	3,100,000		3,100,000	3,100,000	
Grants - Tuition apportionment	53,528,217	53,528,217		53,528,217	53,528,217	
Grants - Special education	44,600,000	44,600,000	2,000,000	46,600,000	46,100,000	500,000
Grants - Special education critical needs					500,000	(500,000)
Grants - Other grants	132,007,469	132,695,566	10,623,097	143,318,663	143,318,663	
Geographic education	50,000	50,000		50,000	50,000	
SENDIT network	546,669	546,669		546,669	546,669	
National board certification	398,000	20,000		20,000	20,000	
Total all funds	$733,010,335	$737,951,556	$9,671,960	$747,623,516	$747,348,543	$274,973
Less special funds	193,694,209	199,247,247	4,890,624	204,137,871	204,206,898	(69,027)
General fund	$539,316,126	$538,704,309	$4,781,336	$543,485,645	$543,141,645	$344,000

FTE	137.95	137.95	(6.00)	131.95	129.95	2.00

Detail of Conference Committee changes to the Senate version:

	REMOVE POSITIONS	REDUCE OPERATING EXPENSES	REDUCE EQUIPMENT	REMOVE FUNDING FOR SALARY MARKET INCREASE FOR DEPUTY SUPERINTENDENT	REDUCE TEMPORARY SALARIES	TRANSFER FUNDING FROM FOUNDATION AID TO TECHNOLOGY GRANTS
Salaries and wages	($501,973) [1]			($2,676) [4]	($49,176) [5]	
Operating expenses		($300,000) [2]				
Equipment			($100,000) [3]			
Grants - Foundation aid and transportation						($5,000,000) [6]
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Special education critical needs						
Grants - Other grants						5,000,000 [6]
Geographic education						
SENDIT network						
National board certification						
Total all funds	($501,973)	($300,000)	($100,000)	($2,676)	($49,176)	$0
Less special funds	(271,445)	(243,000)	(74,000)		(46,716)	
General fund	($230,528)	($57,000)	($26,000)	($2,676)	($2,460)	$0
FTE	(6.00)	0.00	0.00	0.00	0.00	0.00

	INCREASE FOUNDATION AID	INCREASE SPECIAL EDUCATION GRANTS	ADD FEDERAL FUNDS FOR CLASS SIZE REDUCTION GRANTS	REDUCE OPERATING EXPENSES FOR EARLY CHILDHOOD TRACKING	INCREASE OPERATING EXPENSES FOR NAEP TESTING	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages						($553,825)
Operating expenses				($97,312) [10]	$100,000 [11]	(297,312)
Equipment						(100,000)
Grants - Foundation aid and transportation	$3,000,000 [7]					(2,000,000)
Grants - Revenue supplement						
Grants - Tuition apportionment						
Grants - Special education		$2,000,000 [8]				2,000,000
Grants - Special education critical needs						
Grants - Other grants			$5,623,097 [9]			10,623,097
Geographic education						
SENDIT network						
National board certification						
Total all funds	$3,000,000	$2,000,000	$5,623,097	($97,312)	$100,000	$9,671,960
Less special funds			5,623,097	(97,312)		4,890,624
General fund	$3,000,000	$2,000,000	$0	$0	$100,000	$4,781,336
FTE	0.00	0.00	0.00	0.00	0.00	(6.00)

Conference Committee changes narrative:

This amendment makes the following changes:

- Provides in Section 6 of the engrossed bill that the Educational Telecommunications Council may establish a minimum grant amount of $5,000 and provides that for a school district to be eligible to receive a grant, the school district administrative office must be connected to the Internet.

- Removes Section 7, which provided legislative intent regarding the use of grants distributed by the Educational Telecommunications Council.

- Adds a new Section 17, which provides that prior to implementing any change in the credentialing process for special education teachers, the Superintendent of Public Instruction must obtain the approval of certain education-related groups.

- Adds a new Section 18, which directs the Superintendent of Public Instruction to develop standardized reporting forms for the reporting of financial data.

- Adds a new Section 19, which directs the department to participate in the national assessment of educational progress (NAEP) testing program.

- Adds a new Section 20, which urges Congress and the President to provide funding for special education students equal to 40 percent of the national average educational expenditure per student.

- Adds a new Section 21, which directs the Board of University and School Lands to distribute all available trust fund income for the 1999-2001 biennium.

- Adds a new Section 22, which provides that the Legislative Council shall consider studying the Division of Independent Study during the 1999-2001 biennium.

- Adds a new Section 23, which provides that if the department transfers any FTE positions to the Division of Independent Study during the 1999-2001 biennium, the transfers must be reported to the Budget Section.

- Adds a new Section 24, which provides that the department shall present a report to the Budget Section on the distribution of federal class size reduction initiative grants.

- Amends North Dakota Century Code (NDCC) Sections 15-21-03, 15.1-02-03, and 44-03-01 to remove statutory references to the Deputy Superintendent of Public Instruction.

- Amends NDCC Sections 15-59-06, 15-59-06.2, and 15-59-07 to increase the amount school districts are liable to pay for extraordinary special education costs from 2.5 times the state average educational expenditure per student to 2.5 times the state average, plus 20 percent of any additional costs.

- Amends North Dakota Century Code Section 54-44.1-12 to provide that an executive budget allotment can only reduce legislative appropriations for foundation aid, transportation aid, and special education aid by the amount that the allotment can be offset by transfers from the foundation aid stabilization fund.

- Increases from $10.5 million to $11.5 million (Section 5 of the bill) the amount of the special education appropriation to be used for reimbursing districts for special education contract costs. This results in a corresponding $500,000 decrease in the amount to be distributed on a per student basis pursuant to subsection 3 of Section 5. Section 5, as amended, provides that the $46.6 million special education grants line item will be distributed as follows:

    - $11.5 million for special education contract costs.

    - $400,000 for gifted and talented programs.

    - $34.7 million for per student special education payments.

- Removes Section 20 of the engrossed bill, which repealed Section 2 of Senate Bill No. 2381. Section 2 of Senate Bill No. 2381 provided a $400,000 appropriation for payments to schools with students with limited English proficiency. The foundation aid line item of this bill contains the required $400,000 appropriation for these payments.

1 Removes the following FTE positions:

POSITION TITLE	POSITION NUMBER	FTE	GENERAL FUND	OTHER FUNDS	TOTAL FUNDS
Deputy superintendent	3100	1.00	$122,816		$122,816
Training officer I	3205	1.00		59,718	59,718
Assistant director	3401	1.00	107,712		107,712
Special education regional coordinator	3834	1.00		95,992	95,992
Teacher I	9999-2	1.00		67,449	67,449
Computer operator II	9999-3	1.00		48,286	48,286
Total		6.00	$230,528	$271,445	$501,973

2 Removes $300,000 ($57,000 from the general fund and $243,000 from other funds) for operating expenses for travel ($100,000) and professional services ($200,000).

3 Removes $100,000 for equipment ($26,000 from the general fund and $74,000 from other funds), reducing the line item from $591,036 to $491,036.

4 Removes general fund spending authority of $2,676 added by the Senate for a salary market increase for the deputy superintendent position. This amendment removes the deputy superintendent position.

5 Reduces salaries and wages by $49,176 ($2,460 from the general fund, $46,716 from other funds) for temporary salaries, reducing the total amount for temporary salaries from $319,176 to $270,000.

6 Transfers $5 million of general fund appropriation authority from the foundation aid line item to the other grants line item to restore the $6 million included in the executive recommendation for grants to schools for technology or teacher professional development.

7 Increases the foundation aid line item by $3 million.

8 Increases funding for special education grants by $2 million.

9 Increases the other grants line item by $5,623,097 to reflect federal funds anticipated to be available for grants to schools to reduce class size.

10 Reduces the operating expenses line item by $97,312 to reflect an anticipated reduction in federal funds available for the early childhood tracking program. The total amount provided for the program is reduced from $847,312 to $750,000.

11 Increases the operating expenses line item by $100,000 from the general fund for the national assessment of educational progress (NAEP) testing program.

DEPARTMENT 252 - SCHOOL FOR THE DEAF

Conference Committee - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE VERSION
Salaries and wages	$4,347,330	$4,275,930		$4,275,930	$4,275,930	
Operating expenses	1,015,458	1,015,458		1,015,458	1,015,458	
Equipment	39,224	74,824		74,824	74,824	
Capital improvements	136,327	136,327	($100,000)	36,327	36,327	
Total all funds	$5,538,339	$5,502,539	($100,000)	$5,402,539	$5,402,539	$0
Less special funds	658,177	657,369	63,534	720,903	657,369	63,534
General fund	$4,880,162	$4,845,170	($163,534)	$4,681,636	$4,745,170	($63,534)
FTE	53.93	53.93	0.00	53.93	53.93	0.00

Detail of Conference Committee changes to the Senate version includes:

	REMOVE FUNDING FOR INDEPENDENT LIVING COTTAGE	INCREASE LAND DEPARTMENT DISTRIBUTIONS	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages			
Operating expenses			
Equipment			
Capital improvements	($100,000)		($100,000)
Total all funds	($100,000)	$0	($100,000)
Less special funds		63,534	63,534
General fund	($100,000)	($63,534)	($163,534)

DEPARTMENT 253 - SCHOOL FOR THE BLIND

Conference Committee - This amendment makes the following changes:

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	CONFERENCE COMPARISON TO HOUSE VERSION
Salaries and wages	$2,415,801	$2,391,456		$2,391,456	$2,391,456	
Operating expenses	678,059	678,059		678,059	678,059	
Equipment	70,500	70,500		70,500	70,500	
Capital improvements	51,790	51,790		51,790	51,790	
Total all funds	$3,216,150	$3,191,805	$0	$3,191,805	$3,191,805	$0
Less special funds	863,400	863,400	139,177	1,002,577	950,276	52,301
General fund	$2,352,750	$2,328,405	($139,177)	$2,189,228	$2,241,529	($52,301)
FTE	28.00	28.00	0.00	28.00	28.00	0.00

Detail of Conference Committee changes to the Senate version includes:

	FUNDING SOURCE CHANGE	INCREASE LAND DEPARTMENT DISTRIBUTIONS	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages			
Operating expenses			
Equipment			
Capital improvements			
Total all funds	$0	$0	$0
Less special funds	86,876 [1]	52,301	139,177
General fund	($86,876) [1]	($52,301)	($139,177)

Conference Committee changes narrative:

[1] Increases other funds spending authority and decreases general fund spending authority by $86,876 anticipated to be available from the School for the Blind fund. The funding source changes includes the following:

- $34,076 for operating expenses.
- $52,800 for temporary salaries relating to the compensatory skills training program.

Engrossed SB 2013 was placed on the Seventh order of business on the calendar.

1999 TESTIMONY

SB 2013

TESTIMONY ON DPI BUDGET

SENATE APPROPRIATIONS COMMITTEE
Senate Bill 2013

January 8, 1999

Dr. Wayne G. Sanstead, State Superintendent
Department of Public Instruction

WGS Remarks Senate Appropriations January 8, 1999

Very briefly this morning I want to share with you some thoughts and concerns I have about providing for quality education in North Dakota schools. First, I want to direct your attention to the blue covered testimony booklet, which will be distributed following my remarks. That booklet contains a lot of information, information that we will not have time to cover today. Sandy Paulson, DPI fiscal officer, has prepared that information for you. Sandy, as always, has done an excellent job of preparing the budget and this information. In the testimony you will hear in our brief time together this morning we will attempt to give you a brief overview of our budget requests. You will also hear from divisions of the Department with independent budgets later this morning.

I also want to commend the excellent staff of DPI for the all the preparatory work that went into the budget and this presentation and while I referred you to the printed booklet for further information I also want to invite you to visit with our staff for further information at any time during the session.

Standards- You will have a presentation a little later on the development of educational standards. I want to emphasize to you that standards are important in any line of endeavor and they are important even

if you are pretty good. That is the case in ND education-we are pretty good but we could be better and we need a yardstick to measure how good we really are and what we are striving to improve.

Money- It takes money to do anything. It takes money to operate any enterprise. Education is no exception. If indeed education is a priority in this state we must question how come the state, which has constitutional responsibility for education, contribute only 42% of the cost of that education and in special education we only cover 28% of the cost. This budget contains a reported $14.4 million increase in spending for K-12 education, $9 million for foundation aid and the remainder for special education, but wait! $13 million of those dollars were left over from last biennium and if you make an adjustment for inflation the funding is flatline! I think we can and should do better than that.

Department- The Department of Public Instruction, as per the Governor's instructions, submitted a 95% budget for the upcoming biennium. As you know special education and foundation aid were exempt from that request. Some of those reductions were restored in the Governor's budget and Gary Gronberg will detail those for you. I should also mention that the Department, including the Division of Independent Study, utilizes less than 1% of appropriated general fund dollars for Department Operations. I have

noted before that the Department has a dedicated and hardworking staff. I wish to commend them to you and to remind you how difficult it is to recruit talented, experienced people with salaries that are sometimes 30 to 40% below the market. If it is important to have excellence and efficiency in government it is important to be able to attract excellent and efficient people into government service.

Telecommunications- I want to just make a brief comment about our telecommunications efforts in K-12 education. For the dollars invested we have accomplished a great deal. That does not mean that we do not have antiquated equipment, lack of equipment, lack of training and all those things that go with being able to utilize new technology to improve education. General fund recommendations for technology and telecommunications are the same as last biennium. Technology is and will be important in education of and for the future. We need to look to the future and if North Dakota's future is tied to telecommunications than our educational system should be on the cutting edge.

Mr. Chairman that concludes my remarks and I would be glad to respond to any questions you might have.

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE

February 24, 1999

Dr. Wayne G. Sanstead, State Superintendent
North Dakota Department of Public Instruction

Mr. Chairman and members of the committee:

Very briefly this morning I want to share with you some thoughts and concerns I have about providing for continuing quality education in North Dakota schools. First, I want to direct your attention to the yellow covered testimony booklet, which will be distributed following my remarks. That booklet contains a lot of information, information that we will not have time to cover in any detail today. Sandy Paulson, my DPI fiscal officer, has prepared that information for you and I know that Sandy as always, has done a powerful job of preparing both this budget document and in working on an almost daily basis with the members of the Education Division Subcommittee. In the testimony you will hear in our brief time together this morning we will attempt to give you a brief overview of our budget as well as the action of the Senate Appropriation Committee. Further, because this is a department overview, you will not be hearing from divisions of the Department with independent budgets later this morning.

I also want to commend the excellent staff of DPI for all the preparatory work that went into the budget and this presentation and while I referred you to the printed booklet for further information I also want to invite you to visit with our staff for further information at any time during the session. We are always on call for legislative inquiry.

You will have a brief presentation from Greg Gallagher on the development of accountability standards. I want to emphasize to you that standards are important in any line of endeavor and they are important even if you are pretty good. That is clearly the case in ND education-we are pretty good but we could be better and we need a yardstick to measure how good we really are and what we are striving to improve. I am sorry to report to you that requested funds for standards development were not provided by the Governor's budget. A separate request of $1.8 million was also submitted on the Senate side but was not funded. It was agreed, however, that an interim study resolution would be submitted.

Money- It takes money to do anything. It takes money to operate any enterprise. Education is no exception. If indeed education is a priority in this state we must question how come the state, which has constitutional responsibility for education, contribute only 42% of the cost of that education and in special education we only cover 28% of the cost. This

budget reportedly, in the view of some, contains a substantial increase in spending for K-12 education, but we must all acknowledge the $13 million of those dollars were left over from last biennium and if you make an adjustment for inflation the funding is flatline! I still believe we can and should do better than that.

I would also request that you restore the funds allocated for the National Assessment of Educational Progress test. The Governor thought that funding was necessary, however, the Senate eliminated it. As you recall the NAEP tests in math, and reading showed that ND was a leader among states. The funding is necessary to assist schools in being able to participate in this important effort. Participation in NAEP was curtailed because it was an unfunded program that required resources at both the state and local level. These funds would enable schools to participate in this program.

Department- The Department of Public Instruction, as per the Governor's instructions, submitted a 95% budget for the upcoming biennium. As you know special education and foundation aid were exempt from that request. I should also mention that the Department, including the Division of Independent Study, utilizes less than 1% of appropriated general fund dollars for Department Operations. I have noted before that the Department has a dedicated and hardworking staff. I wish to commend them to you and to

remind you how difficult it is to recruit talented, experienced people with salaries that are sometimes 30 to 40% below the market. If it is important to have excellence and efficiency in government it is important to be able to attract excellent and efficient people into government service.

Telecommunications- I want to just make a brief comment about our telecommunications efforts in K-12 education. For the dollars invested we have accomplished a great deal. That does not mean that we do not have antiquated equipment, lack of equipment, lack of training and all those things that go with being able to utilize new technology to improve education. General fund recommendations for technology and telecommunications were the same as last biennium. Technology is and will be important in education of and for the future. We need to look to the future and if North Dakota's future is tied to telecommunications then our educational system should be on the cutting edge. The Senate removed $5 million of the Governor's recommendation from the technology line, I strongly urge you to restore those funds .

Mr. Chairman that concludes my remarks and I would be glad to respond to any questions you might have.

SB 2123

North Dakota
Department of Public Instruction

Testimony to the Senate Appropriations Committee

January 8, 1999

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DEPARTMENT OF PUBLIC INSTRUCTION
BUDGET SUMMARY

	LINE ITEM	1997-99 PRESENT BUDGET	1999-2001 EXEC.BUDGET	INCREASE (DECREASE)
1	**FTE**	**135.45**	**137.95**	**2.50**
2	Salaries	$ 10,942,836	$ 11,825,653	$ 882,817
3	Operating	$ 9,828,758	$ 10,457,032	$ 628,274
4	Equipment	$ 768,920	$ 591,036	$ (177,884)
5	**TOTAL OPERATIONS**	**$ 21,540,514**	**$ 22,873,721**	**$ 1,333,207**
6	General Fund	$ 5,581,739	$ 6,271,418	$ 689,679
7	Federal Fund	$ 11,396,596	$ 11,977,341	$ 580,745
8	Other Fund	$ 4,562,179	$ 4,624,962	$ 62,783
	GRANTS			
9	Foundation Aid and Transportation	$ 466,356,259	$ 475,906,259	$ 9,550,000
10	Revenue Supplement Payments	$ 3,100,000	$ 3,100,000	$ -
11	Tuition Apportionment	$ 52,800,000	$ 53,528,217	$ 728,217
12	Special Education	$ 40,550,000	$ 44,600,000	$ 4,050,000
13	**Subtotal - Separate Line Grants**	**$ 562,806,259**	**$ 577,134,476**	**$ 14,328,217**
14	Technology Reimbursement	$ 5,000,000	$ -	$ (5,000,000)
15	Ed. Telecommunication's Council	$ 1,000,000	$ 6,000,000	$ 5,000,000
16	Adult Education Matching Funds	$ 900,000	$ 900,000	$ -
17	School Lunch Matching Funds	$ 1,080,000	$ 1,080,000	$ -
18	Governor's School	$ 135,000	$ 145,000	$ 10,000
19	LEAD Consortium	$ 209,000	$ -	$ (209,000)
20	Teacher Center Network	$ 200,000	$ -	$ (200,000)
21	Combined Lead & Teacher Center Training	$ -	$ 345,000	$ 345,000
22	Follow-up Info.ND Ed.& Training (FINDET)	$ 20,754	$ 23,780	$ 3,026
23	Displaced Homemakers-Special Fund	$ 237,500	$ 237,500	$ -
24	Federal Grants	$ 125,727,343	$ 123,276,189	$ (2,451,154)
25	**Subtotal - Other Grants**	**$ 134,509,597**	**$ 132,007,469**	**$ (2,502,128)**
26	**TOTAL GRANTS**	**$ 697,315,856**	**$ 709,141,945**	**$ 11,826,089**
27	General Fund	$ 518,551,013	$ 532,100,039	$ 13,549,026
28	Federal Fund	$ 125,707,343	$ 123,276,189	$ (2,431,154)
29	Other Fund	$53,057,500	$ 53,765,717	$ 708,217
	SPECIAL LINE ITEMS			
30	Geographic Education	$ 50,000	$ 50,000	$ -
31	SENDIT Computer Network	$ 876,000	$ 546,669	$ (329,331)
32	School Transportation Data Envelopment	$ 50,000	$ -	$ (50,000)
33	National Teacher Certification-ESPB	$ -	$ 398,000	$ 398,000
34	**TOTAL SPECIAL LINES**	**$ 976,000**	**$ 994,669**	**$ 18,669**
35	General Fund	$ 780,000	$ 944,669	$ 164,669
36	Federal Fund		$ -	$ -
37	Other Fund	$ 196,000	$ 50,000	$ (146,000)
				$ -
38	**TOTAL DEPARTMENT**	**$ 719,832,370**	**$ 733,010,335**	**$ 13,177,965**
				$ -
39	**TOTAL STATE FUNDS**	**$ 524,912,752**	**$ 539,316,126**	**$ 14,403,374**
40	**TOTAL FEDERAL FUNDS**	**$ 137,103,939**	**$ 135,253,530**	**$ (1,850,409)**
41	**TOTAL OTHER FUNDS**	**$ 57,815,679**	**$ 58,440,679**	**$ 625,000**

DEPARTMENT OF PUBLIC INSTRUCTION
REQUEST FOR AMENDMENT TO SENATE BILL 2013

	LINE ITEM	SB 2013 1999-2001 EXEC. BUDGET	DPI REQUEST FOR AMENDMENT		AMENDED SB 2013
1	**FTE**	**137.95**	**0.00**		**137.95**
2	Salaries	$ 11,825,653			$ 11,825,653
3	Operating	$ 10,457,032	$ 1,655,000	*	$ 12,112,032
4	Equipment	$ 591,036			$ 591,036
5	**TOTAL OPERATIONS**	**$ 22,873,721**	**$ 1,655,000**		**$ 24,528,721**
6	General Fund	$ 6,271,418	$ 1,655,000		$ 7,926,418
7	Federal Fund	$ 11,977,341	$ -		$ 11,977,341
8	Other Fund	$ 4,624,962	$ -		$ 4,624,962
	GRANTS				
9	Foundation Aid and Transportation	$ 475,906,259	$ 29,380,850		$ 505,287,109
10	Revenue Supplement Payments	$ 3,100,000			$ 3,100,000
11	Tuition Apportionment	$ 53,528,217			$ 53,528,217
12	Special Education	$ 44,600,000	$ 12,600,000		$ 57,200,000
13	**Subtotal - Separate Line Grants**	**$ 577,134,476**	**$ 41,980,850**		**$ 619,115,326**
14	Technology Reimbursement	$ -			$ -
15	Ed. Telecommunication's Council	$ 6,000,000			$ 6,000,000
16	Adult Education Matching Funds	$ 900,000	$ 250,000		$ 1,150,000
17	School Lunch Matching Funds	$ 1,080,000.0			$ 1,080,000
18	Governor's School	$ 145,000			$ 145,000
19	LEAD Consortium	$ -			$ -
20	Teacher Center Network	$ -			$ -
21	Combined Lead & Teacher Center Training	$ 345,000	$ 155,305		$ 500,305
22	Follow-up Info.ND Ed.& Training (FINDET)	$ 23,780			$ 23,780
23	Displaced Homemakers-Special Fund	$ 237,500			$ 237,500
24	Federal Grants	$ 123,276,189			$ 123,276,189
25	**Subtotal - Other Grants**	**$ 132,007,469**	**$ 405,305**		**$ 132,412,774**
26	**TOTAL GRANTS**	**$ 709,141,945**	**$ 42,386,155**		**$ 751,528,100**
27	General Fund	$ 532,100,039	$ 42,386,155		$ 574,486,194
28	Federal Fund	$ 123,276,189	$ -		$ 123,276,189
29	Other Fund	$ 53,765,717	$ -		$ 53,765,717
	SPECIAL LINE ITEMS				
30	Geographic Education	$ 50,000			$ 50,000
31	SENDIT Computer Network	$ 546,669			$ 546,669
32	School Transportation Data Envelopment	$ -	$ 105,000		$ 105,000
33	National Teacher Certification-ESPB	$ 398,000			$ 398,000
34	**TOTAL SPECIAL LINES**	**$ 994,669**	**$ 105,000**		**$ 1,099,669**
35	General Fund	$ 944,669	$ 105,000		$ 1,049,669
36	Federal Fund	$ -	$ -		$ -
37	Other Fund	$ 50,000	$ -		$ 50,000
38	**TOTAL DEPARTMENT**	**$ 733,010,335**	**$ 44,146,155**		**$ 777,156,490**
39	**TOTAL STATE FUNDS**	**$ 539,316,126**	**$ 44,146,155**		**$ 583,462,281**
40	**TOTAL FEDERAL FUNDS**	**$ 135,253,530**	**$ -**		**$ 135,253,530**
41	**TOTAL OTHER FUNDS**	**$ 58,440,679**	**$ -**		**$ 58,440,679**

*$60,000 for Ind.Study grade and course level standards for K-12, $1,595,000 stand.& assmt.

DEPARTMENT OF PUBLIC INSTRUCTION
STATE FUNDED GRANTS & SPECIAL LINE ITEMS

Line Item #

9, 10, 11 **FOUNDATION AID, REVENUE SUPPLEMENT PAYMENTS & TUITION APPORTIONMENT GRANTS**
See pages 22-37

13. **SPECIAL EDUCATION GRANTS:**
See pages 38-61

14. **TECHNOLOGY REIMBURSEMENT GRANTS:**

Present Budget -	**$ 5,000,000**
Exec Recommendation -	**$ -0-**

The Governor's recommendation for the 1999-2001 biennium eliminates the present special grant line item of $5,000,000 and transfers the state funds to the "Grants-Other Grants" line item. The funds are combined with the present $1,000,000 in state technology funds under the supervision of the Educational Telecommunication's Council (ETC). The present grants are distributed to schools according to average daily membership (adm) and their submission of substantiating documentation of technology related expenditures.

15. **EDUCATIONAL TELECOMMUNICATION'S COUNCIL GRANTS:**

Present Budget -	**$ 1,000,000**
Exec Recommendation -	**$ 6,000,000**

The Governor recommends for the 1999-2001 biennium that the present $5,000,000 in technology reimbursement grants (see 14 above) be combined with the present $1,000,000 in state technology dollars administered by the Educational Telecommunication's Council. Appropriation language in SB 2013 states that the $6,000,000 appropriation can either be used by schools for technology or professional development. School district allocations will be made based on average daily membership (adm).

See pages 68 –71 for the separate report on statewide technology by the Educational Telecommunication's Council.

16. **ADULT EDUCATION:**

Present Budget -	**$ 900,000**
Exec Recommendation -	**$ 900,000**
Add'l Request	**$ 250,000**

The Adult Education program grants $900,000 of state funds, $150,000 of federal Job Training Partnership Act (JTPA) funds, and approximately $1,918,000 of federal adult education dollars to 48 sites statewide to provide adult education services. An additional $237,500 are disbursed to 8 sites for services to adults who qualify as displaced homemakers.

Over the course of a biennium more than 7,000 participants 16 years of age and older use the adult education services. Of those, over 65% go on to vocational programs, technical colleges, or other institutions of higher education. The educational needs of the adults entering the programs have changed dramatically. Over 70% of adults now entering the program have lower academic skills and special needs. Since the integration of developmentally disabled adults into local communities, Adult Learning Centers have had a continuous increase in demand for educational services to these adults. Over 37% of the adults entering the Adult Learning Centers come from previous special education programs.

The Adult Education program has not seen an increase in appropriations since 1993. The demand for the programs continues to grow, but considering the cost of living, the State support for the program has decreased significantly.

The new Workforce Investment Act, just passed by the Congress, will go into effect July 1, 1999, and subsequently bring additional Federal dollars to the program if the State can match and maintain its State effort each year. Therefore, the Department is requesting an appropriation of an additional $250,000 to meet the Federal requirements and maintain the existing programs. Additional funds will be used only for grants to local communities.

17. **SCHOOL LUNCH MATCHING:**

Present Budget - $ 1,080,000
Exec Recommendation - $ 1,080,000

Federal regulations require that state agencies that administer the National School Lunch Program match Section 4 funding with state appropriated general funds. The United States Department of Agriculture determines the amount of annual matching funds through a calculation, which factors in per capita income. The matching amount has increased because North Dakota's economy is strong and per capita income is higher which results in a greater state-matching requirement. Failure to meet the required match of $1,080,000 will result in the loss of Federal Section 4 funds, which are estimated to be $4,800,000 for the 1999-2001 biennium. The total National School Lunch Program is expected to provide $22,000,000 to schools during the next biennium.

18. **GOVERNOR'S SCHOOL:**

Present Budget - $ 135,000
Exec Recommendation - $ 145,000

The Governor's School for Science and Mathematics is an intensive six-week summer residential program held on the North Dakota State University campus for 40 highly able students. Each student completing the session earns one semester credit in high school mathematics or science.

The program stresses all aspects of the students' development. Mathematics students participate in math theory, statistics, and computer laboratory courses. Science students conduct research projects with mentors who are NDSU professors; they collect and analyze data, then prepare and present research papers to their peers and faculty. Students participate in a class that addresses personal, social and community development, and attend presentations relating to technology development by NDSU faculty. A choice of fine arts activities, such as creative writing, photography, drama, music and ceramics is also offered to the students. Three weekend field trips stress the application of science and mathematics to "real world" situations and provide information on career options. In addition, activities include community efforts such as food drives, recycling projects, volunteer work for local charities, and a mini-Olympics for 30-40 persons with physical and mental disabilities. Governor School students stay at the NDSU residence halls; counselors are provided to assist them with their academic studies as well as residence living. Over nine years, 360 students from over 100 North Dakota high schools have participated in the Governor's school.

In addition to the present biennial appropriation of $135,000 of state general funds in the annual Governor's School is supported by foundation aid dollars appropriated for summer school programs. Historically the annual amount available through foundation aid varied between $18,500 to $20,300 ($462-$507 per pupil). However, the increased number of students attending summer school statewide, combined with the new legislative cap placed on the amount of foundation aid that can be expended for summer school, resulted in a $4,700 reduction in revenue for the 1996 Governor's School. The total cost of operating the Governor's School has steadily increased at the average of 4% per year since 1990.

19. **LEAD CONSORTIUM:**

Present Budget - $209,000
Exec Recommendation - $ -0-

The North Dakota LEAD (Leadership in Educational Administration) Consortium is a collaborative effort to improve schools through inservice and staff development training of school administrators and educational staff. One of the most consistent findings of educational research on successful schools is the positive effect of sound leadership on student achievement. The consortium board includes representation from the Department of Public Instruction, the State Board for Vocational Education, the universities, school administrator associations, and private sector.

The LEAD has impacted practicing and aspiring school leaders across the states they participated in LEAD Programs such as Instructional Leadership, Total Quality Management and Communication Skill Development.

The present budget includes $184,000 of general funds for LEAD operational costs. An additional $25,000 was granted for a collaborative project with Teacher Centers during the 1997-1999 biennium.

20. **TEACHER CENTER NETWORK:**

Present Budget - $200,000
Exec Recommendation - $ -0-

The ten North Dakota Teacher Centers are located in Bismarck/Mandan, Devils Lake, Dickinson, Fargo, Grand Forks, Mayville, Minot, Valley City, Wahpeton, and Williston. Each center has a full or part-time director who works with a local policy board in definition of programs.

Although each center is unique, a number of services are common to all centers: monthly newsletters to North Dakota teachers; specialized teaching materials are available & distributed; teacher-requested workshops and programs are offered to professional communities; and collaborations are facilitated among teachers, teacher education students, teacher educators, parents, administrators, state education leaders and educational service providers.

The state appropriation for Teacher Centers for the current biennium is 200,000. Each center annually receives $9,300 of state funds for operating and $500 for the teacher visitation program. Individual centers raise additional funds from dues, grants, contributions and fees for services.

The teacher center's general fund budget has remained at the same level since **1986**; however, the cost of providing services, purchasing resource materials, printing, and other operating expenses have increased due to rising costs. It is important that additional funding for teacher centers is provided to meet the increased demand for services and the increase in costs for providing the services.

21. COMBINED LEAD & TEACHER CENTER TRAINING

Present Budget -	**$ -0-**
Exec Recommendation	**$ 345,000**
Add'l Request	**$ 155,000**

The Department and the Governor's Office agree that funding for LEAD and the Teacher Centers should be combined to encourage further collaboration and efficiencies. However, DPI requests that total funding for this collaborative effort should be $500,000 or $155,000 more than the executive recommendation

22. FOLLOW-UP INFORMATION ON. NORTH DAKOTA EDUCATION & TRAINING (FINDET):

Present Budget -	**$**
Exec Recommendation	**$ 23,780**

FINDET is an interagency cooperative effort to provide comprehensive follow-up data on North Dakota education and training programs by electronically linking the various database of educational institutions and state agencies for the purpose of improving instruction and other programs. The system includes safeguards to protect the privacy and confidentiality of personal information. The follow up is on **programs, not individuals**.

FINDET is a resource for students, educators in secondary and higher education, and business. Up-to-date, comprehensive statistics on professions, degree programs and wage rates are just some of the resources made available to students in making career decisions. FINDET also provides educators with follow up on how well high school graduates are prepared for and perform in post-secondary institutions or the job market. This key information can guide decisions on improving career advising materials and makes available valuable curriculum and program planning information. FINDET can provide a link between business and education by providing data to align education and training with business and industry needs.

23. DISPLACED HOMEMAKERS:

See Explanation #16 Adult Education.

24. FEDERAL GRANTS:

Total federal funds to subrecipients estimated at $123,276,189 for the 1999-2001 biennium. Separate schedule attached.

DEPARTMENT OF PUBLIC INSTRUCTION
SPECIAL LINE ITEMS

Line Item #

30. GEOGRAPHIC EDUCATION

Present Budget **$ 50,000**
Exec Recommendation **$ 50,000**

During the current biennium $50,000 ($25,000 per year) was distributed to the North Dakota Geographic Alliance Program at Minot State University to match $50,000 per year provided by the National Geographic Society Education Foundation and another $43,087 (expected to exceed $58,000 by June 30, 1999) for geography education-related projects raised by the North Dakota Geographic Alliance Program.

The North Dakota Geographic Alliance Program, which is an alliance of approximately 1200 North Dakota teachers, is a member of the National Geographic Society Education Program national network of geographic alliances. All alliance funds are used for the development and implementation of geography education-related programs. In addition to financial support the National Geographic Society Education Program also provided significant in-kind support including support so several North Dakota teachers could attend national leadership training programs and shipments of maps and other geography publications which were distributed free to North Dakota schools and teachers.

The primary use of the funds has been to support training programs originally developed by the National Geographic Society Education Program which help teachers at all levels (K-12) to improve geography instruction. The model used includes leadership workshops where teachers are trained to design and conduct specialized geography-related workshops for other teachers. During the current biennium leaderships workshops trained 86 teachers, who in turn helped organize specialized geography related workshops and activities involving another 281 teachers (some teachers attended more than one workshop). A major emphasis during the current biennium has been to make teachers aware of national geography standards and in-classroom assessment techniques for determining whether or not students meet national standards expectations. The Alliance was also a major partner in assisting the Department of Public Instruction in the process of developing North Dakota social studies curriculum standards. Specialized geography-related workshops offered during the current biennium emphasized geography technology, how geography has influenced agriculture, geography teaching methods, integrating geography with science and mathematics, North Dakota and regional geography studies, and the geography of wind energy. Workshops were offered throughout the state and graduate credit was awarded by the University of North Dakota, Minot State University, North Dakota State University, and Jamestown College.

The state cost for continuing the Geography Education program is $50,000 for the 1999-2001 biennium. The National Geographic Society Education Foundation will support this effort with a contribution of $50,000 which will be increased to $100,000 if the North Dakota Geographic Alliance Program will commit to raising at least $50,000 more for the purpose of supporting North Dakota geography education teacher training.

31. SENDIT

Present Budget **$ 680,000**
Exec Recommendation **$ 496,669**

SENDIT, the internet support center for K-12 schools and libraries, offers opportunities for schools to access and disseminate information on the internet and provides leadership in the area of school computer networking and training/user support.

As of July 15, 1998, SENDIT delivers all internet resources via the World Wide Web offering a user-friendly interface, simplified processes and the convenience of access from any internet browser.

SENDIT provides the following areas of service:
Communication
E-mail service- e-mail accounts for each user in a school district/organization
World wide web page hosting- 25 MB of disk space
Usenet news- global newsgroups

SENDIT news- local newsgroups
E-mail lists- electronic discussion lists for schools and organizations
Internet projects- opportunities for classrooms to participate in collaborative activities
IT teleguide program- connects classrooms to IT professionals in the work force

Support
Help desk services- support for user accounts and internet software
World wide web development support-web page building assistance
Wide area networking consulting-fee based service for direct internet connections

Resources
SENDIT web page- links to valuable educational resources
SENDIT user directory- database of all SENDIT users and their e-mail addresses
Training programs- hands-on training for SENDIT educators
Newsletter- Internet information and updates
Software licensing- opportunity to purchase software at discounted prices

These core services are essential as they may not be available in some locations and/or would be cost-prohibitive. The centralized servers give K-12 users access to e-mail, a user directory, WWW page hosting and local/global discussion groups. Training programs and help desk services offer users the support they need to successfully communicate, conduct research and publish on the World Wide Web. Customized internet projects promote the involvement of classrooms in on-line activities.

Statistically, SENDIT hosts over 38,000 users who generate at least 1.2 million e-mail messages each month. The SENDIT web server hosts 80 school pages. Nearly 800 educators participate in SENDIT training programs each year. The SENDIT Help Desk receives 650 e-mail messages and 350 calls each month. Twenty-five classrooms have been involved in on-line projects the past year.

SENDIT is an interagency cooperative effort between the ND Department of Public Instruction (DPI) and the ND University System. DPI provides funding and Information Technology Services at North Dakota State University provides administration and technical support.

52. SCHOOL TRANSPORTATION DATA ENVELOPMENT

Present Budget	**$ 50,000**
Exec Recommendation	**$ -0-**
Add'l Request	**$ 105,000**

School districts in North Dakota are facing a crisis driven by declining enrollments. Demographic studies clearly indicate that factors such as reduced birth rates and migration to the larger cities as well as from the state are producing these declines. This trend results in the need for large numbers of districts to enter into planning processes aimed at identifying promising solutions that will ensure a high quality education for the children they serve. Under the proposed project, computer software and analytical procedures would be developed to help in establishing these solutions

Since the 1997 legislative session, the SCHOOLMAPS software system for mapping of North Dakota school districts and associated reporting of their characteristics has been undergoing expansion to incorporate significant new capabilities. The new capabilities are focused on providing procedures for assessing efficiencies of operation that are achievable by school districts, particularly in transportation. Achievable efficiency in various school operations depends on many factors, but student enrollment level always plays a central role. In transportation, some of the other more important factors that drive efficiency include the geographical distribution students within the districts, locations and conditions of roads, location of school plants, and school district size and shape.

Under the proposed project, at a cost of $105,000 the following activities would be carried out:

1. Re-hosting of the Schoolmaps system to the World Wide Web, making it possible for school districts throughout the state to carry out analysis that support their own planning processes. This rehosting would also make it much easier to widely disseminate and support the releasing of current versions of the Schoolmaps program.

2. Integrate the Schoolmaps system with the locational capabilities of the 911 emergency telephone system, leading to the capability of knowing where students live geographically. This is helpful in the development of spatial analysis aimed at identifying promising areas in which districts could combine or expand, with resultant gains in efficiency and viability.

3. Integrate the Schoolmaps system with the statewide Geographical Information System (GIS) road network database under development by the State Department of Transportation. This is useful in analyses aimed at identifying possibilities for school

district combinations, as well as determining areas of the state that are isolated in terms of access.

4. Improve the Date Envelopment Analysis (DEA) capability that has been developed within Schoolmaps, primarily through experimental work, consultation with experts throughout the state, and validation of the relative importance key factors in achieving efficient operations. Thus, the DEA approach can mature into a tool that is easy to use and of unquestioned validity. This will help provide a solid set of inputs that will be beneficial in planning for school district reorganizations in the future.

33. NATIONAL TEACHER CERTIFICATION

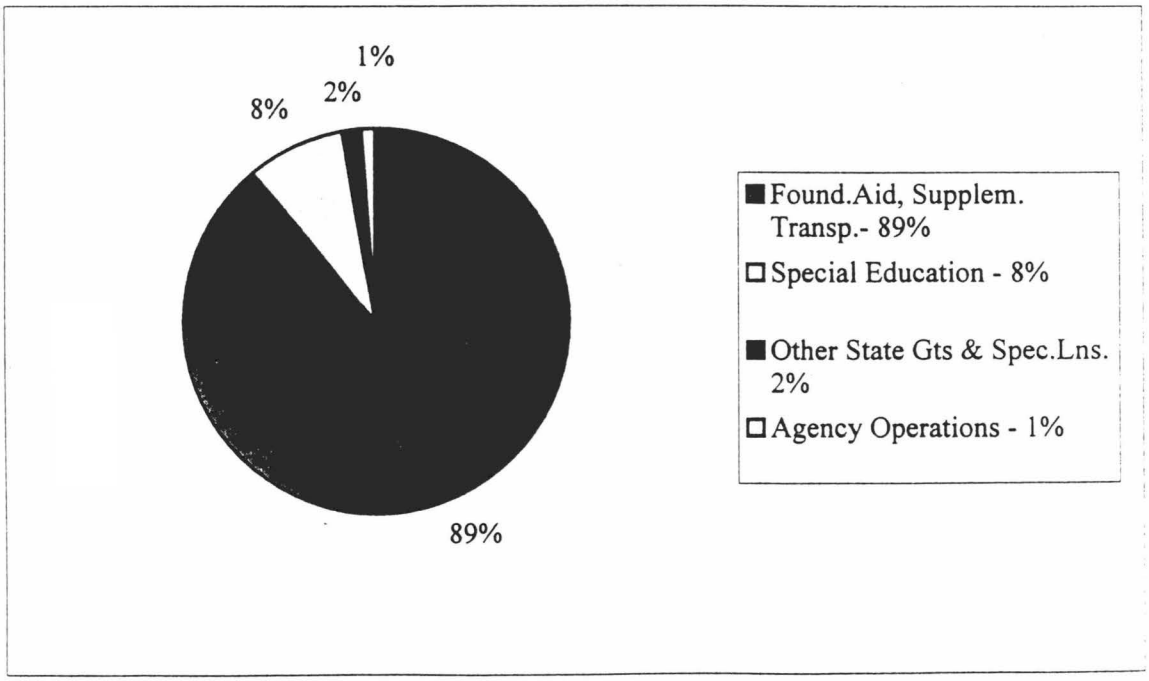
Present Budget **$ -0-**
Exec Recommendation $ 398,000

Education Standards & Practice Board (ESPB) will present separate information.

DEPARTMENT OF PUBLIC INSTRUCTION
SB 2013 - EXECUTIVE RECOMMENDATION
AGENCY OPERATIONS

	DEPARTMENT OF PUBLIC INSTRUCTION	INDEPENDENT STUDY	TOTAL	PERCENT
FTE				
SALARY & WAGE	$8,537,170	$3,288,483	$11,825,653	
State	$3,203,509	$660,970	$3,864,479	61.6%
Federal	$5,329,302	$49,080	$5,378,382	
Other	$4,359	$2,578,433	$2,582,792	
OPERATING	$8,603,893	$1,853,139	$10,457,032	
State	$1,957,403	$298,119	$2,255,522	36.0%
Federal	$6,306,617	$10,123	$6,316,740	
Other	$339,873	$1,544,897	$1,884,770	
EQUIPMENT	$429,036	$162,000	$591,036	
State	$146,817	$4,600	$151,417	2.4%
Federal	$282,219		$282,219	
Other	$0	$157,400	$157,400	
TOTAL	**$17,570,099**	**$5,303,622**	**$22,873,721**	100.0%
State	**$5,307,729**	**$963,689**	**$6,271,418**	27.4%
Federal	**$11,918,138**	**$59,203**	**$11,977,341**	52.4%
Other	**$344,232**	**$4,280,730**	**$4,624,962**	20.2%

TOTAL GENERAL FUND-EXECUTIVE RECOMMENDATION



DEPARTMENT OF PUBLIC INSTRUCTION

Executive Recommendation
Increased General Fund - Agency Operations
1999 - 2001

Description	Amount
1. Compensation Package – Salary Increases	**201,686**
2. Equity Salary Increases for Information Management Staff The demand for skilled Information Technology (IT) personnel continues to increase on a worldwide basis. As the demand grows, it is becoming increasingly difficult to retain quality IT personnel. As experienced by the department, new employees are demanding higher salaries, which must then be matched by equity increases to retain existing personnel. This phenomenon exists throughout state government as each state agency struggles to attract and retain personnel. As reliance on technology within the Department of Public Instruction continues to grow, it is imperative that measures are taken to retain quality personnel. If staff leave because of salary concerns, it is likely their replacement will be hired at their same salary. Additionally, the department must then incur the cost of training the replacement. The department does not want to lose the expertise that employees have gained while employed with the department. Since March 1997 the department has lost employees in the following six positions resulting in a 55% turnover rate for the period. **Classification** / **Position Number** / **Date Left Dept** Programmer Analyst / 2013816 / Mar-97 MIS Director / 2012300 / Aug-97 Information Processing Specialist / 2013308 / Aug-97 Data Processing Coordinator / 2013813 / Nov-97 Research Analyst / 2013814 / Jun-98 Data Processing Coordinator / 2013813 / Aug-98 As a result, the department requests additional salary monies to provide equity increase for those personnel whose technical skills are most in demand: **Position** / **Classification** / **Position** / **Classification** 2013829 / Programmer Analyst II / 2013813 / DP Coordinator III 2013814 / Research Analyst III / 2013816 / Programmer Analyst II 2012300 / Information System Administrator II / 2012200 / Senior Programmer Analyst The cost of the salary adjustment is $62,040 in salaries, $10,404 fringe benefits for a total of $72,444	**72,444**
3. North Central Association Request is made for $42,950 to continue services to North Dakota schools by the North Central Association of College and Schools (NCA). The continuation of the state NCA contractual services is critical to the member school districts representing approximately one half (50%) of all students in North Dakota K-12 schools. NCA provides school improvement and accreditation field staff services vitally important to providing quality education in our schools. The present budget includes $25,500 of general funds specifically budgeted for one year of services by NCA. The executive recommendation for the present budget included $50,000 for NCA services. However, in order to sustain reductions made to the department's budget during the last legislative session, the decision was made to terminate the contract for the 2nd year of the present biennium to make up $25,500 of the $125,000 legislative budget reduction.	**42,950**

Description	Amount
The decision to end state level support for NCA services was strongly criticized by school district administrators. They argued that the NCA school improvement services were all that is available since the department no longer has adequate staff to assist them with school improvement planning. Additionally, districts were unhappy that the cost of the NCA services would now shift from the department to school districts. Administrators also asserted that school improvement and accreditation functions are state level functions that should be funded by the department. In response to school administrator concerns, the department continued the NCA contract through the present biennium by reducing other areas of the budget which will have to be reinstated next biennium. NCA has informed us that the annual contract will increase from $25,500 to $34,225 (additional clerical assistance) for next biennium. Thus, the budget change includes $17,450 for the increase in contractual fees and $25,500 to sustain a two-year contract for a total request of $42,950.	
4. Testing National Assessment of Education Progress (NAEP) National Assessment of Educational Progress (NAEP) is a congressionally mandated project of the U.S. Department of Education National Center for Education Statistics (NCES). NAEP has been involved with assessment since 1969. However, only since 1990 have assessments been designed to provide individual state results. In 1988 Congress created the National Assessment Governing Board (NAGB) to formulate policy guidelines for NAEP. The board is responsible for selecting the subject areas to be assessed which may include adding to those specified by Congress, identifying appropriate achievement goals for each age and grade developing assessment objectives, developing test specifications and other design and assessment methodology. NAEP provides us with state average scores and additional information that is used to attract new business to North Dakota. Some of the most commonly used comparative data are as follows: A. North Dakota's average score compared to other states B. North Dakota's average score compared to the United States C. North Dakota compared to other countries such as the Third International Mathematics and Science Study (TIMSS) D. Percent of parents of 8th grade students who had at least one parent graduate from college. (North Dakota has had the highest percentage in this area in the 3 years that North Dakota's 8th grade students were participating in NAEP). NAEP provides us with educational research data that cannot otherwise be accessed such as: A. The number of years of teaching experience to student achievement. B. The number of types of reading material in the home and how it relates to student achievement. C. The educational level of the teacher related to student achievement. D. Student absences from school and how it relates to student achievement. E. Rural or urban parts of North Dakota related to student achievement, etc. There is a federal requirement (Title IV National Education Statistic, Section 408) that the expenses associated with the implementation of NAEP be paid from non federal sources. The costs are estimated to be $260,000 for the biennium to include: Staff or Consultant Costs (including clerical) $ 100,00 Computer and related costs $ 4,000 Travel $ 8.000 Office cost $ 8,000 Office & Workshop expenses $ 9,000 Payment to school districts for attending NAEP training $ 31,000 Total $160,000 A $.10 per student stipend to school districts for an incentive to participate ($100.00 minimum per school) $100,000 $260,000	260,000

Description	Amount
5. Continued CTBS Testing This is a proposed budget for the continuation of the present testing program. This includes continuation of using norm-referenced standardized achievement tests and the companion group ability tests. These tests are the TerraNova, also know as the Comprehensive Tests of Basic Skills, fifth edition (CTBS/5), and the Test of Cognitive Skills, second edition (TCS/2). The requested budget for the 1999-2001 biennium includes: Testing Costs Only $ 410,000 State-wide Workshops $ 40,000 Total $ 450,000 The present budget includes $380,000 of general funds for testing costs. This amount is expected to change to $410,000 or increase by $30,000 for the 1999-2001 biennium. Historically, Department of Education Title VI funds have been used to sponsor the statewide training workshops for the testing program. However, Title VI funds for statewide efforts such as testing have been considerably reduced in recent years. Thus, request is made for an additional $40,000 state funds to cover the expense of training local school district personnel in conducting the tests and properly assessing test results. The total request for this optional adjustment is $70,000.	70,000
6. K-12 Distance Ed This project would develop grades K - 4 distance education courses through the Division of Independent Study. These courses would be offered in both print-based and web-based formats and available either as materials-only or with teaching services. Courses would be developed in the following subject areas: English/Language Arts, Mathematics, Social Studies, Science, Physical Education, Health, Music, and Art. Presently the division offers grades 5 -12 printed-based and web-based distance education courses, but doesn't have the resources to develop K - 4 courses. The K - 4 courses would serve the following purposes: 1. Provide the 1,000 plus North Dakota home educated students with the option of being taught with K - 12 quality, accredited distance education courses. The division of Independent Study provides state-approved, regionally accredited courses as an alternative to religious, proprietary, and often unaccredited distance education courses. The division's curriculum is approved by the Department of Public Instruction and the State Board of Public School Education and is regionally accredited through the North Central Association of Colleges and Schools. 2. This would give those North Dakota schools that do not have the time and resources to develop their own curriculum material, the option of purchasing courses through the division. 3. Provide grades K - 4 summer school opportunities to students in school districts that do not offer summer school.	120,000
7. National Writing Project Presently the Department of Public Instruction annually provides $10,000 of general funds to match $14,000 of federal funds (registration fees and in-kind services are used to match the additional $4,000) to conduct the Northern Plains Writing Project. The project helps educators learn more about teaching language arts across grade levels and the curriculum. The Northern Plains Writing Project benefits more than 340 educators annually through its summer institute and subsequent mentoring program. Once teachers participate in the Invitational Summer Institute they are required to facilitate two inservices to other teachers during the next academic year. Continued. Federal dollars for this program will increase from $14,000 to $18,000 a year. However, there continues to be a dollar-for-dollar match. Request is made to increase the present general fund	8,000

Description	Amount
match of $10,000 to $14,000 per year or a biennium increase of $8,000. The additional match will continue to be met through registration fees and in-kind services. The additional $8,000 of general fund, which generates another $8,000 of federal funds will: A. Expand the Invitational Summer Institute from Minot to Bismarck and Fargo in 1999; which would begin a regular rotation of the institute to communities across the state; B. Develop and sponsor additional short workshops in more communities each summer; C. Revive the Language Arts Festival which historically included more than 2,500 students; D. Support a speaker bureau for teacher/consultants who would like to present training to other educators.	
Sub Total	775,080

Department of Public Instruction

1999-2001 Employee Positions

Program Unit	Present Gen. Fund FTE	Present Fed. Fund FTE	Present Other Fund FTE	Request Fed./Other FTE	Total FTE
School District Support Services					
Superintendent & General Management	9.00	4.75		.50	14.25
Management Information Systems	5.50	5.50			11.00
Child Nutrition & Food Distribution	1.00	12.50			13.50
School Finance & Organization	3.00				3.00
Instructional Support Services					
School Approval & Accreditation	7.25				7.25
Guidance & Testing Services	1.50	.50			2.00
School Improvement	2.25	5.75			8.00
Federal Title Programs		11.25			11.25
Adult Education	.65	1.35			2.00
Indian & Bilingual Education	1.50	1.25			2.75
Special Education	2.00	20.25			22.25
Division of Independent Study					
Division of Independent Study	8.00	.40	30.30	2.00	40.70
TOTAL EXECUTIVE RECOMMENDATION	41.65	63.50	30.30	2.50	137.95

THE DIVISION OF INDEPENDENT STUDY

Robert Stone, Jr., Director

The Division of Independent Study is one of the six divisions of the Department of Public Instruction. It houses three units: the Independent Study Center, the Learning Resource Center, and the Curriculum Leadership and Improvement Unit.

The mission of the Division of Independent Study is to provide personalized distance learning services and educational resources. Based on its strategic plan the division's goals are:

1. To offer quality distance education courses in printed-based and Web-based formats.
2. To provide an online core curriculum on the World Wide Web, which will encompass all the courses, required for high school graduation by the year 2000.
3. To expand course offerings to the K - 4 grade levels.
4. To develop courses based on the State's content standards.
5. To expand the division's share of the K - 12 distance education global market.
6. To develop the State Frameworks and Content Standards for major subject areas.
7. To provide curriculum assistance to schools.
8. To serve as a resource bank and information clearinghouse to meet the needs of all learners.
9. To improve communication and cooperative efforts with other state agencies to better utilize resources and prevent duplication of services.
10. To model exemplary programs such as Close Up.

Independent Study Center

The Division of Independent Study was established in 1935 by the North Dakota Legislature Assembly to provide distance education courses for students in grades K - 12 and adults. The division is regionally accredited through the North Central Association of Colleges and Schools and is a member of the Independent Study Division of the University Continuing Education Association (UCEA). The division is the sixth largest of the 29 UCEA member high schools.

During the present biennium, fees per 1/2 credit course have increased $36 for residents and $38 for non-residents. This is the largest dollar increase in fees in the division's history. The tuition fee has increased from $40 to $61 for residents and from $50 to $73 for nonresidents. The handling fee has increased from $10 to $20, and the study guide fee from $25 to $30. Although enrollments for this year are projected to remain stable, they would certainly decline if another dramatic fee increase were required next biennium.

Services of the Independent Study Center:

Elementary, Middle, and High School Distance Education Courses:

The division offers 173 one-semester grades 5 - 12 distance education courses. Enrollments have increased from 3,556 in 1987-88 to 9,638 in 1997-98. During this same period, the number of students has increased from 2,919 to 5,870. The number of lessons evaluated by instructors has increased from 45,484 in 1987-88 to 108,571 in 1997-98.

During 1997 - 98, students were enrolled from 49 states, Washington, D.C., and 35 foreign countries. Students from 166 of the 198 North Dakota High Schools were enrolled. In 1998 eighty-three students graduated from the division.

Education revenue has increased from $429,184 in 1987-88 to $1,444,842 in 1997-98.

The Division offers its courses to students via two delivery systems:

1. The traditional print-based correspondence course whereby the student completes written work and mails, faxes or e-mails it to the Independent Study Center for evaluation by division instructors. The work is then mailed, faxed, or e-mailed back to the student. The student has a local supervisor who administers and mails all test work to the division.

2. Online courses available over the World Wide Web allow students to complete their work from a personal computer. Presently thirty-eight one semester courses are available. Online course enrollments increased from 2 in 1995-96 to 136 during 1997-98. The Division's Worldwide Web address is: http://www.dis.dpi.state.nd.us

The Division is involved in three new distance education initiatives:

1. The Division is piloting the use of videophones whereby division instructors communicate weekly with students in Computer Applications classes in Montpelier and Dakota Prairie High Schools and with students in first and second year Spanish classes at Dakota Prairie High School.

2. The division in cooperation with North Dakota State University's Department of Continuing Education is offering students the opportunity to earn dual credit in four online university courses: Math 101 - Intermediate Algebra, Engineering 196 - A Social History of Western Technology, Computer 146 - Business Uses of Computers, and Computer 147 -Microcomputer Packages.

3. The Division in cooperation with the Center for Innovation and Instruction (CII) is developing online course material for fourth Grade North Dakota Studies which will be available to teachers in September 1999.

Purchase of Materials - Only and WWW Site Licenses

Schools may purchase curriculum supplies listed in the division's Course Catalog. In addition, schools may purchase site licenses to the online courses. Keys for study guides, unit tests, and final examinations may also be purchased by schools. Materials-Only sales for 1997 - 98 totaled9,070.

The North Dakota Learning Resource Center

The North Dakota Learning Resource Center augments schools' resources for developing the potential of students. The Resource Center provides books, CD ROMS, computer software, curriculum kits, inservice/training, consultants, films, manipulative aids, pamphlets, student programs, videotapes, and videodiscs.

Looking at future educational needs, the division has completed an internal assessment of the educational video tape rental operation. With declining rentals and the availability of other multi-media resources, it is not fiscally responsible to continue these rentals. This service will end on July 1, 1999. At that time the rental videotapes will be transferred to the State Library where they will be available to North Dakota schools on a loan basis. The services that will remain at the Learning Resource Center will be those which meet an educational need and which are self-supporting.

Services of the Learning Resource Center:

Educational Video Distribution:

The Learning Resource Center distributes videotapes for Vocational Technical Education, DPI Special Education, and DPI Food and Nutrition. The centers also offers videotape editing, cleaning, and duplication; and 16mm and super 8mm film transfer to video tape services.

Educational Resource Materials:

Curriculum materials, in-service and library resources are provided to teachers, administrators, and parents. This includes the former gifted and talented resources.

Curriculum Kits:

Kits on curriculum topics such as developing content standards are available for loan to schools.

Southeast Regional Close-Up:

The Resource Center sponsors the annual Southeast Regional Close Up which is committed to developing new and better ways for young people, teachers, and citizens of all ages to gain a practical understanding of how public policy affects their lives and how they can affect public policy.

Nonmandated Tests:
Schools may purchase nonmandated CTBS/5, Multiple Assessment and TCS testing materials from the Learning Resource Center in the exact number needed.

The Curriculum Leadership and Improvement Unit

The Curriculum Leadership and Improvement unit provides technical assistance to schools in curriculum related areas.

Services of the Curriculum Leadership and Improvement Unit:

Content Standards and Curriculum Frameworks:
This unit has the lead in the development of North Dakota's content standards and curriculum frameworks.

Liaison Roles:
The director serves in an advisory liaison role with the North Dakota Teacher Centers and represents the Department of Public Instruction on curriculum advisory boards and the Prairie Public Curriculum Advisory Committee.

Awards and Fellowships:
The Presidential Awards for Excellence in Science and Mathematics Teaching, the National Youth Science/Math Summer Fellowship Program Awards, and the Christa McAuliffe Fellowship Awards are coordinated through this office.

Textbook Bonding:
This unit is also responsible for textbook bonding.

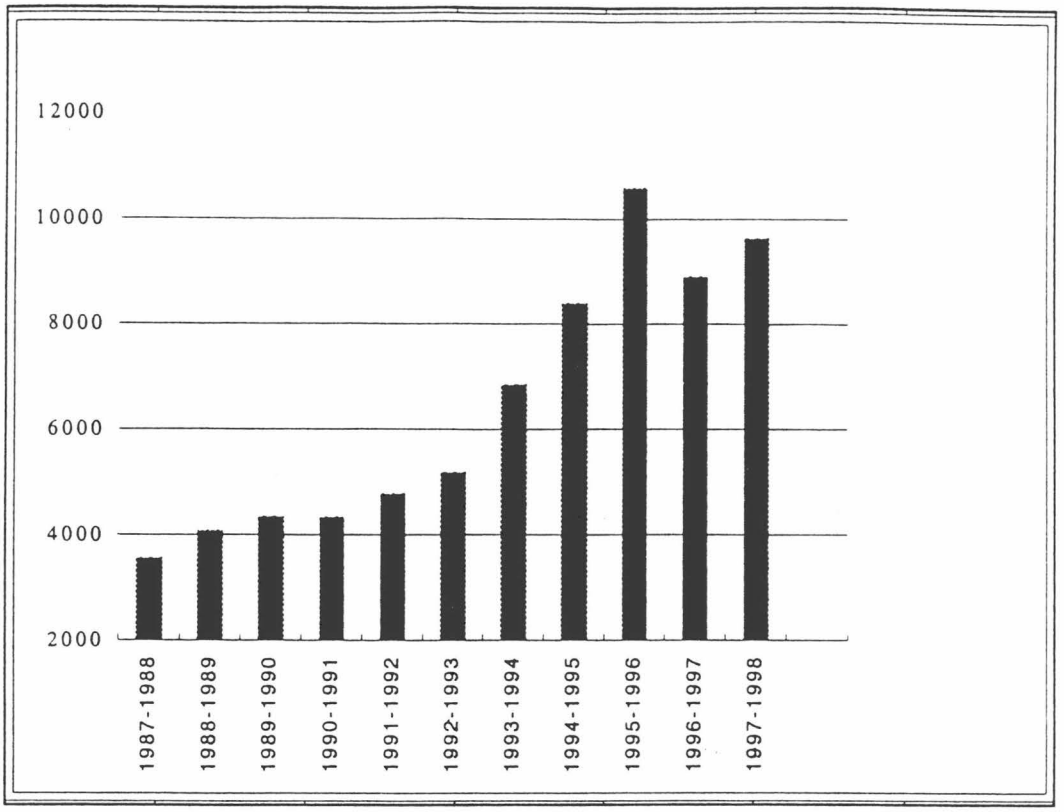
The 1999 - 2001 Budget Request:

The Division's 1999 - 2001 budget request is for $5,402,622. It includes a 2.00 FTE increase. 1.0 FTE is for a Teacher I to teach fifth grade. The other 1.0 FTE is for a Computer Programmer II to work with World Wide Web projects.

In addition, $120,000 is requested to develop printed-based and web-based grades K - 4 courses. The courses would be available as Materials-Only or with teaching services. These would provide state-approved, regionally accredited courses and teaching services to home-educated students. This would also give those North Dakota schools, without the time and resources to develop their own curriculum material, the option of purchasing courses through the division. In addition, it would also provide summer school opportunities to students.

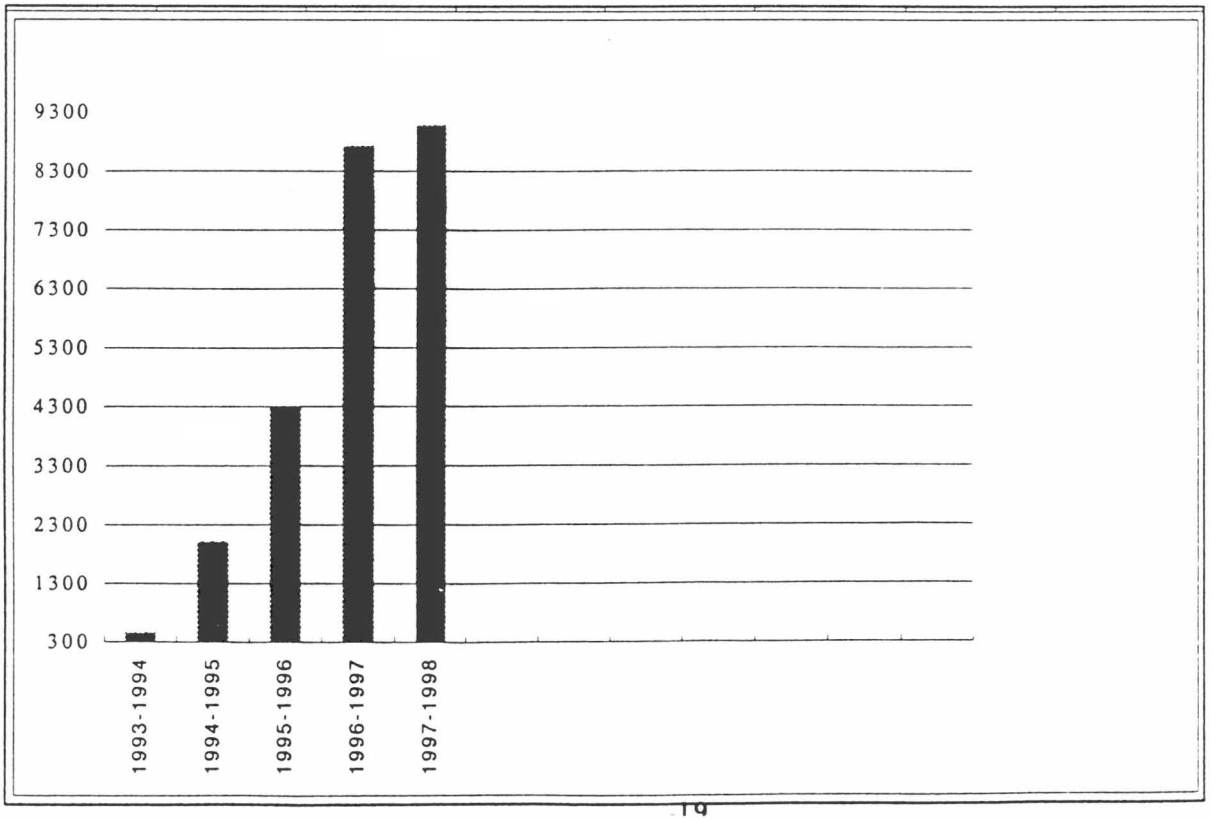
COURSE ENROLLMENTS

Division of Independent Study
1987-1998



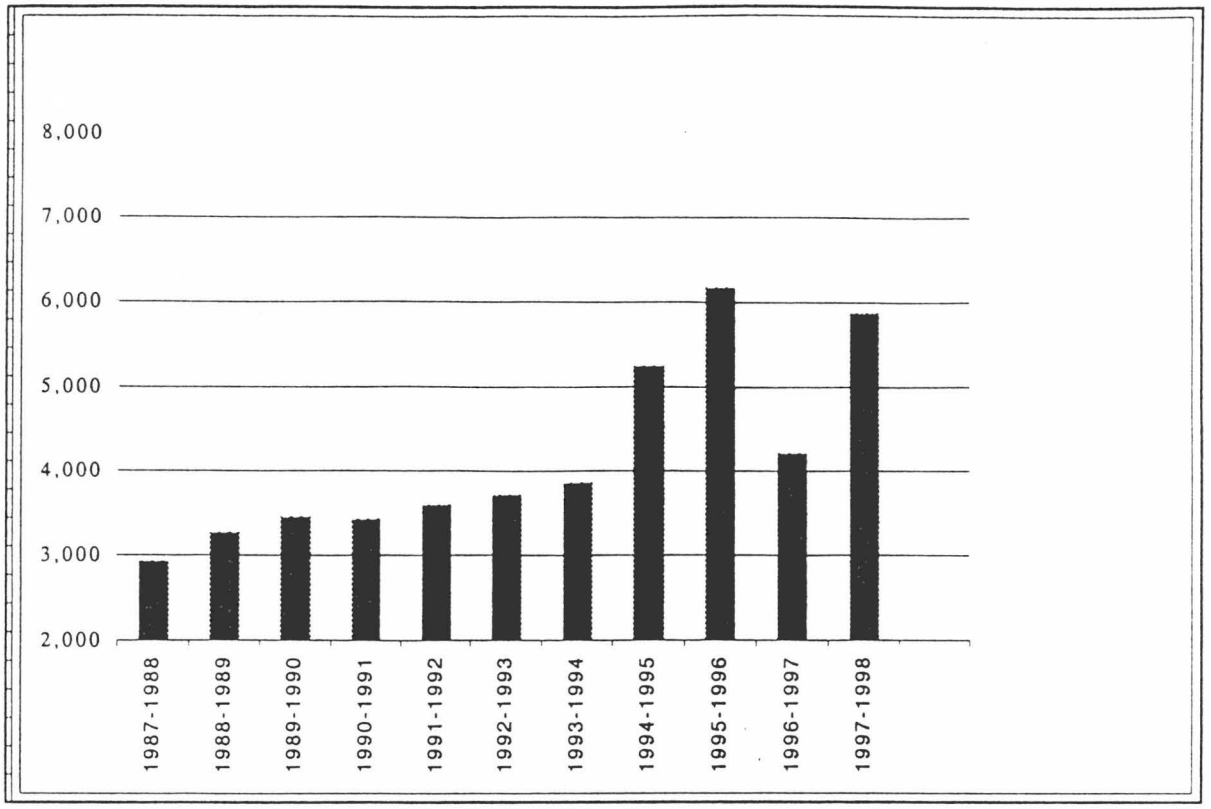
MATERIALS-ONLY

Division of Independent Study
1993-1998



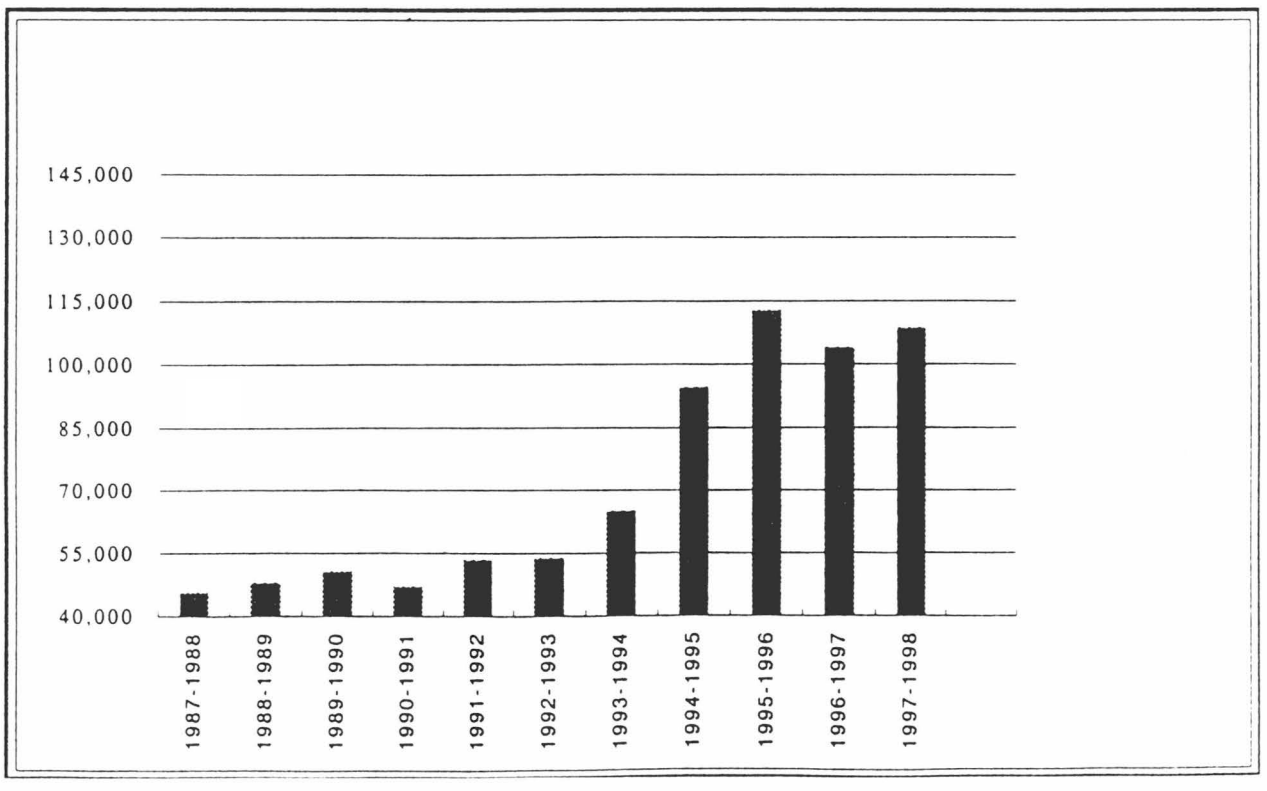
STUDENT ENROLLMENTS

Division of Independent Study
1987-1998

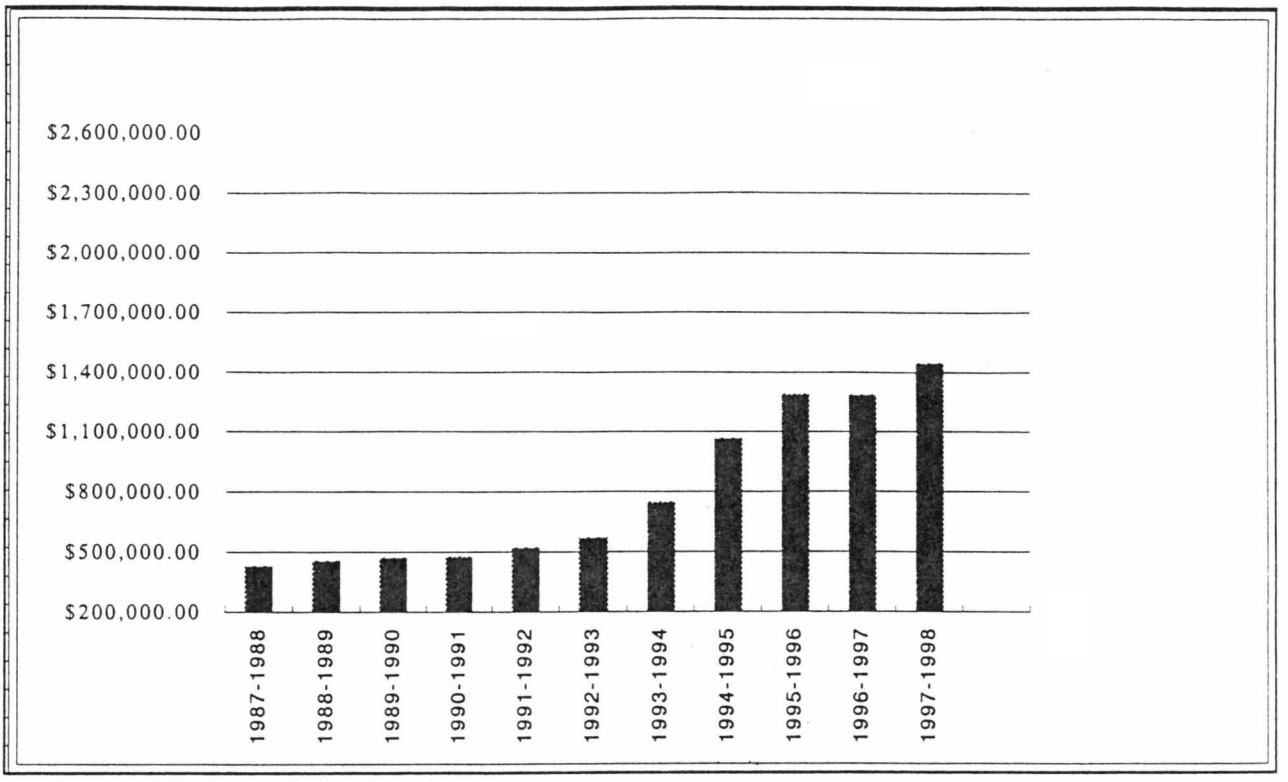


LESSON COUNTS

Division of Independent Study
1987-1998



Division of Independent Study
1987-1998



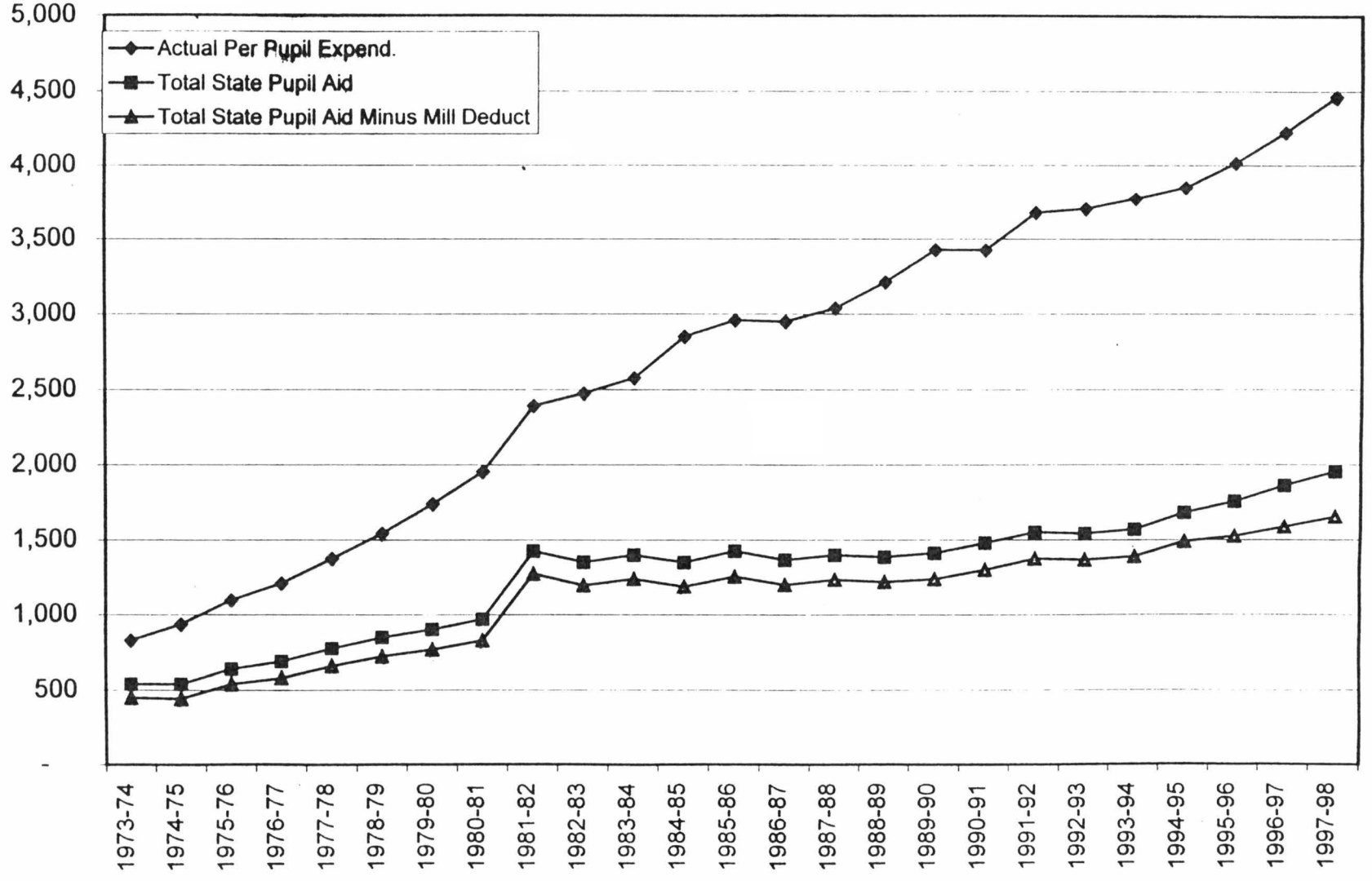
Foundation Aid – Increasing the States Share of the Cost

Tom Decker, Director, School Finance and Organization

Foundation aid for elementary and secondary schools over the past several years has continued to decline as a percentage of the total cost of education. As the attached graph and data table indicate, state aid has dropped from 44 percent of the total cost of education in 94-95 to 42 percent in 97-98 the most recent year for which data is available. Given the trend of relatively steeply rising cost per student state foundation aid will continue to decline as a percent of the total cost of education unless significantly more state aid is pumped into the program than is currently proposed.

The net affect for school districts is continuing upward pressure on property tax rates. Increasing property taxes to support a growing share of the total cost of education magnifies existing funding equity problems across the state. This increasing dependence upon property taxes to fund elementary and secondary education is raising the amount of concern about and resistance to property taxes as well as increasing the probability of a challenge to the states education funding system because of growing inequities. The legislature should seriously consider increasing the appropriation for foundation aid over the executive budget request and making a commitment to reaching at least 60 percent state funding of elementary and secondary education over the course of the next several bienniums.

State Participation in the Cost of Education



Historical Per Pupil Expenditure, Pupil Payment, Tuition Apportionment and Mill Deduct Data

School Year	Actual Per Pupil Expenditures	Statutory Per Pupil Payment	Actual Per Pupil Payment	Tuition Apportionment	Actual Per Pupil Payment and Tuition Apportionment	Local Share Mill Levy Deduct	Taxable Valuation	ADM	Mill Deduct/ ADM	Net Per Pupil and Tuition Apport. Pmt	Net Percent from Pupil and Tuition Apport.
1973-74	831	540	540	31	571	0.020	658,235,947	138,076	(92)	479	58%
1974-75	938	540	540	42	582	0.020	671,209,499	133,625	(99)	483	52%
1975-76	1,097	640	640	38	678	0.020	714,225,794	132,737	(101)	577	53%
1976-77	1,212	690	690	47	737	0.020	735,673,642	130,121	(110)	627	52%
1977-78	1,376	775	775	47	822	0.020	775,281,443	126,254	(117)	705	51%
1978-79	1,544	850	850	53	903	0.020	803,767,456	122,126	(127)	776	50%
1979-80	1,741	903	903	80	983	0.020	830,442,532	118,574	(136)	847	49%
1980-81	1,957	970	970	106	1,076	0.020	869,904,028	117,313	(142)	934	48%
1981-82	2,392	1,425	1,425	98	1,523	0.020	917,920,637	117,185	(148)	1,375	57%
1982-83	2,477	1,591	1,353	158	1,511	0.020	938,686,969	117,320	(156)	1,355	55%
1983-84	2,577	1,400	1,400	176	1,576	0.020	951,779,114	117,444	(160)	1,416	55%
1984-85	2,851	1,350	1,350	202	1,552	0.020	998,380,663	118,090	(161)	1,391	49%
1985-86	2,960	1,425	1,425	209	1,634	0.020	980,108,754	118,024	(169)	1,465	49%
1986-87	2,949	1,455	1,367	216	1,583	0.020	976,761,047	117,981	(166)	1,417	48%
1987-88	3,041	1,400	1,400	215	1,615	0.020	973,962,097	118,376	(165)	1,450	48%
1988-89	3,213	1,412	1,385	206	1,591	0.020	962,760,380	118,536	(164)	1,427	44%
1989-90	3,427	1,525	1,411	199	1,610	0.021	959,536,307	118,097	(171)	1,439	42%
1990-91	3,425	1,545	1,480	198	1,678	0.022	956,278,185	118,883	(178)	1,500	44%
1991-92	3,676	1,552	1,552	197	1,749	0.022	943,144,462	119,509	(176)	1,573	43%
1992-93	3,701	1,608	1,542	198	1,740	0.022	941,390,009	119,955	(173)	1,567	42%
1993-94	3,772	1,570	1,570	198	1,768	0.023	958,547,588	120,411	(180)	1,588	42%
1994-95	3,850	1,636	1,682	198	1,880	0.024	995,155,293	120,440	(191)	1,689	44%
1995-96	4,016	1,757	1,757	207	1,964	0.028	1,030,810,153	120,538	(231)	1,732	43%
1996-97	4,223	1,862	1,862	209	2,071	0.032	1,107,165,252	119,895	(275)	1,796	43%
1997-98	4,464	1,954	1,954	216	2,170	0.032	1,148,999,564	118,190	(300)	1,870	42%
1998-99		2,032	2,032	220		0.032	1,189,838,388				

State School Aid

Jerry Coleman, Assistant Director, School Finance and Organization

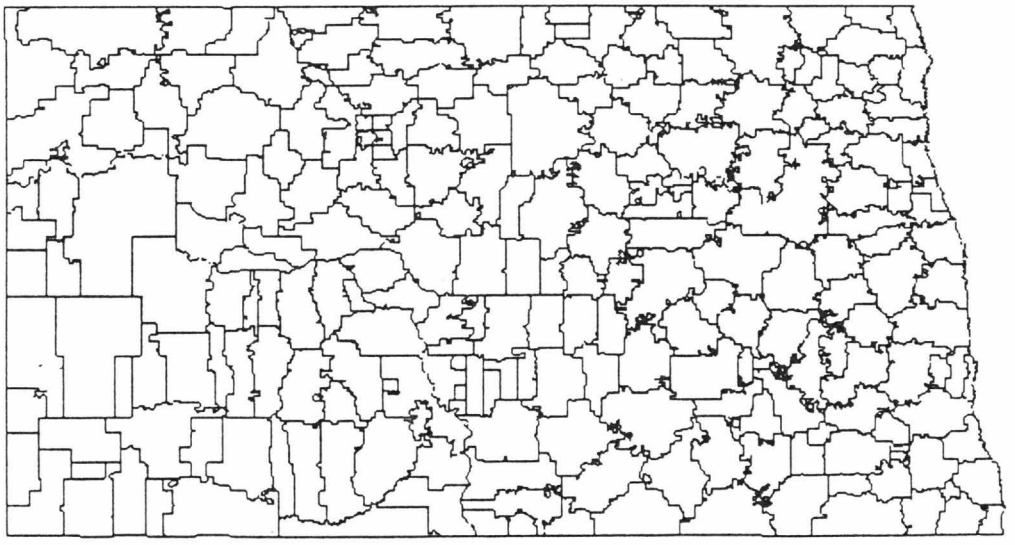
The purpose of the foundation aid system is to provide a level of financial support for elementary and secondary education programs from state funds based on the educational cost per student. The educational cost per student data is defined at NDCC 15-40.1. This cost includes regular programs, special education programs, vocational programs, federal programs and undistributed district-wide expenses. Expenditures not included are extracurricular activities, transportation, capital costs, debt service, tuition and assessments and food services.

Educational support per student is established by the legislature. The base payment amount is set at $1,954 for 1997-98 and $2,032 for 1998-99.

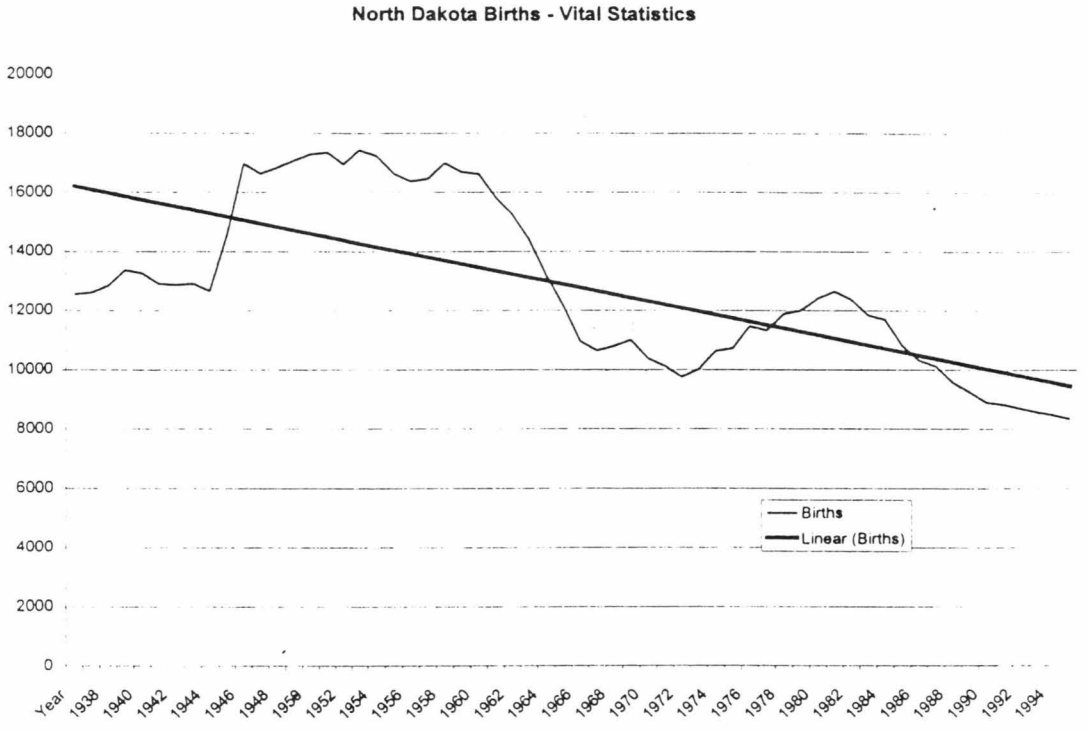
Presently there are 231 public school districts in North Dakota. In 1985, there were 311 public school districts. The following table lists school districts by type. A high school district offers grades K-12. Elementary districts may offer grades through eight. One room rural districts have only one or two teachers for grades through eight. The two nonoperating districts are the air force bases at Minot and Grand Forks..

High School Districts	180
Elementary Districts	39
One Room Rural Districts	10
Nonoperating districts	2
Total North Dakota School Districts	231

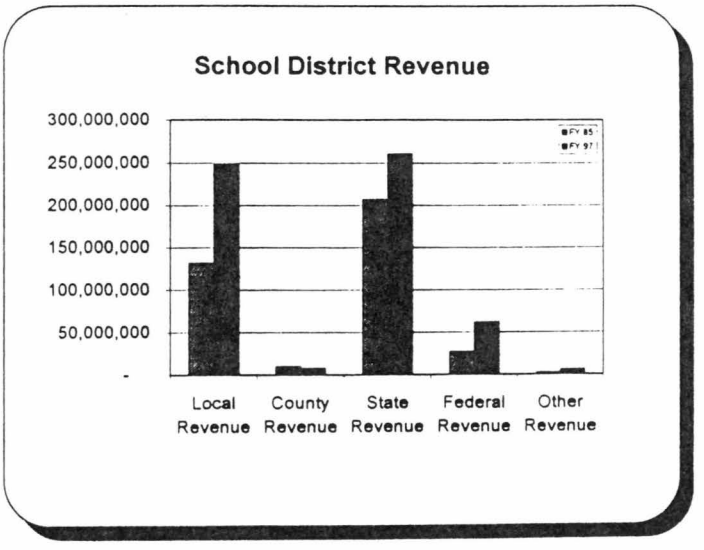
North Dakota School Districts 1997-98



Public enrollment remained relatively stable from 1985-86 through 1995-96. However, beginning in 1996-97, a dramatic decline in school age children is occurring. 1996-97 had 749 fewer public school students than 1995-96. 1997-98 had 1,713 fewer public school students than 1996-97. In 1998-99 enrollments dropped another 2,174 students. These declines will continue. Birth rates have dropped steadily since 1982 and the outmigration from our rural areas continues. At present birth rates, today's public school population of 113,929 K-12 students will decrease to 94,650 in the year 2011.



School districts fund their programs and services through local, county, state, and federal. In 1985, local sources provided approximately 35% of the total funding available for schools. In 1997 the local contribution rose to approximately 42% district revenue sources.



The table below was compiled from Department of Public Instruction enrollment, census, average daily membership, taxable valuation, mill levies, revenue and expenditure data. It provides state level information for the past five years with 1985 presented as a base year.

School Finance Facts at a Glance[1]						
Data	*FY 85*	*FY 94*	*FY 95*	*FY 96*	*FY 97*	*FY 98*
K Enrollment	10,081	8,677	8,591	8,304	8,177	7,917
1-6 Enrollment	55,256	54,547	53,578	52,580	51,241	49,957
7-8 Enrollment	17,760	19,556	19,629	19,255	18,740	18,318
9-12 Enrollment	34,868	35,869	36,767	37,677	37,945	37,737
Total K-12 Enrollment	117,965	118,649	118,565	117,816	116,103	113,929
6-17 Census	121,398	121,051	120,966	120,965	121,708	121,708
PK-12 Avg Daily Membership	118,090	120,411	120,440	120,538	119,895	117,996
Taxable Valuation	980,108,754	995,153,293	1,033,796,645	1,107,165,252	1,148,999,564	1,189,838,388
Taxable Valuation Per Pupil	8,073	8,221	8,546	9,153	9,441	9,776
General Fund Levy	83	186	190	187	188	189
Total Levy	134	211	215	206	214	216
Local Revenue	131,844,516	212,006,654	219,938,170	235,159,404	248,438,314	263,560,983
County Revenue	10,276,620	6,623,551	6,688,209	6,980,973	8,072,343	7,204,005
State Revenue	207,103,794	233,948,663	244,200,928	254,466,423	260,649,726	274,547,973
Federal Revenue	27,326,467	52,355,399	55,086,311	55,086,440	62,039,032	69,815,960
Other Revenue	2,499,510	6,588,862	5,161,923	4,893,470	6,095,749	5,312,167
Total Revenue	379,050,907	511,523,129	531,075,541	556,586,710	585,295,164	620,441,088
Education Expenditures	336,698,340	434,730,803	443,742,524	464,283,897	485,726,641	505,245,174
Gen Fund Expenditures	381,676,223	513,243,771	527,334,861	550,448,197	579,434,909	604,707,812
Gen Fund End Balance	108,921,076	94,034,098	97,611,970	103,533,592	109,064,624	124,391,331
Cost of Ed Per Pupil (district)	2,736	3,610	3,684	3,852	4,051	4,282

[1] Source: NDDPI Finance Facts.

Basic Foundation Aid Formula

The basic foundation aid formula consists of a base pupil rate, an adjustment for cost differences based on grade levels and district size (calculated as weighted pupil units), and a deduction for minimum local effort based on district taxable valuation.

Basic Foundation Aid Formula

Part One: *Calculating gross entitlement*

	Student membership	
x	Weighting factor	
=	Weighted pupil units (WPU)	adjusts for cost differences
x	Base pupil payment	
=	Gross entitlement	

Part Two: *Deductions from foundation aid entitlements*

-	Mill deduct	adjusts for local resources
-	Other deductions	
=	Net entitlement	

Calculating weighted pupil units

The first part of the formula is concerned with the calculation of weighted pupil units. The objective is to provide additional funding to school districts based on need. This need is currently determined by district size and class category.

Weighted pupil units are calculated on prior year average daily membership (ADM) and the current year fall enrollment. The higher weighted units are used as the basis for foundation aid payments. The following describes some of the common terms and conditions associated with calculating weighted pupil units.

Average daily membership

Average daily membership (ADM) is education language for full time equivalent. ADM is based on a 180 day year. As an example, if a student was a member of a district for 90 days, ADM would be 90/180 or .50. ADM includes approved holidays, NDEA days, parent teacher days and absent days and cannot exceed 1.00 ADM for an individual student (180/180 days). ADM is collected on the year end student membership reports due August 1 of each year.

Fall enrollment

Enrollment data is reported to the Department on the fall enrollment (MISO) reports in September of each year. School districts are to report the actual number of students that enrolled in their school district at the beginning of the school year. The one exception is special education students placed in other school district. In this case the resident school district reports the student as if they were actually enrolled in their school district.

School weighting factors

Weighting factors are set at a percentage of the difference between an established statutory factor and the five-year average cost factor. The five year average cost factor is the ratio of the average cost for each category divided by the statewide average cost of education for all the categories. Districts are divided into the following categories for purposes of applying weighting factors to enrollment and average daily membership. The table below shows the eleven categories of weighting factors in effect for the 1997-99 biennium.

Category	Statutory Factors	1997-98 65 % Factors	1998-99 75% Factors	1998-99 5 Yr Avg. Factors
Preschool	1.0100	1.2834	1.2924	1.3865
Kindergarten	.5000	.5522	.5720	0.5960
One-room rural (Grades 1-8)	1.2800	1.3037	1.3198	1.3331
Grades 1-6 (Less than 100)	1.0900	1.1801	1.2012	1.2383
Grades 1-6 (100-999)	.9050	.9355	.9477	0.9619
Grades 1-6 (1000 or more)	.9500	.9626	.9706	0.9775
Grades 7-8	1.0100	.9921	.9832	0.9742
Grades 9-12 (less than 75)	1.6250	1.5118	1.4905	1.4456
Grades 9-12 (75-149)	1.3350	1.2272	1.1981	1.1524
Grades 9-12 (150-549)	1.2450	1.1322	1.0917	1.0423
Grades 9-12 (550 or more)	1.1400	1.0614	1.0473	1.0164

For 1997-98, the weighting factors were adjusted to 65% of the difference between the prior statutory and the five-year average cost of education. The factors will be adjusted to 75% in 1998-99. At 100%, the weighting factors would be totally based on the most recent five year average cost of education.

Program guarantees

The funding formula allows for certain enhancements or payment guarantees. These guarantees are:

- Weighting factor categories
- Changing enrollment
- Small but necessary schools
- Cooperating or reorganized districts
- North Dakota students attending out of state

Weighting factor categories

There are three categories of elementary schools (grades one through six) and four categories of high schools (grades nine through twelve). A separate weighting factor is calculated for each of the categories. The law provides that a school district must receive at least as much in total payments for as it would have received had it had the highest number of students in the next lowest category.

For example, if a school district had average daily membership of 78 high school students, it would qualify for the second weighting factor for high school districts (75-149). The 1997-98 factor for this category is 1.2272. 78 students x 1.2272 = 95.72 weighted pupil units. If the district had only 74 students (the highest number of students in the next lowest category), weighted pupil units would be 74 students x 1.5118 = 111.87. Therefore this district would be paid based on 111.87 weighted pupil units.

In this case the school district is paid for 74 students at the next lower category, not the 78 students they actually had because it results in a higher payment. These student's are termed "off formula" and is an important reconciling item in the Department's budgeting process.

Changing enrollment
School districts are paid on the higher of their fall enrollment (wpu) or the previous year average daily membership (wpu), whichever is greater.

However in the subsequent year, the payment made is adjusted to actual average daily membership for that year, unless the previous year average daily membership is higher. This payment arrangement is designed to give districts one year to adjust to declining enrollments. It also provides money to districts with increasing enrollments (when fall enrollment is higher than the previous year average daily membership) at the time they are actually serving those students. A district's foundation aid payment basis is always at least the prior year's ADM.

Cooperating or reorganized school districts
Larger school districts, due to larger average class sizes, operate at a lower per pupil cost than smaller districts. This is reflected in the weighting factors assigned to elementary and high school districts based on district size.

In order to not discourage districts from entering into cooperative agreements for the provision of educational services or from reorganizing with other districts, the foundation aid system guarantees that pupil payments will be at least as much as they would have been had they not cooperated or reorganized. This guarantee is for a four year period for cooperating districts and six years for reorganized districts.

Small but necessary schools
In recognition of the higher cost of operating schools in isolated areas, eligible school districts receive an adjustment to their weighting factors.

Any school district with elementary enrollment of under 50 students with 15% or more of its enrollment living in an area identified as 15 or more radius miles from the next nearest elementary school are allowed an increase of 20% in their weighting factor for the first 15 students. Payment is guaranteed for 15 students.

The school district with a high school enrollment of under 35 students with 15% or more of its enrollment living in an area identified as 20 or more radius miles from the next nearest high

school are allowed an increase of 20% in there weighting factor for the first 20 students. Payment is guaranteed for 20 students.

ND students attending out-of-state schools
Foundation aid payment for students attending school in bordering states is made to the North Dakota school district they live in. The school district pays tuition to the educating school district under a reciprocal agreement in place with our bordering states, if one exists. If a reciprocol agreement does not exist, the district will negotiate the tuition amount.

The weighting factors for students attending school out of state are increased 20%. The per pupil payment for these students is made directly to the resident school district.

Deductions from foundation aid entitlements

In a given year, foundation aid payments have the following items may be deducted from the gross entitlement (WPU x Base Payment).

- Mill levy deduct
- Excess fund balance
- Non-accreditation
- School approval
- Prior year payment adjustment

Mill levy deduct - local property tax equalization
The most significant deduction is the mill levy deduct. The concept of the mill deduct is to equalize a portion of the revenue generated by local property taxes, that is effectively treat the revenue as a state source. This is accomplished by increasing the base payment rate to distribute the amount generated by the mill deduct

The mill deduct is computed by taking a district's taxable valuation times a statutory mill rate. The mill deduct adjusts the amount of foundation aid paid to a district by an amount the district can raise through property tax. At the present time, the mill deduct (32 mills) is set at about 17% of the statewide average general fund levy (189 mills in 1998-99).

In districts with a relatively high taxable valuation per pupil, a larger amount of aid is subtracted from the district's gross entitlement. Conversely, a district with a lower taxable valuation per pupil will receive a relatively higher payment. The following example illustrates this point for two districts with the same number of students but with different local tax bases.

	District A	District B
Base payment	1,862	1,862
Weighted pupil units (WPU)	250	250
Gross entitlement	$465,500	$465,500
Taxable valuation	3,500,000	2,500,000
Mill deduct rate	32 mills	32 mills
Mill deduct amount	112,000	80,000
Net foundation aid payment	353,500	385,500
Net foundation aid per WPU	1,414	1,542

Excess fund balance

This deduct limits state aid to wealthy districts that maintain large ending fund balances. The amount that the unobligated general fund balance of a school district on the preceding June 30th is in excess of 75% of the actual expenditures, plus an additional $20,000 must be subtracted from the total of tuition apportionment, foundation aid, special education aid, and transportation aid for which a school district is eligible.

Non-accreditation

School districts operating high schools that are not accredited are supported at the base payment amounts in the year they become unaccredited, but the weighting factors may not be applied. For the second year the high school remains unaccredited, the amount of aid the school district receives is reduced an additional $200 per student. A reduction of an additional $200 per student is made for each additional year the school remains unaccredited. If the school becomes accredited, the school is entitled to payments for the entire school year in which the school becomes accredited.

Foundation aid payments to school districts operating elementary schools that are not accredited are reduced $200 per student times the number of students in the school each year that the elementary school is unaccredited. As with the high schools, the school is entitled to payments for the entire school year in which the school becomes accredited.

School approval

School districts operating high schools that do not meet minimum curriculum requirements or teacher qualifications are entitled to receive only a $220 base payment per student. In order to receive payments, a school district must submit a Certificate of Compliance meeting the following standards:

- Minimum curriculum.
- Teacher certification.
- School calendar (180 day year).
- Compliance with health, fire and safety codes.

Prior year payment adjustments

While school districts are paid in the current year based on the higher of the previous year average daily membership or current fall enrollment, an adjustment is made in the following year to the higher of actual average daily membership for the year or the previous year average daily membership, whichever is greater. Districts paid on enrollment last year are always subject to adjustment. Districts paid on ADM last year are adjusted only if actual ADM for the payment year was higher.

Transportation Aid

Transportation aid is used to compensate school districts for school bus transportation. Districts may provide schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school. The following is the authorized transportation aid payment schedule.

Small vehicles (Rural)	.25 per mile
Large Vehicles (Rural)	.67 per mile
Pupil Per Day (Rural)	.40 per student
In-city miles	.25 per mile
In-city rides	.20 per ride
Family transportation	.40 per mile (one way, for each mile over two miles)

Transportation payments are capped at 90% of the current transportation operating cost plus the 8-year average cost of transportation equipment. Translated, districts are reimbursed on mileage and ridership, but the reimbursement cannot exceed 90% of their actual cost of transportation.

Transportation payment to school districts are made at the same time as the foundation aid payment. The payment is based on the prior school year transportation reports.

Other foundation aid payments

The foundation aid appropriation is also used to pay for state responsible and excess cost students, for eligible summer school programs and for district supervised home schooled students. The 1997 Legislature also provided a payment for students with limited English proficiency.

Summer School Payment

Approved high school summer school programs are eligible for foundation aid. The 1995 Legislative Assembly instituted a cap on summer school payments. The proportionate payment made during the biennium for high school summer programs may not exceed one and one-half percent of the total amount appropriated by the Legislative Assembly for foundation aid and transportation aid during the biennium.

Payments are also made for migrant summer school and extended year special education programs approved by the Department.

State responsible and excess cost students

A number of students are placed under NDCC 15-40.2 for purposes other than education. These students are typically placed in foster care homes or residential child care facilities by other government agencies such as the Division of Juvenile Services or County Social Services. The resident school district is liable for education and related costs for these students, however this liability is limited to the state average cost per day. The remainder of the cost is paid from funds appropriated for foundation aid.

In cases where there are no legal parents or both parents have left the state, the entire amount is paid from foundation aid funds.

Home-Based Instruction Supervised by District
District supervised home schooled students receive state aid at one half the base pupil payment rate. Weighting factors are applied based on district size the same as regular per pupil payments.

Out of district special education students
Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments.

Limited English Proficiency
Students assessed eligible through a standardized test must be reported to the Department by October 1 of the school year. Districts can receive up to $300 for each student. The payment is made in May.

Tuition Apportionment
Tuition apportionment money comes from the income generated from the investment of proceeds from the sale of school lands and from a portion of fines and penalties. The Land Department manages these funds for the state. The Land Department transfers income to a special fund for distribution.

Tuition apportionment payments are made out in September, November, January, March and May. It is paid based on a census of all children ages 6-17 year living in the school district. It includes both public and private students. The census is taken by the school districts, certified by the county superintendent, and reported to the Department of Public Instruction.

The census is adjusted for open enrolled students. For each open enrolled student at September 15th, one is added to the admitting district and one is subtracted from the resident district.

Supplemental Equity Payment

High school districts whose taxable valuation per student and cost of education per student are both below the statewide average are entitled to receive a supplemental payment. The sum of $3,100,000 was appropriated for supplemental payments for the 1997-99 biennium.

The formula for calculating the average valuation of property per student is as follows:
To be eligible, both of the following conditions are met:

- The high school district's educational cost per student is less than the statewide average.
- The most recent net assessed and equalized property valuation/ADM in grades 1-12 are less than the statewide average.

Supplemental payment calculation:

- Multiply the difference in taxable valuation times by ADM times the number of mills levied in excess of 150 (not to exceed 210) times 30%.

Comparison of School Funding Proposals

Senate Appropriations Hearing

January 8, 1999

	Current Funding System	DPI Proposal	Executive Recommendation
Weighting Factors (Foundation Aid)	Statutory factors adjusted by 65% toward the 5-year average for 1997-98 and 75% for 1998-99.	Statutory factors adjusted by 85% toward the 5-year average for 1999-00 and 100% for 2000-01.	Statutory factors adjusted by 85% toward the 5-year average for 1999-00 and 100% for 2000-01.
Weighting Categories (Foundation Aid)	11 categories; Pre-kindergarten, Kindergarten, Rural (Grades 1-8) 3 categories for grades 1-6, Grade 7-8, and 4 categories for grades 9-12	No proposed change	No proposed change
Method of equalization	Mill deduct set at 32 mills for 1997-98 and 1998-99.	No proposed change	No proposed change
How computed	Multiply the taxable valuation times the mill deduct. Subtracted from the total of foundation aid, transportation, tuition apportionment and special education ADM payments.	No proposed change	No proposed change
Amount of proposed additional equalization	$3.1 million	No proposed change	No proposed change
In lieu dollars	No deduct for in lieu funds received by the district.	No proposed change	No proposed change
Per Pupil Payment	Pupil payments of $1,954 for 1997-98 and $2,032 for 1998-99.	Pupil payments of $2,230 for 1999-00 and $2,369 for 2000-01.[1]	Pupil payments of $2,12 for 1999-00 and $2,221 for 2000-01.
Transportation	Payments based on $.40 per pupil transported and $.67 per mile for vehicles of capacity 10 or more. Payments based on $.25 per mile for vehicles capacity less than 10. Payments based on $.40 per one-way mile for family transportation. Payments of $.20 per in-city ride.	No proposed change	No proposed change
Tuition Apportionment	Distributed on the basis of the school census for students age 6 - 17.	Distributed on the basis of Average Daily Membership	No proposed change
Appropriation	$466,356,259 $429,587,939 for foundation aid $36,768,320 for transportation	$505,287,109 $469,287,109 for foundation aid $36,000,000 for transportation	$475,906,259 $440,020,188 for foundation aid $36,000,000 for transportation

[1]Updated for changes in enrollment estimates used for the Executive Recommendation.

Comparison of School Funding Proposals

Senate Appropriations Hearing
January 8, 1999

	Current Funding System	DPI Proposal	Executive Recommendation
ADM adjustment	District paid on the greater of ADM or enrollment weighted pupil units (wpu)	No proposed change	No proposed change
Isolation Factor	Small, necessary elementary schools that have fewer than 50 students and 15% of the students served live 15 miles or more from another school. Increases payment by 20% for first 15 students. Small, necessary high schools are similar, except have 35 or fewer students, the mileage factor is 20 and payment is made for the first 20 students.	No proposed change	No proposed change
Reorganized/Cooperative Districts	Districts reorganized or in an approved cooperative will not receive less in per student payments under the formula than they would have had they not changed organizational status for a specified number of years. Applies to high school students only if reorganized before August 1, 1997. Applies to all students if reorganized after July 31, 1997.	No proposed change	No proposed change
Approved alternative high school programs	Approved alternative high school programs are treated as separate high schools for purposes of applying the weighting factors.	No proposed change	No proposed change
Approved high school summer school programs	Funding limited to 1.5% of the foundation aid and transportation appropriation.	No proposed change	No proposed change
Other extended school year programs	Proportionate foundation aid payment for children of migratory workers and special education students beyond the regular school year.	No proposed change	No proposed change
ND students attending bordering states	Increase weighting factors 20%. Payment goes to the resident district.	No proposed change	No proposed change
Home-based instruction	District supervised home schooled students are paid on wpu at 50% of the base pupil payment.	No proposed change	No proposed change
Students also enrolled in nonpublic schools	Allows proportionate payments to each public school district educating students in nonpublic schools.	No proposed change	No proposed change

Special Education Services for Students with Disabilities

Brenda Oas, Special Education

Forty-three million Americans have disabilities. The majority of these individuals are elderly or are disabled veterans. Of the 43 million disabled individuals in this country, approximately 5.4 million are children ages birth through 21. They enter the school system with a variety of needs. Special education and related services are provided to help these children so that they might benefit from the curricular offerings provided by the school district. A major rationale for providing special education is that provision of such services will reduce long-term service costs. If an individual with disabilities learns job skills within the K-12 school system, for example, they will likely require fewer services from Vocational Rehabilitation as an adult.

During the 1997-98 school year, 12,902 North Dakota students received special education services. These students made up about 10.3% of the school population. Special education services are available to private school students with disabilities including those who receive home-based instruction.

In North Dakota, approximately 80% of the children receiving special education services have relatively mild learning problems and are categorized as speech-language impaired or learning disabled. These young people spend the majority of their school days in general education and may receive the needed support services in that setting. The other 20% of children have disabilities in eleven different categories including orthopedic impairment, mental retardation, visual impairment, emotional disturbance or deafness.

Thirty-one special education units assist North Dakota schools in providing special education services. In some cases, the special education units are multidistrict cooperatives; in others, single districts offer these services.

Expenditures for special education services in North Dakota amounted to 11.2% of the total education expenditures during the 1997-98 school year. There is a perception that special education costs are very high or are increasing at a rapid rate, but that is not borne out in the statewide data. What may be contributing to this perception is the disproportionate relationship between state and local support in special education. In general education, state support amounts to 44%. In special education, state support is at 29%. This results in a disproportionately higher contribution at the local level such that for every dollar requested form local taxpayers for general education, the school district must request $1.35 for special education. This contributes significantly to the perception that special education costs are very high.

There is a research center connected to the American Institutes for Research in Palo Alto, California that conducts studies on special education finance. In a recent article, entitled "Escalating Special Education Costs: Reality or Myth?", the Center questions this perception. Nationally, special education costs are 14% of public education expenditures and students with disabilities make up 12% of the total student population.

Based on a study done in another state, there is also a good possibility that salaries and benefits make up a greater proportion of North Dakota costs in special education than in the calculation of general education costs. Because salaries go up faster than do other costs such as transportation or facilities, this also contributes to the perception that costs for special education are rising more rapidly.

In the Department's current budget request, we have included a substantial increase in special education funds. The reason for this increase is to bring special education funding in line with the percentage of state support in the foundation aid system. This will change the situation at the local level so that when a dollar is requested from local taxpayers for general education, the amount needed in special education is the same. This will help to remove the false perception that the costs are excessive.

The amount proposed in the Department's budget is a move to address the adequacy of state support for special education. When we do a comparison of the level of support in the surrounding states, North Dakota provides the lowest level of support for special education services and is the most out of sync with funding in general education. We hope that you will consider this situation carefully and bring the two systems into alignment.

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North Dakota Special Education Data

1997-98

1997-98 Enrollment and Cost Data and Sources of Funds for Special Education

Enrollment and Cost Data

➡ Total public and nonpublic school enrollment (public: 116,813, nonpublic and state: 7856)	124,669
➡ Number of students in special education services	12,902
➡ % of all students in special education services per total school population	10.3%
➡ Total school district expenditures for education	$604,534,506
➡ Total school district expenditures for special education	$ 67,791,650
➡ % of total expenditures attributed to special education	11.2%

Sources of Funds for Special Education

$42,586,287 (Local)	62.82%
$19,399,166 (State)	28.62%
$ 5,806,197 (Federal)	8.56%

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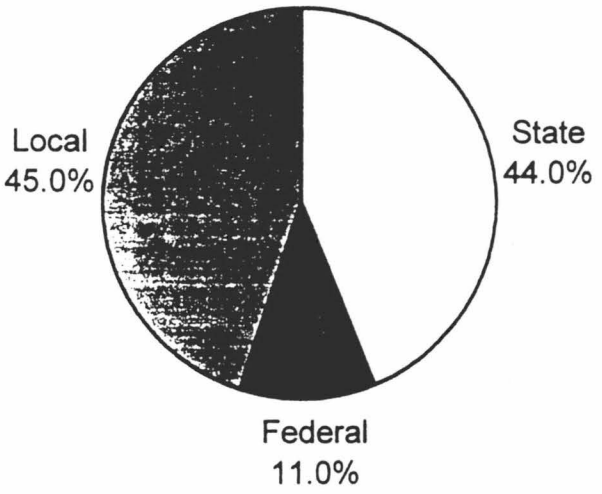
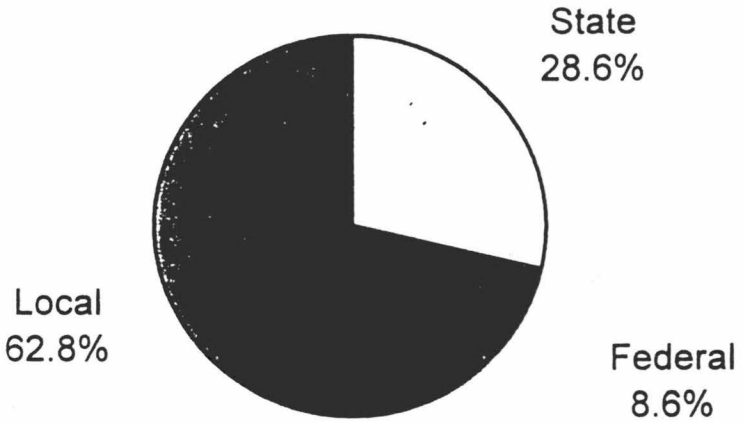
Revenue Sources for General Education



Revenue Sources for Special Education



1997-98

Special Education Unit	Percentage of State Support
Bismarck	24.1%
Buffalo Valley	23.3%
Burleigh County	21.2%
Dickey-LaMoure	24.6%
Dickinson	27.9%
Divide County	37.0%
East Central	39.7%
Emmons County	29.4%
Fargo	22.5%
Fort Totten	29.8%
Grand Forks	24.8%
G/S/T	29.3%
Lake Region	28.9%
Lonetree	28.8%
Morton/Sioux	27.8%
Northern Plains	30.5%
Oliver/Mercer	23.4%
Peace Garden	32.0%
Pembina County	23.1%
Rural Cass	28.9%
Sheyenne Valley	25.8%
Souris Valley	28.4%
South Central Prairie	39.4%
South Valley	28.0%
Southwest	48.7%
Turtle Mountain	6.9%
Upper Valley	21.8%
Wahpeton	26.9%
West Fargo	31.0%
West River	29.8%
Wilmac	24.0%

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Special Education State Funding 1999-2001

	Executive Budget	*DPI Request*
Total Request	44,600,000	57,200,000
Less Gifted/Talented	400,000	800,000
Less Student Contracts	10,000,000	10,500,000
Remaining Amount	34,200,000	45,900,000

	Executive Budget		*DPI Request*	
	1999 - 2000	2000 - 2001	1999 - 2000	2000 - 2001
Est. Annual Amounts	16,758,000	17,442,000	22,491,000	23,409,000
Estimated ADM	110,965	109,300	110,965	109,300
Per ADM Amount	151	160	203	214

	97 - 98 ADM	Est 98 - 99	Est 99 - 00
97-98 Regular year ADM	111,811		
97-98 Special Ed ADM	559		
Total	112,370	110,965	109,300

December 18, 1998
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EXPLANATION OF
SPECIAL EDUCATION PAYMENT PRINTOUT
December 21, 1998

The attached printouts for each year of the 1999-2001 biennium contain estimated payments for special education based on estimated average daily membership. Funds used are those from the executive budget recommendation of $44,600,000 less $400,000 for Gifted/Talented Programs (LOS) and $10,000,000 for student contracts compared with the DPI request of $57,200,000 less $800,000 for Gifted/Talented Programs (LOS) and $10,500,000 for students contracts.

A description of the columns on the reports is as follows:

CODIST	County and system number for the school district or special ed. unit
NAME	Name of the school district
PERCENT	The percent of the payment that goes to the school district and unit
ADM_TOT	This column contains the estimated average daily membership (ADM) for grades PK-12. Kindergarten is counted as one-half of an ADM. ADM for out of district special education students is not included with the ADM on the printouts.
ADM_PMTD	These are the estimated payments based on the DPI request. The estimated payment for 1999-2000 is based on $203 per full-time equivalent ADM and the payment for 2000-2001 is based on $214.
ADM_PMTG	These are the estimated payments based on the executive budget. The estimated payment for 1999-2000 is based on $151 per full-time equivalent ADM and the payment for 2000-2001 is based on $160.

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Estimated

Special Education

Entitlement

1999-2000

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 203
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 151

UNIT_NO=2727

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
1	2002	VALLEY CITY 2	1.00	1,328.10	269,604.02	200,542.89
2	2013	ORISKA 13	1.00	88.79	18,023.58	13,406.70
3	2065	N CENTRAL 65	1.00	209.10	42,447.93	31,574.57
4	9004	MAPLE VALLEY 4	1.00	253.45	51,450.71	38,271.21
5	9080	PAGE 80	1.00	151.87	30,829.13	22,932.01
6	11041	OAKES 41	1.00	524.95	106,563.86	79,266.71
7	2727		0.00	0.00	0.00	0.00
UNIT_NO				2,556.25	518,919.23	385,994.09

UNIT_NO=3736

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
8	3030	FT TOTTEN 30	1.00	172.90	35,098.98	26,108.11
9	3736		0.00	0.00	0.00	0.00
UNIT_NO				172.90	35,098.98	26,108.11

UNIT_NO=5726

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
10	5001	BOTTINEAU 1	1.00	791.92	160,758.90	119,579.28
11	5013	WILLOW CITY 13	1.00	105.51	21,419.42	15,932.67
12	5017	WESTHOPE 17	1.00	191.41	38,855.65	28,902.48
13	5054	NEWBURG UNITED 54	1.00	94.76	19,236.38	14,308.84
14	25029	UPHAM 29	1.00	75.62	15,351.42	11,419.04
15	35001	WOLFORD 1	1.00	58.76	11,927.52	8,872.19
16	38002	SHERWOOD 2	1.00	144.18	29,267.52	21,770.42
17	38009	MOHALL 9	1.00	302.12	61,329.50	45,619.48
18	40001	DUNSEITH 1	1.00	724.99	147,173.55	109,473.92
19	40003	ST JOHN 3	1.00	275.89	56,005.21	41,659.05
20	40004	MT PLEASANT 4	1.00	366.48	74,395.64	55,338.63
21	40029	ROLETTE 29	1.00	231.54	47,002.44	34,962.41
22	5726		0.00	0.00	0.00	0.00
UNIT_NO				3,363.17	682,723.15	507,838.41

UNIT_NO=8702

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
23	8002	REGAN 2	0.00	18.62	0.00	0.00
24	8025	NAUGHTON 25	0.00	12.34	0.00	0.00
25	8028	WING 28	0.00	87.78	0.00	0.00
26	8029	BALDWIN 29	0.00	13.83	0.00	0.00
27	8033	MENOKEN 33	0.00	40.49	0.00	0.00
28	8034	MCKENZIE 34	0.00	7.90	0.00	0.00
29	8035	STERLING 35	0.00	35.58	0.00	0.00
30	8036	DRISCOLL 36	0.00	44.70	0.00	0.00
31	8039	APPLE CREEK 39	0.00	42.70	0.00	0.00
32	8045	MANNING 45	0.00	15.80	0.00	0.00
33	30004	LITTLE HEART 4	0.00	28.46	0.00	0.00
34	8702		1.00	0.00	70,685.08	52,578.56
UNIT_NO				348.20	70,685.08	52,578.56

UNIT_NO=8711

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
35	8001	BISMARCK 1	1.00	10,192.51	2,069,079.71	1,539,069.14
36	8711		0.00	0.00	0.00	0.00

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 203
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 151

UNIT_NO=8711 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
UNIT_NO				10,192.51	2,069,079.71	1,539,069.14

UNIT_NO=9717

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
37	9002	KINDRED 2	0.00	663.18	0.00	0.00
38	9007	MAPLETON 7	0.00	109.68	0.00	0.00
39	9017	CENTRAL CASS 17	0.00	740.51	0.00	0.00
40	9097	NORTHERN CASS 97	0.00	405.50	0.00	0.00
41	9717		1.00	0.00	389,528.71	289,747.95
UNIT_NO				1,918.86	389,528.71	289,747.95

UNIT_NO=9730

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
42	9001	FARGO 1	1.00	11,037.75	2,240,663.58	1,666,700.50
43	9730		0.00	0.00	0.00	0.00
UNIT_NO				11,037.75	2,240,663.58	1,666,700.50

UNIT_NO=9734

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
44	9006	WEST FARGO 6	1.00	4,554.34	924,531.05	687,705.36
45	9734		0.00	0.00	0.00	0.00
UNIT_NO				4,554.34	924,531.05	687,705.36

UNIT_NO=12738

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
46	12001	DIVIDE COUNTY 1	1.00	390.16	79,202.73	58,914.35
47	12738		0.00	0.00	0.00	0.00
UNIT_NO				390.16	79,202.73	58,914.35

UNIT_NO=14712

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
48	3016	OBERON 16	1.00	36.65	7,439.16	5,533.56
49	14001	NEW ROCKFORD 1	1.00	407.23	82,666.73	61,491.01
50	14012	SHEYENNE 12	1.00	160.63	32,607.23	24,254.64
51	16010	CARRINGTON 10	1.00	706.74	143,469.01	106,718.33
52	47019	KENSAL 19	1.00	89.96	18,262.13	13,584.15
53	14712		0.00	0.00	0.00	0.00
UNIT_NO				1,401.20	284,444.26	211,581.69

UNIT_NO=15722

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
54	15006	HAZELTON MOFFIT BRAD	1.00	158.32	32,138.15	23,905.72
55	15010	BAKKER 10	1.00	14.81	3,006.94	2,236.69

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 203
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 151

UNIT_NO=15722 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
56	15012	UNION 12	1.00	18.27	3,708.56	2,758.58
57	15015	STRASBURG 15	1.00	231.13	46,920.25	34,901.27
58	15036	LINTON 36	1.00	362.98	73,684.00	54,809.28
59	15722		0.00	0.00	0.00	0.00
UNIT_NO				785.51	159,457.90	118,611.54

UNIT_NO=18733

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
60	18001	GRAND FORKS 1	1.00	8,715.91	1,769,330.14	1,316,102.71
61	18061	THOMPSON 61	1.00	537.69	109,151.83	81,191.76
62	18140	GR FORKS AB 140	1.00	0.00	0.00	0.00
63	18733		0.00	0.00	0.00	0.00
UNIT_NO				9,253.61	1,878,481.97	1,397,294.47

UNIT_NO=21709

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
64	19018	ROOSEVELT 18	0.00	148.26	0.00	0.00
65	19049	ELGIN-NEW LEIPZIG 49	0.00	290.88	0.00	0.00
66	21006	MOTT 6	0.00	242.24	0.00	0.00
67	30039	FLASHER 39	0.00	292.34	0.00	0.00
68	21709		1.00	0.00	197,666.05	147,032.38
UNIT_NO				973.72	197,666.05	147,032.38

UNIT_NO=23724

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
69	2052	LITCHVILLE 52	0.00	98.40	0.00	0.00
70	11040	ELLENDALE 40	0.00	395.69	0.00	0.00
71	23003	EDGELEY 3	0.00	294.29	0.00	0.00
72	23007	KULM 7	0.00	168.94	0.00	0.00
73	23008	LAMOURE 8	0.00	377.63	0.00	0.00
74	23009	MARION 9	0.00	131.95	0.00	0.00
75	23011	VERONA 11	0.00	90.42	0.00	0.00
76	23724		1.00	0.00	316,137.38	235,156.38
UNIT_NO				1,557.33	316,137.38	235,156.38

UNIT_NO=24718

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
77	22011	PETTIBONE 11	0.00	52.28	0.00	0.00
78	22014	ROBINSON 14	0.00	30.00	0.00	0.00
79	22020	TUTTLE 20	0.00	77.00	0.00	0.00
80	22026	STEELE 26	0.00	259.21	0.00	0.00
81	22028	TAPPEN 28	0.00	109.32	0.00	0.00
82	24002	NAPOLEON 2	0.00	268.33	0.00	0.00
83	24056	GACKLE STREETER 56	0.00	209.71	0.00	0.00
84	26004	ZEELAND 4	0.00	57.79	0.00	0.00
85	26009	ASHLEY 9	0.00	226.72	0.00	0.00
86	26019	WISHEK 19	0.00	282.44	0.00	0.00
87	24718		1.00	0.00	319,276.62	237,491.48
UNIT_NO				1,572.79	319,276.62	237,491.48

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 203
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 151

UNIT_NO=29715

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
88	13008	DODGE 8	0.00	64.57	0.00	0.00
89	29003	HAZEN 3	0.00	906.41	0.00	0.00
90	29020	GOLDEN VALLEY 20	0.00	73.41	0.00	0.00
91	29022	STANTON 22	0.00	105.96	0.00	0.00
92	29027	BEULAH 27	0.00	1,061.21	0.00	0.00
93	33018	CENTER 18	0.00	345.71	0.00	0.00
94	29715		1.00	0.00	519,125.71	386,147.69
UNIT_NO				2,557.27	519,125.71	386,147.69

UNIT_NO=30725

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
95	30001	MANDAN 1	0.96	3,547.45	691,326.20	514,237.72
96	30007	NEW SALEM 7	0.96	363.13	70,767.43	52,639.81
97	30008	SIMS 8	0.96	38.59	7,520.71	5,594.22
98	30013	HEBRON 13	0.96	207.80	40,495.99	30,122.63
99	30017	SWEET BRIAR 1	0.96	13.33	2,597.99	1,932.50
100	30048	GLEN ULLIN 48	0.96	250.57	48,830.74	36,322.37
101	43003	SOLEN 3	0.96	248.95	48,515.13	36,087.61
102	43004	FT YATES 4	0.96	219.97	42,866.90	31,886.22
103	43008	SELFRIDGE 8	0.96	116.62	22,727.64	16,905.78
104	30725		0.04	0.00	40,652.03	30,238.70
UNIT_NO				5,006.41	1,016,300.76	755,967.56

UNIT_NO=31706

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
105	7014	BOWBELLS 14	1.00	115.73	23,492.20	17,474.49
106	7027	POWERS LAKE 27	1.00	145.16	29,467.99	21,919.54
107	7036	BURKE CENTRAL 36	1.00	142.73	28,974.85	21,552.72
108	31002	STANLEY 2	1.00	453.64	92,088.46	68,499.30
109	31706		0.00	0.00	0.00	0.00
UNIT_NO				857.26	174,023.50	129,446.05

UNIT_NO=34707

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
110	34001	PEMBINA 1	0.00	146.20	0.00	0.00
111	34006	CAVALIER 6	0.00	630.72	0.00	0.00
112	34012	VALLEY 12	0.00	169.30	0.00	0.00
113	34019	DRAYTON 19	0.00	241.64	0.00	0.00
114	34027	WALHALLA 27	0.00	348.12	0.00	0.00
115	34043	ST THOMAS 43	0.00	135.36	0.00	0.00
116	34055	NECHE 55	0.00	131.51	0.00	0.00
117	34707		1.00	0.00	365,976.37	272,228.73
UNIT_NO				1,802.84	365,976.37	272,228.73

UNIT_NO=36714

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
118	3005	MINNEWAUKAN 5	0.00	130.28	0.00	0.00
119	3006	LEEDS 6	0.00	228.74	0.00	0.00
120	3029	WARWICK 29	0.00	222.31	0.00	0.00
121	10001	OSNABROCK 1	0.00	28.68	0.00	0.00
122	10014	BORDER CENTRAL 14	0.00	49.24	0.00	0.00
123	10019	MUNICH 19	0.00	155.04	0.00	0.00

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 203
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 151

UNIT_NO=36714 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
124	10023	LANGDON 23	0.00	625.16	0.00	0.00
125	10030	MILTON 30	0.00	34.52	0.00	0.00
126	32001	DAKOTA PRAIRIE 1	0.00	438.06	0.00	0.00
127	32066	LAKOTA 66	0.00	300.70	0.00	0.00
128	36001	DEVILS LAKE 1	0.00	1,948.84	0.00	0.00
129	36002	EDMORE 2	0.00	141.33	0.00	0.00
130	36044	STARKWEATHER 44	0.00	131.00	0.00	0.00
131	48002	BISBEE-EGELAND 2	0.00	132.06	0.00	0.00
132	48008	SOUTHERN 8	0.00	322.84	0.00	0.00
133	48028	N CENTRAL 28	0.00	101.66	0.00	0.00
134	36714		1.00	0.00	1,013,065.31	753,560.89
UNIT_NO				4,990.47	1,013,065.31	753,560.89

UNIT_NO=39728

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
135	37002	SHELDON 2	0.00	55.41	0.00	0.00
136	37006	FT RANSOM 6	0.00	32.09	0.00	0.00
137	37010	SALUND 10	0.00	8.86	0.00	0.00
138	37019	LISBON 19	0.00	687.05	0.00	0.00
139	37022	ENDERLIN 22	0.00	387.48	0.00	0.00
140	39005	MANTADOR 5	0.00	24.69	0.00	0.00
141	39008	HANKINSON 8	0.00	361.10	0.00	0.00
142	39018	FAIRMOUNT 18	0.00	142.04	0.00	0.00
143	39028	LIDGERWOOD 28	0.00	267.96	0.00	0.00
144	39042	WYNDMERE 42	0.00	338.59	0.00	0.00
145	39044	RICHLAND 44	0.00	307.11	0.00	0.00
146	41002	MILNOR 2	0.00	275.21	0.00	0.00
147	41003	N SARGENT 3	0.00	186.15	0.00	0.00
148	41006	SARGENT CENTRAL 6	0.00	346.89	0.00	0.00
149	39728		1.00	0.00	694,388.07	516,515.26
UNIT_NO				3,420.63	694,388.07	516,515.26

UNIT_NO=39737

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
150	39037	WAHPETON 37	1.00	1,604.55	325,723.50	242,286.94
151	39737		0.00	0.00	0.00	0.00
UNIT_NO				1,604.55	325,723.50	242,286.94

UNIT_NO=40719

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
152	40007	BELCOURT 7	1.00	1,763.64	358,018.01	266,308.96
153	40719		0.00	0.00	0.00	0.00
UNIT_NO				1,763.64	358,018.01	266,308.96

UNIT_NO=45701

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
154	1003	REEDER 3	1.00	29.87	6,063.99	4,510.65
155	1013	HETTINGER 13	1.00	457.88	92,950.45	69,140.48
156	4001	BILLINGS CO 1	1.00	100.28	20,356.97	15,142.37
157	6001	BOWMAN 1	1.00	451.75	91,705.58	68,214.50
158	6017	RHAME 17	1.00	131.58	26,711.63	19,869.24

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 203
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 151

UNIT_NO=45701 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
159	6033	SCRANTON 33	1.00	166.30	33,757.88	25,110.54
160	13016	KILLDEER 16	1.00	384.89	78,132.26	58,118.09
161	13019	HALLIDAY 19	1.00	110.21	22,371.61	16,640.95
162	13037	TWIN BUTTES 37	1.00	40.01	8,122.74	6,042.04
163	17003	BEACH 3	1.00	387.96	78,755.70	58,581.83
164	17006	LONE TREE 6	1.00	45.25	9,185.19	6,832.33
165	21009	NEW ENGLAND 9	1.00	279.64	56,766.97	42,225.68
166	21014	REGENT 14	1.00	105.69	21,455.50	15,959.51
167	44012	MARMARTH 12	1.00	30.78	6,248.42	4,647.84
168	44014	SHEETS 14	1.00	2.96	601.39	447.34
169	44032	CENTRAL ELEMENTARY 3	1.00	19.26	3,909.02	2,907.69
170	45003	TAYLOR 3	1.00	107.25	21,772.23	16,195.11
171	45004	RICHARDTON 4	1.00	179.06	36,349.87	27,038.57
172	45009	SOUTH HEART 9	1.00	293.48	59,575.45	44,314.74
173	45013	BELFIELD 13	1.00	343.01	69,630.65	51,794.23
174	45701		0.00	0.00	0.00	0.00
UNIT_NO				3,667.11	744,423.50	553,733.73

UNIT_NO=45735

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
175	45001	DICKINSON 1	1.00	2,916.03	591,953.73	440,320.27
176	45735		0.00	0.00	0.00	0.00
UNIT_NO				2,916.03	591,953.73	440,320.27

UNIT_NO=47721

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
177	2082	WIMBLEDON COURTENAY	1.00	192.99	39,176.39	29,141.06
178	47001	JAMESTOWN 1	1.00	2,724.24	553,019.91	411,359.64
179	47003	MEDINA 3	1.00	179.62	36,462.12	27,122.07
180	47010	PINGREE 10	1.00	132.46	26,890.04	20,001.95
181	47014	MONTPELIER 14	1.00	154.12	31,286.18	23,271.99
182	47026	SPIRITWOOD 26	1.00	13.50	2,740.32	2,038.37
183	47721		0.00	0.00	0.00	0.00
UNIT_NO				3,396.92	689,574.96	512,935.08

UNIT_NO=49723

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
184	18129	NORTHWOOD 129	0.00	371.02	0.00	0.00
185	20007	MIDKOTA 7	0.00	246.34	0.00	0.00
186	20018	GRIGGS COUNTY CENTRA	0.00	398.27	0.00	0.00
187	46010	HOPE 10	0.00	178.16	0.00	0.00
188	46019	FINLEY SHARON 19	0.00	169.15	0.00	0.00
189	49003	CENTRAL VALLEY 3	0.00	309.79	0.00	0.00
190	49007	HATTON 7	0.00	269.28	0.00	0.00
191	49009	HILLSBORO 9	0.00	492.43	0.00	0.00
192	49014	MAY-PORT CG 14	0.00	681.76	0.00	0.00
193	49723		1.00	0.00	632,589.49	470,546.86
UNIT_NO				3,116.20	632,589.49	470,546.86

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 203
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 151

UNIT_NO=50729

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
194	18044	LARIMORE 44	0.00	567.35	0.00	0.00
195	18125	MANVEL 125	0.00	193.88	0.00	0.00
196	18127	EMERADO 127	0.00	130.20	0.00	0.00
197	18128	MIDWAY 128	0.00	315.39	0.00	0.00
198	50003	GRAFTON 3	0.00	1,044.77	0.00	0.00
199	50020	MINTO 20	0.00	281.77	0.00	0.00
200	50039	LANKIN 39	0.00	75.16	0.00	0.00
201	50051	NASH 51	0.00	25.92	0.00	0.00
202	50078	PARK RIVER 78	0.00	479.59	0.00	0.00
203	50079	FORDVILLE 79	0.00	80.94	0.00	0.00
204	50106	EDINBURG 106	0.00	168.35	0.00	0.00
205	50128	ADAMS 128	0.00	111.30	0.00	0.00
206	50729		1.00	0.00	705,345.35	524,665.75
UNIT_NO				3,474.61	705,345.35	524,665.75

UNIT_NO=51708

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
207	5035	LANSFORD 35	1.00	48.01	9,746.49	7,249.85
208	25001	VELVA 1	1.00	451.30	91,613.37	68,145.90
209	25004	NEWPORT 4	1.00	215.46	43,738.91	32,534.86
210	25025	GRANVILLE 25	1.00	159.01	32,278.47	24,010.09
211	28001	MONTEFIORE 1	1.00	269.15	54,638.06	40,642.10
212	28004	WASHBURN 4	1.00	468.69	95,143.51	70,771.77
213	28008	UNDERWOOD 8	1.00	356.16	72,300.81	53,780.41
214	28050	MAX 50	1.00	170.68	34,647.94	25,772.60
215	28051	GARRISON 51	1.00	429.68	87,225.24	64,881.83
216	28062	BUTTE 62	1.00	52.90	10,738.78	7,987.96
217	28085	WHITE SHIELD 85	1.00	154.78	31,420.49	23,371.89
218	31001	NEW TOWN 1	1.00	718.00	145,754.28	108,418.21
219	31003	PARSHALL 3	1.00	312.16	63,368.20	47,135.95
220	31137	PLAZA 137	1.00	74.55	15,132.91	11,256.50
221	38026	GLENBURN 26	1.00	281.45	57,133.82	42,498.55
222	51001	MINOT 1	1.00	7,311.24	1,484,182.25	1,103,997.64
223	51004	NEDROSE 4	1.00	246.57	50,053.48	37,231.90
224	51007	UNITED 7	1.00	691.15	140,303.70	104,363.84
225	51010	BELL 10	1.00	145.61	29,558.20	21,986.64
226	51016	SAWYER 16	1.00	188.33	38,230.20	28,437.24
227	51019	EUREKA 19	1.00	19.35	3,927.06	2,921.11
228	51028	KENMARE 28	1.00	386.55	78,469.04	58,368.60
229	51041	SURREY 41	1.00	444.05	90,141.97	67,051.42
230	51054	BERTHOLD 54	1.00	202.38	41,082.78	30,559.12
231	51070	S PRAIRIE 70	1.00	130.29	26,449.02	19,673.90
232	51158	N SHORE 158	1.00	105.75	21,467.53	15,968.46
233	51708		0.00	0.00	0.00	0.00
UNIT_NO				14,033.23	2,848,746.51	2,119,018.34

UNIT_NO=52705

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
234	3009	MADDOCK 9	0.76	237.90	36,703.00	27,301.25
235	25014	ANAMOOSE 14	0.76	106.22	16,386.93	12,189.29
236	25057	DRAKE 57	0.76	160.37	24,741.88	18,404.06
237	28072	TURTLE LAKE MERCER 7	0.76	223.50	34,481.71	25,648.96
238	35005	RUGBY 5	0.76	746.22	115,127.46	85,636.68
239	42016	GOODRICH 16	0.76	67.82	10,463.50	7,783.20
240	42019	MCCLUSKY 19	0.76	151.31	23,344.82	17,364.87
241	52023	BOWDON 23	0.76	93.62	14,442.92	10,743.26
242	52035	PLEASANT VALLEY 35	0.76	32.09	4,951.42	3,683.08
243	52038	HARVEY 38	0.76	589.61	90,964.51	67,663.26
244	52039	SYKES 39	0.76	85.13	13,134.22	9,769.79
245	52040	FESSENDEN 40	0.76	208.90	32,228.44	23,972.88

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 203
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 151

UNIT_NO=52705 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
246	52705		0.24	0.00	131,675.00	97,945.44
UNIT_NO				2,702.69	548,645.81	408,106.02

UNIT_NO=53720

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
247	27001	MCKENZIE CO 1	0.00	660.99	0.00	0.00
248	27002	ALEXANDER 2	0.00	123.89	0.00	0.00
249	27014	YELLOWSTONE 14	0.00	120.38	0.00	0.00
250	27018	EARL 18	0.00	6.91	0.00	0.00
251	27019	BOWLINE BUTTE 19	0.00	1.97	0.00	0.00
252	27032	HORSE CREEK 32	0.00	13.59	0.00	0.00
253	27036	MANDAREE 36	0.00	225.44	0.00	0.00
254	53001	WILLISTON 1	0.00	2,640.04	0.00	0.00
255	53002	NESSON 2	0.00	234.96	0.00	0.00
256	53006	EIGHT MILE 6	0.00	189.64	0.00	0.00
257	53008	NEW 8	0.00	227.82	0.00	0.00
258	53015	TIOGA 15	0.00	383.38	0.00	0.00
259	53091	WILDROSE 91	0.00	72.09	0.00	0.00
260	53099	GRENORA 99	0.00	123.80	0.00	0.00
261	53720		1.00	0.00	1,020,053.43	758,758.96
UNIT_NO				5,024.89	1,020,053.43	758,758.96
				110,413.06	22,413,850.41	16,672,371.50

Estimated

Special Education

Entitlement

2000-2001

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 214
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 160

UNIT_NO=2727

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
1	2002	VALLEY CITY 2	1.00	1,308.18	279,949.91	209,308.34
2	2013	ORISKA 13	1.00	87.45	18,715.23	13,992.69
3	2065	N CENTRAL 65	1.00	205.97	44,076.85	32,954.65
4	9004	MAPLE VALLEY 4	1.00	249.65	53,425.09	39,944.00
5	9080	PAGE 80	1.00	149.59	32,012.18	23,934.34
6	11041	OAKES 41	1.00	517.07	110,653.18	82,731.35
7	2727		0.00	0.00	0.00	0.00
UNIT_NO				2,517.91	538,832.44	402,865.37

UNIT_NO=3736

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
8	3030	FT TOTTEN 30	1.00	170.31	36,445.88	27,249.26
9	3736		0.00	0.00	0.00	0.00
UNIT_NO				170.31	36,445.88	27,249.26

UNIT_NO=5726

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
10	5001	BOTTINEAU 1	1.00	780.04	166,927.92	124,805.92
11	5013	WILLOW CITY 13	1.00	103.93	22,241.38	16,629.07
12	5017	WESTHOPE 17	1.00	188.54	40,346.71	30,165.76
13	5054	NEWBURG UNITED 54	1.00	93.34	19,974.57	14,934.25
14	25029	UPHAM 29	1.00	74.49	15,940.52	11,918.15
15	35001	WOLFORD 1	1.00	57.87	12,385.23	9,259.98
16	38002	SHERWOOD 2	1.00	142.01	30,390.65	22,721.98
17	38009	MOHALL 9	1.00	297.58	63,682.98	47,613.44
18	40001	DUNSEITH 1	1.00	714.12	152,821.25	114,258.88
19	40003	ST JOHN 3	1.00	271.75	58,154.38	43,479.91
20	40004	MT PLEASANT 4	1.00	360.98	77,250.53	57,757.41
21	40029	ROLETTE 29	1.00	228.07	48,806.13	36,490.57
22	5726		0.00	0.00	0.00	0.00
UNIT_NO				3,312.72	708,922.25	530,035.32

UNIT_NO=8702

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
23	8002	REGAN 2	0.00	18.34	0.00	0.00
24	8025	NAUGHTON 25	0.00	12.16	0.00	0.00
25	8028	WING 28	0.00	86.46	0.00	0.00
26	8029	BALDWIN 29	0.00	13.62	0.00	0.00
27	8033	MENOKEN 33	0.00	39.88	0.00	0.00
28	8034	MCKENZIE 34	0.00	7.78	0.00	0.00
29	8035	STERLING 35	0.00	35.05	0.00	0.00
30	8036	DRISCOLL 36	0.00	44.03	0.00	0.00
31	8039	APPLE CREEK 39	0.00	42.06	0.00	0.00
32	8045	MANNING 45	0.00	15.56	0.00	0.00
33	30004	LITTLE HEART 4	0.00	28.03	0.00	0.00
34	8702		1.00	0.00	73,397.58	54,876.69
UNIT_NO				342.98	73,397.58	54,876.69

UNIT_NO=8711

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
35	8001	BISMARCK 1	1.00	10,039.62	2,148,479.37	1,606,339.71
36	8711		0.00	0.00	0.00	0.00

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 214
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 160

UNIT_NO=8711 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
UNIT_NO				10,039.62	2,148,479.37	1,606,339.71

UNIT_NO=9717

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
37	9002	KINDRED 2	0.00	653.23	0.00	0.00
38	9007	MAPLETON 7	0.00	108.04	0.00	0.00
39	9017	CENTRAL CASS 17	0.00	729.40	0.00	0.00
40	9097	NORTHERN CASS 97	0.00	399.41	0.00	0.00
41	9717		1.00	0.00	404,476.63	302,412.43
UNIT_NO				1,890.08	404,476.63	302,412.43

UNIT_NO=9730

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
42	9001	FARGO 1	1.00	10,872.19	2,326,647.67	1,739,549.66
43	9730		0.00	0.00	0.00	0.00
UNIT_NO				10,872.19	2,326,647.67	1,739,549.66

UNIT_NO=9734

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
44	9006	WEST FARGO 6	1.00	4,486.03	960,009.35	717,764.00
45	9734		0.00	0.00	0.00	0.00
UNIT_NO				4,486.03	960,009.35	717,764.00

UNIT_NO=12738

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
46	12001	DIVIDE COUNTY 1	1.00	384.31	82,242.09	61,489.41
47	12738		0.00	0.00	0.00	0.00
UNIT_NO				384.31	82,242.09	61,489.41

UNIT_NO=14712

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
48	3016	OBERON 16	1.00	36.10	7,724.64	5,775.43
49	14001	NEW ROCKFORD 1	1.00	401.12	85,839.01	64,178.70
50	14012	SHEYENNE 12	1.00	158.22	33,858.51	25,314.78
51	16010	CARRINGTON 10	1.00	696.14	148,974.54	111,382.83
52	47019	KENSAL 19	1.00	88.61	18,962.93	14,177.89
53	14712		0.00	0.00	0.00	0.00
UNIT_NO				1,380.19	295,359.63	220,829.63

UNIT_NO=15722

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
54	15006	HAZELTON MOFFIT BRAD	1.00	155.94	33,371.43	24,950.60
55	15010	BAKKER 10	1.00	14.59	3,122.33	2,334.45

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 214
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 160

UNIT_NO=15722 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
56	15012	UNION 12	1.00	17.99	3,850.87	2,879.15
57	15015	STRASBURG 15	1.00	227.67	48,720.79	36,426.76
58	15036	LINTON 36	1.00	357.53	76,511.58	57,204.92
59	15722		0.00	0.00	0.00	0.00
UNIT_NO				773.72	165,577.00	123,795.88

UNIT_NO=18733

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
60	18001	GRAND FORKS 1	1.00	8,585.17	1,837,227.09	1,373,627.73
61	18061	THOMPSON 61	1.00	529.63	113,340.47	84,740.53
62	18140	GR FORKS AB 140	1.00	0.00	0.00	0.00
63	18733		0.00	0.00	0.00	0.00
UNIT_NO				9,114.80	1,950,567.56	1,458,368.26

UNIT_NO=21709

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
64	19018	ROOSEVELT 18	0.00	146.04	0.00	0.00
65	19049	ELGIN-NEW LEIPZIG 49	0.00	286.51	0.00	0.00
66	21006	MOTT 6	0.00	238.61	0.00	0.00
67	30039	FLASHER 39	0.00	287.95	0.00	0.00
68	21709		1.00	0.00	205,251.36	153,458.96
UNIT_NO				959.12	205,251.36	153,458.96

UNIT_NO=23724

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
69	2052	LITCHVILLE 52	0.00	96.93	0.00	0.00
70	11040	ELLENDALE 40	0.00	389.76	0.00	0.00
71	23003	EDGELEY 3	0.00	289.88	0.00	0.00
72	23007	KULM 7	0.00	166.41	0.00	0.00
73	23008	LAMOURE 8	0.00	371.97	0.00	0.00
74	23009	MARION 9	0.00	129.97	0.00	0.00
75	23011	VERONA 11	0.00	89.06	0.00	0.00
76	23724		1.00	0.00	328,268.96	245,434.74
UNIT_NO				1,533.97	328,268.96	245,434.74

UNIT_NO=24718

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
77	22011	PETTIBONE 11	0.00	51.49	0.00	0.00
78	22014	ROBINSON 14	0.00	29.55	0.00	0.00
79	22020	TUTTLE 20	0.00	75.84	0.00	0.00
80	22026	STEELE 26	0.00	255.32	0.00	0.00
81	22028	TAPPEN 28	0.00	107.68	0.00	0.00
82	24002	NAPOLEON 2	0.00	264.31	0.00	0.00
83	24056	GACKLE STREETER 56	0.00	206.56	0.00	0.00
84	26004	ZEELAND 4	0.00	56.92	0.00	0.00
85	26009	ASHLEY 9	0.00	223.32	0.00	0.00
86	26019	WISHEK 19	0.00	278.21	0.00	0.00
87	24718		1.00	0.00	331,528.67	247,871.90
UNIT_NO				1,549.20	331,528.67	247,871.90

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 214
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 160

UNIT_NO=29715

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
88	13008	DODGE 8	0.00	63.60	0.00	0.00
89	29003	HAZEN 3	0.00	892.81	0.00	0.00
90	29020	GOLDEN VALLEY 20	0.00	72.31	0.00	0.00
91	29022	STANTON 22	0.00	104.37	0.00	0.00
92	29027	BEULAH 27	0.00	1,045.29	0.00	0.00
93	33018	CENTER 18	0.00	340.53	0.00	0.00
94	29715		1.00	0.00	539,046.84	403,025.67
UNIT_NO				2,518.91	539,046.84	403,025.67

UNIT_NO=30725

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
95	30001	MANDAN 1	0.96	3,494.23	717,855.42	536,714.33
96	30007	NEW SALEM 7	0.96	357.69	73,483.09	54,940.63
97	30008	SIMS 8	0.96	38.01	7,809.31	5,838.74
98	30013	HEBRON 13	0.96	204.68	42,050.00	31,439.25
99	30017	SWEET BRIAR 1	0.96	13.13	2,697.69	2,016.96
100	30048	GLEN ULLIN 48	0.96	246.81	50,704.59	37,909.97
101	43003	SOLEN 3	0.96	245.21	50,376.87	37,664.95
102	43004	FT YATES 4	0.96	216.67	44,511.89	33,279.92
103	43008	SELFRIDGE 8	0.96	114.87	23,599.80	17,644.71
104	30725		0.04	0.00	42,212.03	31,560.39
UNIT_NO				4,931.31	1,055,300.69	789,009.85

UNIT_NO=31706

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
105	7014	BOWBELLS 14	1.00	113.99	24,393.70	18,238.28
106	7027	POWERS LAKE 27	1.00	142.99	30,598.80	22,877.61
107	7036	BURKE CENTRAL 36	1.00	140.59	30,086.74	22,494.76
108	31002	STANLEY 2	1.00	446.83	95,622.30	71,493.31
109	31706		0.00	0.00	0.00	0.00
UNIT_NO				844.40	180,701.54	135,103.96

UNIT_NO=34707

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
110	34001	PEMBINA 1	0.00	144.01	0.00	0.00
111	34006	CAVALIER 6	0.00	621.26	0.00	0.00
112	34012	VALLEY 12	0.00	166.76	0.00	0.00
113	34019	DRAYTON 19	0.00	238.02	0.00	0.00
114	34027	WALHALLA 27	0.00	342.90	0.00	0.00
115	34043	ST THOMAS 43	0.00	133.33	0.00	0.00
116	34055	NECHE 55	0.00	129.53	0.00	0.00
117	34707		1.00	0.00	380,020.49	284,127.47
UNIT_NO				1,775.80	380,020.49	284,127.47

UNIT_NO=36714

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
118	3005	MINNEWAUKAN 5	0.00	128.33	0.00	0.00
119	3006	LEEDS 6	0.00	225.31	0.00	0.00
120	3029	WARWICK 29	0.00	218.97	0.00	0.00
121	10001	OSNABROCK 1	0.00	28.25	0.00	0.00
122	10014	BORDER CENTRAL 14	0.00	48.50	0.00	0.00
123	10019	MUNICH 19	0.00	152.71	0.00	0.00

2000-2001 ESTIMATED SE ENTITLEMENT
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UNIT_NO=36714 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
124	10023	LANGDON 23	0.00	615.78	0.00	0.00
125	10030	MILTON 30	0.00	34.01	0.00	0.00
126	32001	DAKOTA PRAIRIE 1	0.00	431.49	0.00	0.00
127	32066	LAKOTA 66	0.00	296.19	0.00	0.00
128	36001	DEVILS LAKE 1	0.00	1,919.61	0.00	0.00
129	36002	EDMORE 2	0.00	139.21	0.00	0.00
130	36044	STARKWEATHER 44	0.00	129.04	0.00	0.00
131	48002	BISBEE-EGELAND 2	0.00	130.08	0.00	0.00
132	48008	SOUTHERN 8	0.00	318.00	0.00	0.00
133	48028	N CENTRAL 28	0.00	100.14	0.00	0.00
134	36714		1.00	0.00	1,051,941.07	786,497.99
UNIT_NO				4,915.61	1,051,941.07	786,497.99

UNIT_NO=39728

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
135	37002	SHELDON 2	0.00	54.58	0.00	0.00
136	37006	FT RANSOM 6	0.00	31.61	0.00	0.00
137	37010	SALUND 10	0.00	8.73	0.00	0.00
138	37019	LISBON 19	0.00	676.75	0.00	0.00
139	37022	ENDERLIN 22	0.00	381.66	0.00	0.00
140	39005	MANTADOR 5	0.00	24.32	0.00	0.00
141	39008	HANKINSON 8	0.00	355.68	0.00	0.00
142	39018	FAIRMOUNT 18	0.00	139.91	0.00	0.00
143	39028	LIDGERWOOD 28	0.00	263.94	0.00	0.00
144	39042	WYNDMERE 42	0.00	333.52	0.00	0.00
145	39044	RICHLAND 44	0.00	302.51	0.00	0.00
146	41002	MILNOR 2	0.00	271.08	0.00	0.00
147	41003	N SARGENT 3	0.00	183.36	0.00	0.00
148	41006	SARGENT CENTRAL 6	0.00	341.69	0.00	0.00
149	39728		1.00	0.00	721,034.78	539,091.43
UNIT_NO				3,369.32	721,034.78	539,091.43

UNIT_NO=39737

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
150	39037	WAHPETON 37	1.00	1,580.48	338,222.94	252,876.96
151	39737		0.00	0.00	0.00	0.00
UNIT_NO				1,580.48	338,222.94	252,876.96

UNIT_NO=40719

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
152	40007	BELCOURT 7	1.00	1,737.18	371,756.73	277,948.95
153	40719		0.00	0.00	0.00	0.00
UNIT_NO				1,737.18	371,756.73	277,948.95

UNIT_NO=45701

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
154	1003	REEDER 3	1.00	29.42	6,296.69	4,707.81
155	1013	HETTINGER 13	1.00	451.02	96,517.37	72,162.52
156	4001	BILLINGS CO 1	1.00	98.78	21,138.15	15,804.23
157	6001	BOWMAN 1	1.00	444.98	95,224.73	71,196.06
158	6017	RHAME 17	1.00	129.61	27,736.67	20,737.70

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REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 160

UNIT_NO=45701 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
159	6033	SCRANTON 33	1.00	163.80	35,053.32	26,208.09
160	13016	KILLDEER 16	1.00	379.11	81,130.54	60,658.35
161	13019	HALLIDAY 19	1.00	108.55	23,230.11	17,368.31
162	13037	TWIN BUTTES 37	1.00	39.41	8,434.45	6,306.13
163	17003	BEACH 3	1.00	382.14	81,777.90	61,142.36
164	17006	LONE TREE 6	1.00	44.57	9,537.67	7,130.97
165	21009	NEW ENGLAND 9	1.00	275.45	58,945.37	44,071.30
166	21014	REGENT 14	1.00	104.11	22,278.84	16,657.08
167	44012	MARMARTH 12	1.00	30.32	6,488.20	4,850.99
168	44014	SHEETS 14	1.00	2.92	624.47	466.89
169	44032	CENTRAL ELEMENTARY 3	1.00	18.97	4,059.02	3,034.78
170	45003	TAYLOR 3	1.00	105.64	22,607.73	16,902.97
171	45004	RICHARDTON 4	1.00	176.38	37,744.77	28,220.39
172	45009	SOUTH HEART 9	1.00	289.07	61,861.62	46,251.68
173	45013	BELFIELD 13	1.00	337.86	72,302.68	54,058.08
174	45701		0.00	0.00	0.00	0.00
UNIT_NO				3,612.10	772,990.30	577,936.69

UNIT_NO=45735

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
175	45001	DICKINSON 1	1.00	2,872.29	614,669.59	459,566.05
176	45735		0.00	0.00	0.00	0.00
UNIT_NO				2,872.29	614,669.59	459,566.05

UNIT_NO=47721

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
177	2082	WIMBLEDON COURTENAY	1.00	190.09	40,679.76	30,414.77
178	47001	JAMESTOWN 1	1.00	2,683.37	574,241.71	429,339.59
179	47003	MEDINA 3	1.00	176.92	37,861.34	28,307.54
180	47010	PINGREE 10	1.00	130.48	27,921.93	20,876.21
181	47014	MONTPELIER 14	1.00	151.81	32,486.77	24,289.17
182	47026	SPIRITWOOD 26	1.00	13.30	2,845.48	2,127.46
183	47721		0.00	0.00	0.00	0.00
UNIT_NO				3,345.97	716,036.99	535,354.74

UNIT_NO=49723

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
184	18129	NORTHWOOD 129	0.00	365.46	0.00	0.00
185	20007	MIDKOTA 7	0.00	242.65	0.00	0.00
186	20018	GRIGGS COUNTY CENTRA	0.00	392.29	0.00	0.00
187	46010	HOPE 10	0.00	175.49	0.00	0.00
188	46019	FINLEY SHARON 19	0.00	166.61	0.00	0.00
189	49003	CENTRAL VALLEY 3	0.00	305.14	0.00	0.00
190	49007	HATTON 7	0.00	265.24	0.00	0.00
191	49009	HILLSBORO 9	0.00	485.04	0.00	0.00
192	49014	MAY-PORT CG 14	0.00	671.53	0.00	0.00
193	49723		1.00	0.00	656,864.72	491,113.81
UNIT_NO				3,069.46	656,864.72	491,113.81

2000-2001 ESTIMATED SE ENTITLEMENT
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REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 160

UNIT_NO=50729

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
194	18044	LARIMORE 44	0.00	558.84	0.00	0.00
195	18125	MANVEL 125	0.00	190.97	0.00	0.00
196	18127	EMERADO 127	0.00	128.25	0.00	0.00
197	18128	MIDWAY 128	0.00	310.66	0.00	0.00
198	50003	GRAFTON 3	0.00	1,029.09	0.00	0.00
199	50020	MINTO 20	0.00	277.55	0.00	0.00
200	50039	LANKIN 39	0.00	74.03	0.00	0.00
201	50051	NASH 51	0.00	25.53	0.00	0.00
202	50078	PARK RIVER 78	0.00	472.40	0.00	0.00
203	50079	FORDVILLE 79	0.00	79.72	0.00	0.00
204	50106	EDINBURG 106	0.00	165.82	0.00	0.00
205	50128	ADAMS 128	0.00	109.63	0.00	0.00
206	50729		1.00	0.00	732,412.54	547,598.16
UNIT_NO				3,422.49	732,412.54	547,598.16

UNIT_NO=51708

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
207	5035	LANSFORD 35	1.00	47.29	10,120.50	7,566.73
208	25001	VELVA 1	1.00	444.53	95,128.97	71,124.47
209	25004	NEWPORT 4	1.00	212.23	45,417.37	33,956.91
210	25025	GRANVILLE 25	1.00	156.62	33,517.14	25,059.54
211	28001	MONTEFIORE 1	1.00	265.12	56,734.76	42,418.51
212	28004	WASHBURN 4	1.00	461.66	98,794.59	73,865.11
213	28008	UNDERWOOD 8	1.00	350.82	75,075.31	56,131.07
214	28050	MAX 50	1.00	168.12	35,977.53	26,899.09
215	28051	GARRISON 51	1.00	423.24	90,572.46	67,717.73
216	28062	BUTTE 62	1.00	52.11	11,150.87	8,337.10
217	28085	WHITE SHIELD 85	1.00	152.46	32,626.23	24,393.45
218	31001	NEW TOWN 1	1.00	707.23	151,347.51	113,157.02
219	31003	PARSHALL 3	1.00	307.48	65,799.92	49,196.20
220	31137	PLAZA 137	1.00	73.43	15,713.63	11,748.51
221	38026	GLENBURN 26	1.00	277.23	59,326.29	44,356.11
222	51001	MINOT 1	1.00	7,201.57	1,541,136.83	1,152,251.84
223	51004	NEDROSE 4	1.00	242.87	51,974.25	38,859.25
224	51007	UNITED 7	1.00	680.78	145,687.77	108,925.44
225	51010	BELL 10	1.00	143.42	30,692.47	22,947.64
226	51016	SAWYER 16	1.00	185.50	39,697.26	29,680.20
227	51019	EUREKA 19	1.00	19.05	4,077.76	3,048.79
228	51028	KENMARE 28	1.00	380.75	81,480.24	60,919.81
229	51041	SURREY 41	1.00	437.39	93,601.12	69,982.14
230	51054	BERTHOLD 54	1.00	199.34	42,659.31	31,894.81
231	51070	S PRAIRIE 70	1.00	128.34	27,463.99	20,533.82
232	51158	N SHORE 158	1.00	104.17	22,291.33	16,666.42
233	51708		0.00	0.00	0.00	0.00
UNIT_NO				13,822.74	2,958,065.41	2,211,637.71

UNIT_NO=52705

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
234	3009	MADDOCK 9	0.76	234.33	38,111.45	28,494.55
235	25014	ANAMOOSE 14	0.76	104.62	17,015.77	12,722.07
236	25057	DRAKE 57	0.76	157.96	25,691.34	19,208.48
237	28072	TURTLE LAKE MERCER 7	0.76	220.15	35,804.93	26,770.04
238	35005	RUGBY 5	0.76	735.03	119,545.40	89,379.74
239	42016	GOODRICH 16	0.76	66.80	10,865.03	8,123.39
240	42019	MCCLUSKY 19	0.76	149.04	24,240.66	18,123.86
241	52023	BOWDON 23	0.76	92.21	14,997.16	11,212.83
242	52035	PLEASANT VALLEY 35	0.76	31.61	5,141.43	3,844.06
243	52038	HARVEY 38	0.76	580.76	94,455.22	70,620.72
244	52039	SYKES 39	0.76	83.86	13,638.24	10,196.82
245	52040	FESSENDEN 40	0.76	205.76	33,465.18	25,020.70

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET AND DPI REQUESTS - DPI = 214
REPORT NAME = PI3 (SPADM99) - EXECUTIVE BUDGET = 160

UNIT_NO=52705 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
246	52705		0.24	0.00	136,727.94	102,226.50
UNIT_NO				2,662.15	569,699.75	425,943.76

UNIT_NO=53720

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG
247	27001	MCKENZIE CO 1	0.00	651.08	0.00	0.00
248	27002	ALEXANDER 2	0.00	122.03	0.00	0.00
249	27014	YELLOWSTONE 14	0.00	118.57	0.00	0.00
250	27018	EARL 18	0.00	6.81	0.00	0.00
251	27019	BOWLINE BUTTE 19	0.00	1.95	0.00	0.00
252	27032	HORSE CREEK 32	0.00	13.38	0.00	0.00
253	27036	MANDAREE 36	0.00	222.05	0.00	0.00
254	53001	WILLISTON 1	0.00	2,600.44	0.00	0.00
255	53002	NESSON 2	0.00	231.43	0.00	0.00
256	53006	EIGHT MILE 6	0.00	186.79	0.00	0.00
257	53008	NEW 8	0.00	224.40	0.00	0.00
258	53015	TIOGA 15	0.00	377.63	0.00	0.00
259	53091	WILDROSE 91	0.00	71.01	0.00	0.00
260	53099	GRENORA 99	0.00	121.95	0.00	0.00
261	53720		1.00	0.00	1,059,197.35	791,923.25
UNIT_NO				4,949.52	1,059,197.35	791,923.25
				108,756.86	23,273,968.17	17,401,097.67

STANDARDS & ASSESSMENTS
Greg Gallager, Director

The Department of Public Instruction has submitted a budget enhancement proposal for general funds totaling $1,595,000 to implement the following three initiatives:

1. The development and implementation of statewide, voluntary content standards totaling $205,000;
2. The development and implementation of statewide, voluntary performance standards totaling $250,000;
3. The statewide administration of voluntary, standards-referenced, authentic skills assessments in English Language Arts and mathematics totaling $1,140,000.

The Department proposes this budget enhancement (1) to clarify the state's general curriculum definitions and (2) to remedy the state's currently narrow assessment strategy. In short, if our schools are to improve teaching and learning, then the state should offer a means to define core standards and then to measure validly and reliably student performance in terms of those standards.

Illustrating the Need.

North Dakota is often referenced as a top performer in national test results. This distinction of honor is purported when examples from different tests are initially examined:

1. The 1990, 1992, and 1996 eighth-grade math scores in the National Assessment of Educational Progress (NAEP) list North Dakota students as number one in overall scores when compared with the nation.
2. In 1992 and 1996, fourth-grade math scores in the NAEP list North Dakota students as number five overall when compared with the nation.
3. The 1992 and 1994 fourth-grade reading scores in the NAEP list North Dakota students as number four and number two respectively in overall scores when compared with the nation.
4. The 1996 eighth-grade science scores in NAEP list North Dakota students as number two in overall scores when compared with the nation.
5. Scores from the Comprehensive Test of Basic Skills (CTBS/5) rank North Dakota students highly. In effect, the average North Dakota student's scores exceed the scores of 65% of the nation's students taking the CTBS/5.

When student scores are aggregated and compared to other state or national norms, North Dakota students evidence consistently high performance. At face value, such rankings bring attention to apparent successful performance and are presented as evidence of a successful educational system.

However, these very same test results reveal yet another, deeper message when they are viewed from the perspective of *expected* grade-level performance:

1. The 1990, 1992, and 1996 eighth-grade math scores in the NAEP, which indicate a number one ranking for North Dakota students, demonstrate that the percentage of North Dakota students who perform at either the proficient (literate) or the advanced level equals 27%, 29%, and 33% respectively. Thus, despite North Dakota's number one ranking, an average of 72% of our student's score *below* proficiency based on NAEP performance standards.
2. The 1992 and 1996 fourth-grade math scores in the NAEP, which indicate an overall number five ranking for North Dakota students, demonstrate that the percentage of North Dakota students who perform at either the proficient (literate) or the advanced level equals 22% and 24 % respectively. Thus, an average of 77% of our student's score *below* proficiency based on NAEP performance standards.
3. The 1992 and 1994 fourth-grade reading scores in the NAEP, which indicate a number four and two ranking respectively for North Dakota students, demonstrate that the percentage of North Dakota students who perform at either the proficient (literate) or advanced level equals 41% and 46% respectively. Thus, despite North Dakota's fourth and second ranking, an average of 56% of our student's score *below* proficiency based on NAEP performance standards.
4. The 1996 eighth-grade science scores in the NAEP, which indicate a number two ranking for North Dakota students, demonstrate that 41% of North Dakota students perform at either the proficient (literate) or the advanced level. Thus, despite North Dakota's number two ranking, 59% of our students score *below* proficiency, based on NAEP performance standards.
5. Scores from the CTBS/5 rank North Dakota students highly in overall scores compared to national norms; however, the CTBS/5 itself is *not designed* to measure comprehensive standards of knowledge and skills. A correlation of CTBS/4 test items indicates that the CTBS measures approximately 55% of North Dakota English Language Arts standards. Therefore, although North Dakota students are ranked against a national norm, there is no accounting in terms of the comprehensive body of knowledge or skills standards.

These examples illustrate that although North Dakota demonstrates relatively high student performance *when compared to national norms*, these same results indicate that when *evaluated in terms of standards of expected learning*, a *wide majority* of our students perform *below* expected levels of proficiency. We are able to gain these insights into our deficiencies because the NAEP test evaluates student performance in terms of both *ranking* and clearly defined *standards of learning*. North Dakota's primary assessment tools (e.g., CTBS/4) historically have been unable to do so because such standards have not been employed. The fundamental weakness of NAEP is that it is a randomly administered test, unavailable to most districts, and any results are aggregated at the state level only. No district reports are available.

The significant level of sub-proficient student performance reported above indicates that any claims of high achievement ring relatively hollow. These examples evidence the state's need to further improve our educational system, to advance the method in which we measure student performance overall, and to accomplish this by concentrating on the basics.

Clarifying the state's general curriculum definitions.

The North Dakota Constitution (Article VII, Sections 1-4) and the North Dakota Century Code (including sections: 15-21-04; 15-21-04.1; 15-21-09; 15-45-02; 15-40.1-06; 15-40.1-08; 15-21-04.5; 15-38-07 through 15-38-13; 15-41-01 through 15-41-08; 15-41-24 through 15-41-28; 15-41.1-01; 15-43-01 through 15-43-12; 15-45-02; 15-45-03; 15-47-24; 15-47-37; 15-20.1-11; 15-21-04.4; 15-21-04.5; 12-21-09; 15-21-10) provide that the state shall establish and maintain a statewide educational system, to provide for a reasonable degree of uniformity in course of study, and to provide for statewide assessments. NDCC specifically identifies core instructional subjects to be taught, but leaves to the state superintendent and local school districts the responsibility of defining the content of those subjects. Each of the state's 229 school districts has proceeded to create its own unique curriculum based on this directive.

The Department of Public Instruction has committed itself to implementing voluntary state content standards to guide local school districts and to assure a reasonable degree of uniformity in course of study statewide. The Department has established clear protocols for the development of state content standards in all core subject areas (English Language Arts, mathematics, science, social studies, health, the arts, world languages, and physical education). North Dakota classroom teachers and university staff constitute the writing committees for each content standards document. The Department uses federal funds, in the absence of state funds, to support the development and implementation of these voluntary content standards. A 1998 study conducted by the University of North Dakota reports that teachers and administrators involved in standards-based activities overwhelmingly approve (average of 90% approval) of the role that content standards play in the development of better district curricula and in the improved quality of professional development.

The Department has developed a long-term plan to create standards and train local district personnel to employ content standards into their curriculum. Federal funds are insufficient to accomplish this plan. Therefore, the Department requests a sum totaling $205,000 to proceed with the implementation of voluntary content standards statewide.

Without clear voluntary content standards, there exists limited understanding statewide about what is important to teach and learn in North Dakota. When we know clearly what we need to teach, then we are able to know what we need to test. If students and parents clearly understand what is to be taught, then their respective roles of learner and supporter are enriched. Research is clear that when teachers and learners and parents are clear about the content of education, overall performance and satisfaction increases. If we are to continue to improve our schools, the most important thing we can do is to improve the curriculum by emphasizing what is important to learn and teaching it with clarity. If every student in North Dakota is to have a comparable education, then there needs to be some assurance that a general content is available everywhere, to everyone. Supporting content standards is fundamental to *improving* education in North Dakota by defining what comparable education *means* in North Dakota.

Remedying the state's currently narrow assessment strategy.

NDCC 15-21-09 provides that the state superintendent shall have charge and supervision of the standardization of schools, uniformity of textbooks, examinations for students, and preparation of courses of study for the several classes of public schools. Within this directive, the Department of Public Instruction has administered state assessments for a number of years.

The state's past strategy toward assessment has been formed in part by funding limitations. The state currently allocates $360,000 per biennium for the assessment of students at grades 3, 6, 8, and 10. This amounts to approximately .03% of general operating expenses to evaluate the overall performance of a statewide educational system which demands approximately $1.2 billion per biennium to operate. (The proposed enhancement budget of $1,140,000 for assessment amounts to .1% (<1%) of a comparable general operating budget.

The state's past strategy also has been formed in part by testing limitations. In the past we have been limited to traditional, norm-referenced testing. However, with the recent development of clear content standards, test development practices have improved measurably, such that we are now capable of measuring comprehensive student performance to accomplish a variety of aims.

The Department of Public Instruction has formed several committees to evaluate the deficiencies of the state's current assessment strategy and to propose a comprehensive, affordable assessment system. It has been determined that a comprehensive assessment system should fulfill the following related purposes:

- Diagnose student strengths and needs;
- Provide feedback on student learning;
- Inform and guide classroom instruction;
- Communicate learning expectations to students and parents;
- Focus student learning on worthwhile content;
- Provide a basis for student evaluation, i.e., grading;
- Obtain data on a school-by-school, statewide basis;
- Gauge program effectiveness.

The ultimate aim of assessments is to improve the quality of teaching and learning, not to sanction parties for identified deficiencies. Assessments should guide instruction, offer insight into the quality of a school, measure comparability statewide, and allow for comparability within regional and national studies.

To accomplish these aims, the Department, in consultation with educators from across the state, has identified a four-component strategy for statewide assessments to provide *meaningful*, *valid*, and *reliable* data:

1. Administer the National Assessment of Educational Progress (NAEP) to allow North Dakota performance figures, based on commonly accepted standards, to be used as a meaningful measure of comparability nationally. The proposed budget to support the

administration of the NAEP test is included in the executive budget summary and is not included within this proposal.

2. Administer specific authentic skills, standards-referenced assessments in English Language Arts and mathematics to measure true performance in terms of state content standards. North Dakota teachers through two separate federal grants totaling $3,300,000 have developed (these tests. The English Language Arts test includes four separate components, including reading, writing, speaking, and listening. The math test is a stand-alone test.)
3. Administer an inexpensive, general knowledge, norm-referenced, standardized test to measure general knowledge for subject areas where no authentic skills assessments exist (e.g., CTBS/5 which is currently being used and is submitted separately within the Department's maintenance budget).
4. Advance voluntary, locally designed assessments which measure student performance in terms of adopted content standards and school-defined improvement goals. This item is a critical component of the overall assessment strategy. In this component, teachers statewide would receive the benefit of professional development regarding the development of local assessments, at either the district- or classroom-level, which reference the state's or the district's content standards. Most importantly, this component advances the quality of a district's school improvement efforts by grounding improvement measures on *valid and reliable data,* something currently elusive. Observations from our assessment design teams, consisting of North Dakota educators, indicate that this particular component is much needed and fills a conspicuous instructional void.

To accomplish these components the state will continue its work of developing clear measures of performance which form the basis of assessments. These measures of performance are called *performance standards*. As such, performance standards, set by North Dakota educators, define what proficiency or literacy means in North Dakota. Once defined, *proficiency* becomes a voluntary measuring benchmark used in statewide, local or classroom assessments. Performance standards are essential if the state or local districts are to communicate clearly how our students, in fact, are doing.

The Department of Public Instruction has committed itself to implementing voluntary state performance standards to guide local school districts and to assure a reasonable degree of uniformity in course of study statewide. The Department has established clear protocols for the development of state performance standards in all core subject areas. The Department has developed a long-term plan to create standards and train local district personnel to employ performance standards into their curriculum. Although this work has been supported exclusively with federal funds, these federal funds are insufficient to accomplish this plan. Therefore, the Department proposes a sum totaling $250,000 to proceed with the implementation of voluntary performance standards statewide.

These components, when combined as a balanced package, constitute an affordable statewide assessment system. Given the constitutional mandate to provide for a statewide educational system which provides for a reasonable degree of uniformity of course of

study, the Department submits that this proposal constitutes an acceptable cost (.1% of operating expenses) to assure a quality system.

This proposed budget enhancement package is about improving the quality of teaching and raising the level of learning statewide. As good as North Dakota's educational system is, currently available data indicate that we can and should improve. The Department finds no satisfaction in reviewing data, which demonstrate that a wide majority of our students perform at sub-proficient levels, despite our high ranking. Given this data, the Department will continue to clarify our state's educational standards and to encourage districts to build their curriculum and assessments around these standards. The Department respectfully requests that this committee and the Legislative Assembly support these efforts and fund fully the resources required to accomplish these aims.

EDUCATIONAL TELECOMMUNICATIONS COUNCIL

1999 Legislative Message

"The North Dakota Educational Telecommunications Council shall encourage and direct the creation of educational telecommunication programs and systems within the state"

Since 1989 the North Dakota Educational Telecommunications Council (NDETC) has worked to accomplish its mission by supporting systems and programs which bring new learning opportunities to all citizens of North Dakota through telecommunication technologies.

North Dakota Educational Telecommunications Council - 1989 to 1997

The North Dakota Educational Telecommunications Council was established in its present form in 1989. The NDETC was created to expand the role of the former North Dakota Educational Broadcasting Council. Since 1989 the NDETC's appropriations have totaled nearly $16,000,000.

The NDETC during those years funded a variety of telecommunication systems and related technology resources, projects and activities. The emphasis during this time was on innovative projects that included:

- Interactive Television Systems and other alternative delivery systems
- School/Consortium Computer, Library and Internet Projects
- Prairie Public Television Projects and Maintenance
- Statewide K-12 Computer Network (SENDIT)
- Center for Innovation and Instruction (CII)

1997 NDETC - *New Direction New Focus*

Action by the 1997 Legislation changed the make up of NDETC and redefined the powers and duties for the new Council. The make up of the Council was changed to reflect a cross-section of the educational community. The new Council consists of representation from Higher Education, Department of Public Instruction, Information Service Division of Office of Management and Budget, Telephone industry, North Dakota School Boards, North Dakota School Administrators and North Dakota K-12 Teachers.

These powers and duties were assigned by the 1997 Legislature:

- Promote the use of technology and the development of technology systems to enhance educational opportunities within the state.
- Cooperate with state agencies and other organizations to develop statewide educational technology systems.
- Conduct a continuing study to assess the needs, resources, and facilities, which are available or may be required to establish educational technology systems throughout the entire state.
- Receive gifts and grants from private and public sources to be expended for educational technology projects.

NDETC Accomplishments During 1997-1999

The powers and duties assigned by the Legislature were the guidelines used by NDETC and the Advisory Council members to develop a plan for a statewide system to enhance the use of educational technology. The plan contains the following vision statements:

- Develop a funding program called **Learning *Technology Support Program***, to promote the use of technology and the development of technology systems.
- Work with the leaders of other agencies like DPI, CII, SENDIT, North Dakota School Board Association (NDSBA), North Dakota Council of Educational Leaders (NDCEL) and North Dakota University System (NDUS) to develop statewide initiatives.
- Survey school leaders in order to determine the effectiveness of the use of NDETC grant funds and to assess the future needs of North Dakota Schools.

After research of past studies, and surveying the needs of ND students, NDETC created the Learning Technology Support Program to give all North Dakota students the opportunities of enhanced curriculums through the use of education technology. The program will positively affect every student in North Dakota K-12 schools. The specific goals used for distribution of funds were as follows:

- Connect all classrooms to Internet (Special emphasis for small or isolated schools).
- Provide training and support for all K-12 teachers and administrators.
- Modern computers for all teachers and students.
- Provide integration of effective and engaging software and online resources into every school curriculum.

NDETC received funds for the Learning Technology Support Program from DPI and SENDIT. NDETC combined those funds with the 1997-99 appropriation to get the most leverage to meet its goals.

With particular emphasis on goals 1 and 2, NDETC developed a two-phase funding program that offers funding for technology to all schools in North Dakota. The first phase of our funding

program for the 1997-99 biennium was completed in April of 1998. During that phase training programs were offered to all schools over the IVN video network.

We received requests for funds from 181 schools and were able to fund 163 schools. During the second phase of this program, through services from CII, we offered planning assistance to the schools who were not successful and to every school that did not apply. In December, 1998, we offered help to all school leaders in reviewing applications so that all remaining schools could submit a successful application in the second grant round which will be completed in February, 1999. The total amount granted to the schools in the first phase was over $3,050,000.00. We were able to award those funds and will award an additional $2,125,000.00 in the second phase in February, because of our partnership with the Department of Public Instruction (DPI) and SENDIT. Our funds to complete the two phases include $1,000,000.00 appropriated to NDETC for this biennium by the Legislature, $72,000.00 from SENDIT and $4,000,000.00 from DPI's Literacy Grants.

NDETC has provided the opportunity for all schools in North Dakota to enhance learning opportunities through the use of Educational Technology. By the completion of the second phase, nearly every school in North Dakota will have met the first funding requirement of being connected to the Internet. The second requirement in the grant application caused North Dakota schools to implement professional development plans that provide inservice in Educational Technology to our teachers and other school staff.

The Learning Technology Support Program has encouraged our school leaders to develop partnerships in sharing resources, in providing inservice and in sharing expertise. Our schools now look to neighboring schools, universities, agencies like CII and conferences like TNT (Teaching & Technology) to share costs, to provide inservice and to discover the most cost effective use of funds. Many schools have discovered innovative ways to use technology in their classrooms and to train their teachers. Schools have discovered ways to offer staff training during the regular school day, and many students are participating in world-wide educational projects through the Internet and other distance learning technology.

NDETC has and continues to evaluate the Learning Technology Support Program. A survey has been distributed to all schools in North Dakota to determine the effectiveness of this funding procedure versus past NDETC funding procedures. We also required that prior to receiving funding, each school must complete an evaluation that identifies the number of students and teachers using technology. In a follow-up evaluation required by June, 1999, school officials will identify the effective use of technology as a result of having received funds from NDETC during the 1997-99 funding period.

In the survey of schools, 95% of respondents stated that they approved of the method used by NDETC in the current funding process. Those same respondents indicated that they support continued funding for NDETC and wish to continue the same process for requesting grant funds for technology projects.

The NDETC requests $6,000,000.00 in state appropriated funds for 1999-01. We support the Governor's budget recommendation of six million dollars in order to help meet the highest priority educational needs identified by our schools and communities. Those needs include providing the most appropriate technologies and training for staff so that our students can access the learning opportunities that are only offered through distance learning systems. Educational technology offers our schools a great opportunity to address the needs of all our students including our most gifted and those with special needs. Another priority is the continued work toward the cooperation among schools and other state agencies to build an effective and efficient statewide network and more effectively share precious resources. The long-term goals are as follows:

GOALS:

- Ensure that all schools have effective connections to Internet.
- Evidence that all schools have an effective staff development plan that will integrate the use of technology into the curriculum.
- Provide funding for effective and engaging software and online learning resources to be integrated into every school curriculum.
- Provide funding for all teachers and students to have modern computers in their classrooms.
- Provide funding for innovative projects of alternative educational programs such as offering college level classes, sharing instructors and staff development.

DEPARTMENT OF PUBLIC INSTRUCTION
Federal Grant Information
1999 – 2001 Executive Recommendation

Catalog #	Title	US Dept.	Grants	Admin
---	Common Core	Education		71,225
10.553	School Breakfast	Agriculture	3,200,000	
10.555	National School Lunch Program	Agriculture	22,000,000	
10.556	Special Milk Program for Children	Agriculture	157,000	
10.558	Child & Adult Care Food Program	Agriculture	21,100,000	90,000
10.559	Summer Food Service for Children	Agriculture	990,000	55,000
10.560	State Administrative Expense for Child Nutrition	Agriculture		1,006,888
10.564	Nutrition Education & Training	Agriculture	50,000	343,000
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,410,000	496,200
10.568	Temporary Emergency Food Assistance	Agriculture	95,000	140,000
84.276	Goals 2000 - State & LEA Systemic Improvement	Education	3,500,000	353,228
84.281	Title II Eisenhower Professional Development	Education	2,655,764	121,480
84.184	Title IV Drug Free Schools & Communities Act	Education	3,773,354	326,541
93.938	Aids Educational Curriculum	Ctr for Disease	80,000	551,089
84.025	Services for Children with Deaf - Blindness	Education	175,134	
84.027	Special Education - IDEA, Part B	Education	15,985,000	1,620,000
84.029	Part D of IDEA - Personnel Development & Parent Training	Education	250,000	695,000
84.173	Special Education - IDEA - Preschool Program	Education	1,240,000	338,000

Catalog #	Title	US Dept.	Grants	Admin
84.181	Special Ed, IDEA, Part H - Program for Infants & Families with Disabilities	Education		847,312
84.011	Migrant Education,	Education	679,756	167,760
84.010	Title I - Compensatory Education	Education	34,430,612	1,166,706
84.298	Title VI – Innovation in Education	Education	2,952,612	467,257
84.215 84.279	English & Math Assessment	Education		1,026,718
84.013	Title I Program for Neglected & Delinquent Children	Education	85,184	
84.196	Education of Homeless Children & Youth	Education	100,000	87,500
84.213	Title I, IASA 1994, Even Start	Education	1,074,260	99,559
84.216	Title I, IASA 1994, Capital Expenses	Education	193,018	
17.250	Job Training Partnership Act - ND Job Service	Labor	167,000	24,000
84.002	Adult Basic Education	Education	1,921,376	173,9
84.194	Bilingual Education	Education		177,594
84.162	Emergency Immigrant Education	Education	45,000	
84.185	Byrd Scholarship Program	Education	160,000	
84.928	National Writing Project	Education		32,000
84.318	Title III Technology Literacy	Education	4,037,500	169,309
93.596	Child Care – After School Program	Education	62,000	
84.007	Part E – Fed. Supplemental Educational Opportunity Grants	Education	706,614	
	Compensation Pkg. & Indirect Costs	Ed. & Ag.		1,329,992
		Total	**$123,276,189**	**$11,977,341**

DEPARTMENT OF PUBLIC INSTRUCTION

FEDERAL GRANTS TO SCHOOLS AND OTHER ENTITIES

DESCRIPTION OF PROGRAMS

CATALOG #	TITLE	US DEPT
10.550	**Food Distribution – Food Donation Program**	**Agriculture**

Food is available for distribution to qualifying outlets such as food banks, schools, child and adult care centers, etc..

10.553	**School Breakfast**	**Agriculture**

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

10.555	**National School Lunch Program**	**Agriculture**

Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

10.556	**Special Milk Program for Children**	**Agriculture**

The objective is to encourage the consumption of milk by children. Any public and nonprofit private school or child care institution of high school grade or under, including public and private nonprofit nursery schools, child-care centers, settlement houses, summer camps and similar nonprofit institutions, may participate.

10.558	**Child & Adult Care Food Program**	**Agriculture**

Funds are available to eligible institutions to reimburse their costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

CATALOG #	TITLE	US DEPT
10.559	Summer Food Service for Children	Agriculture

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

10.564	Nutrition Education and Training	Agriculture

Provides for the nutritional training of education and food service personnel, the food service management training of school food service personnel, and the conduct of nutrition education activities.

10.567	Food Distribution Program on Indian Reservations	Agriculture

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568	Emergency Food Assistance Program	Agriculture

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons..

84.276	Goals 2000 State and LEA Systemic Improvement	Education

Grants are provided to state education agencies (SEA's) on a formula basis to support the development and implementation of comprehensive reform plans at the state, local and school levels to improve the teaching and learning of all children. At least 90% of the grant must be used to make subgrants to local education agencies for the implementation of state and local improvement plans, to improve educator preservice programs, and for professional development activities. Remaining funds are to be used for state activities designed to implement state improvement plans. Of the monies received 10% is awarded to DPI and 90% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.281	Eisenhower, Mathematics and Science	Education

Funds are made available to school districts and state agencies for higher education to support professional development activities to improve teaching and student learning in core academic subjects. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received 10% is awarded to DPI and 90% is distributed to school districts. Method for allocation of funds is based on school enrollment and free and reduced meals.

84.186	Drug Free Schools and Communities Act	Education

Funds are made available to establish, operate, and improve local programs of school drug and violence prevention, early intervention, rehabilitation referral and education in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and are coordinated with related federal, state, and community efforts and resources. Of the monies received 9% is awarded to DPI and 91% is distributed to school districts. Method for allocation of funds is based on school enrollment.

93.938	School Health Programs	Ctr for Disease

To support the development and implementation of school health programs, to prevent serious health problems for youth, parents, preserve education and communities. Of the monies received 80% is awarded to DPI and 20% is surveillance . Method for allocation of funds is based on a competitive application process.

84.318	Technology Literacy Challenge Fund	Education

Grants are provided to school districts to speed the implementation of the integration of technology with school curricula and to make all students literate in reading, math science and other core academic skills. Of the monies received 5% is awarded to DPI and 95% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.027	Special Education Act (IDEA), Part B	Education

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more of thirteen specified disabilities. An amount equal to 86.4% of the total grant amount is distributed to school districts. Allocations are made to special education units based on the number of children with disabilities aged 3 years through 21 years.

CATALOG #	TITLE	US DEPT
84.029	Part D of IDEA State Program Improvement Grants For Children with Disabilities	Education

The grant is to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention and transitional services; including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

84.025	Services for Children with Deaf-Blindness	Education

Funds are used to provide technical assistance and support to parents, families and service providers of children with deaf-blindness

84.158	Statewide Transition for Youth with Disabilities	Education

Grant program to coordinate special education and related services for youth with disabilities currently in school or who have recently left school. Funds are used to stimulate the improvement and development of programs for secondary special education and stimulate the improvement of the vocational and life skills of students with disabilities.

84.173	Special Education IDEA Preschool Program	Education

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on the amount received for fiscal year 1997 plus 85% of the remaining amount based on the relative number of children enrolled in the schools and within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.181	IDEA – Part C Grants for Infants and Toddlers with Disabilities	Education

Funds are used by states to assist in maintaining and implementing a statewide, comprehensive, coordinated, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with disabilities and their families.

CATALOG #	TITLE	US DEPT
84.011	Migrant Education	Education

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the monies received 19% is awarded to DPI and 81% is distributed to school districts. Method for allocation of funds is based on enrollment.

84.010	Title I Compensatory Education	Education

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This includes programs for Migrant Education, Education of Homeless Children, Neglected & Delinquent Program, and the Even Start Intergenerational Literacy Program. Of the monies received 3% is awarded to DPI and 97% is distributed to school districts. Method for allocation of funds is based on enrollment and free and reduced meals.

84.298	Title VI School Improvement	Education

Funds are made available to assist local educational reform efforts that are consistent with and support statewide reform efforts under Goals 2000; to support state and local efforts to accomplish the national education goals; to implement promising educational reform programs; to provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials; and to meet the special educational needs of at-risk and high cost students.. Of the monies received 15% is awarded to DPI and 85% is distributed to school districts. Method for allocation of funds is based on school enrollment and free and reduced meals.

84.279	English Assessment	Education

Grants funds are used to help defray the costs of developing, testing and evaluating state assessments tied to content standards in the curriculum area of English Language Arts.

CATALOG #	TITLE	US DEPT
84.013	Title I Program for Neglected & Delinquent Children & Youth	Education

Funds are used to meet the special educational needs of children institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Of the monies received 3% is awarded to DPI and 97% is distributed to school districts. Method for allocation of funds is calculated by Department of Education based on adjusted enrollment.

84.196	Education for Homeless Children and Youth	Education

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received 50% is awarded to DPI and 50% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.213	Title I, IASA 1994 Even Start	Education

Funds are used to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program help parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents. Of the monies received 5% is awarded to DPI and 95% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.216	Title I, ISSA 1994 Capital Expenses	Education

Assist local educational agencies pay for the additional capital costs incurred since July 1, 1985, associated with providing equitable Title I services to eligible private school children and to increase the number or percentage of private school children being served. Funds are used for such costs as the purchase, lease and renovation of real and personal property, insurance, maintenance costs, transportation and comparable goods and services. Of the monies received 100% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
17.250	Job Training Partnership Act, ND Job Service	Labor

Funds used to establish programs to prepare youth and adults facing serious barriers to employment for participation in labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills and decreased welfare dependency. Of the monies received 15% is awarded to DPI and 85% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.002	Adult Basic Education	Education

Funds are used to improve educational opportunities for out of school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

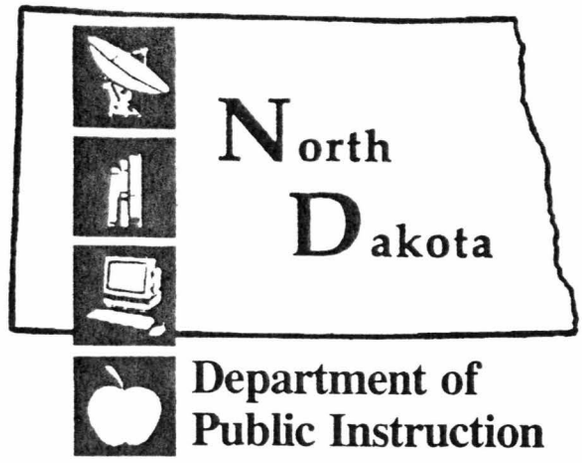
84.162	Emergency Immigrant Education	Education

Provides assistance to states for educational services and costs for immigrant children enrolled in elementary and secondary public and nonpublic schools whose enrollment is at least 500 or three percent of the total enrollment. Also provides inservice training for personnel instruction immigrant children.

84.185	Byrd Scholarship Program	Education

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

this testimony is same as presented



DPI testimony to House

Testimony to the House Appropriations Committee

With the exception of pages attached

to the Senate

February 24, 1999

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DEPARTMENT OF PUBLIC INSTRUCTION
COMPARISON SCHEDULE
ENGROSSED SENATE BILL 2013

	LINE ITEM	1997-1999 PRESENT BUDGET	1999-2001 SENATE BUDGET	INCREASE (DECREASE)
1	**FTE**	**135.45**	**137.95**	2.50
2	Salaries	$ 10,942,836	$ 11,706,777	$ 763,941
3	Operating	$ 9,828,758	$ 10,107,032	$ 278,274
4	Equipment	$ 768,920	$ 591,036	$ (177,884)
5	**TOTAL OPERATIONS**	**$ 21,540,514**	**$ 22,404,845**	**$ 864,331**
6	General Fund	$ 5,581,739	$ 5,872,601	$ 290,862
7	Federal Fund	$ 11,396,596	$ 11,929,701	$ 533,105
8	Other Fund	$ 4,562,179	$ 4,602,543	$ 40,364
	GRANTS			
9	Foundation Aid and Transportation	$ 466,356,259	$ 481,006,259	$ 14,650,000
10	Revenue Supplement Payments	$ 3,100,000	$ 3,100,000	$ -
11	Tuition Apportionment	$ 52,800,000	$ 53,528,217	$ 728,217
12	Special Education	$ 40,550,000	$ 44,600,000	$ 4,050,000
13	**Subtotal - Separate Line Grants**	**$ 562,806,259**	**$ 582,234,476**	**$ 19,428,217**
14	Technology Reimbursement	$ 5,000,000	$ -	$ (5,000,000)
15	Ed. Telecommunication's Council	$ 1,000,000	$ 1,000,000	$ -
16	Adult Education Matching Funds	$ 900,000	$ 900,000	$ -
17	School Lunch Matching Funds	$ 1,080,000	$ 1,080,000	$ -
18	Governor's School	$ 135,000	$ 145,000	$ 10,000
19	LEAD Consortium	$ 209,000	$ 200,000	$ (9,000)
20	Teacher Center Network	$ 200,000	$ 210,000	$ 10,000
21	Combined Lead & Teacher Centers	$ -	$ -	$ -
22	Follow-up Info.ND Ed.& Training (FINDET	$ 20,754	$ 23,780	$ 3,026
23	Displaced Homemakers-Special Fund	$ 237,500	$ 237,500	$ -
24	Federal Grants	$ 125,727,343	$ 128,899,286	$ 3,171,943
25	**Subtotal - Other Grants**	**$ 134,509,597**	**$ 132,695,566**	**$ (1,814,031)**
26	**TOTAL GRANTS**	**$ 697,315,856**	**$ 714,930,042**	**$ 17,614,186**
27	General Fund	$ 518,551,013	$ 532,265,039	$ 13,714,026
28	Federal Fund	$ 125,707,343	$ 128,899,286	$ 3,191,943
29	Other Fund	$ 53,057,500	$ 53,765,717	$ 708,217
	SPECIAL LINE ITEMS			
30	Geographic Education	$ 50,000	$ 50,000	$ -
31	SENDIT Computer Network	$ 876,000	$ 546,669	$ (329,331)
32	School Transportation Data Envelopment	$ 50,000	$ -	$ (50,000)
33	National Teacher Certification-ESPB	$ -	$ 20,000	$ 20,000
34	**TOTAL SPECIAL LINES**	**$ 976,000**	**$ 616,669**	$ (359,331)
35	General Fund	$ 780,000	$ 566,669	$ (213,331)
36	Federal Fund			
37	Other Fund	$ 196,000	$ 50,000	$ (146,000)
38	**TOTAL DEPARTMENT**	**$ 719,832,370**	**$ 737,951,556**	**$ 18,119,186**
39	**TOTAL STATE FUNDS**	**$ 524,912,752**	**$ 538,704,309**	**$ 13,791,557**
40	**TOTAL FEDERAL FUNDS**	**$ 137,103,939**	**$ 140,828,987**	**$ 3,725,048**
41	**TOTAL OTHER FUNDS**	**$ 57,815,679**	**$ 58,418,260**	**$ 602,581**

DEPARTMENT OF PUBLIC INSTRUCTION
SENATE AMENDMENTS
SB 2013 - 1st ENGROSSMENT

	LINE ITEM	1999-2001 EXECUTIVE BUDGET	1999-2001 SENATE BUDGET	SENATE CHANGES
1	**FTE**	**137.95**	**137.95**	0.00
2	Salaries	$ 11,825,653	$ 11,706,777	$ (118,876)
3	Operating	$ 10,457,032	$ 10,107,032	$ (350,000)
4	Equipment	$ 591,036	$ 591,036	$ -
5	**TOTAL OPERATIONS**	**$ 22,873,721**	**$ 22,404,845**	**$ (468,876)**
				$ -
6	General Fund	$ 6,271,418	$ 5,872,601	$ (398,817)
7	Federal Fund	$ 11,977,341	$ 11,929,701	$ (47,640)
8	Other Fund	$ 4,624,962	$ 4,602,543	$ (22,419)
				$ -
	GRANTS			$ -
9	Foundation Aid and Transportation	$ 475,906,259	$ 481,006,259	$ 5,100,000
10	Revenue Supplement Payments	$ 3,100,000	$ 3,100,000	$ -
11	Tuition Apportionment	$ 53,528,217	$ 53,528,217	$ -
12	Special Education	$ 44,600,000	$ 44,600,000	$ -
13	**Subtotal - Separate Line Grants**	**$ 577,134,476**	**$ 582,234,476**	**$ 5,100,000**
14	Technology Reimbursement	$ -	$ -	$ -
15	Ed. Telecommunication's Council	$ 6,000,000	$ 1,000,000	$ (5,000,000)
16	Adult Education Matching Funds	$ 900,000	$ 900,000	$ -
17	School Lunch Matching Funds	$ 1,080,000	$ 1,080,000	$ -
18	Governor's School	$ 145,000	$ 145,000	$ -
19	LEAD Consortium	$ -	$ 200,000	$ 200,000
20	Teacher Center Network	$ -	$ 210,000	$ 210,000
21	Combined Lead & Teacher Center Training	$ 345,000	$ -	$ (345,000)
22	Follow-up Info.ND Ed.& Training (FINDET)	$ 23,780	$ 23,780	$ -
23	Displaced Homemakers-Special Fund	$ 237,500	$ 237,500	$ -
24	Federal Grants	$ 123,276,189	$ 128,899,286	$ 5,623,097
25	**Subtotal - Other Grants**	**$ 132,007,469**	**$ 132,695,566**	**$ 688,097**
26	**TOTAL GRANTS**	**$ 709,141,945**	**$ 714,930,042**	**$ 5,788,097**
				$ -
27	General Fund	$ 532,100,039	$ 532,265,039	$ 165,000
28	Federal Fund	$ 123,276,189	$ 128,899,286	$ 5,623,097
29	Other Fund	$ 53,765,717	$ 53,765,717	$ -
				$ -
	SPECIAL LINE ITEMS			$ -
30	Geographic Education	$ 50,000	$ 50,000	$ -
31	SENDIT Computer Network	$ 546,669	$ 546,669	$ -
32	School Transportation Data Envelopment	$ -	$ -	$ -
33	National Teacher Certification-ESPB	$ 398,000	$ 20,000	$ (378,000)
34	**TOTAL SPECIAL LINES**	**$ 994,669**	**$ 616,669**	**$ (378,000)**
				$ -
35	General Fund	$ 944,669	$ 566,669	$ (378,000)
36	Federal Fund	$ -		$ -
37	Other Fund	$ 50,000	$ 50,000	$ -
				$ -
38	**TOTAL DEPARTMENT**	**$ 733,010,335**	**$ 737,951,556**	**$ 4,941,221**
39	**TOTAL STATE FUNDS**	**$ 539,316,126**	**$ 538,704,309**	**$ (611,817)**
40	**TOTAL FEDERAL FUNDS**	**$ 135,253,530**	**$ 140,828,987**	**$ 5,575,457**
41	**TOTAL OTHER FUNDS**	**$ 58,440,679**	**$ 58,418,260**	**$ (22,419)**

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DEPARTMENT OF PUBLIC INSTRUCTION
EXPLANATION OF SENATE AMENDMENTS
ENGROSSED HOUSE BILL 2013

	DESCRIPTION	GENERAL FUNDS	FEDERAL FUNDS	OTHER FUNDS	TOTAL
1	Delay market salary inc.for Supt. to 1/1/2001	$ (12,742)	$ -	$ -	$ (12,742)
2	Add market salary inc. for Asst. Supt.	$ 2,676	$ -	$ -	$ 2,676
3	Reduce comp.pkg.to 2/2 & health Insurance inc.	$ (38,751)	$ (47,640)	$ (22,419)	$ (108,810)
4	**TOTAL AMENDMENTS TO SALARY**	**$ (48,817)**	**$ (47,640)**	**$ (22,419)**	**$ (118,876)**
5	Remove funding for NAEP testing	$ (260,000)	$ -	$ -	$ (260,000)
6	Remove Ind.Study K-4 curric development project	$ (120,000)	$ -	$ -	$ (120,000)
7	Add dues for Education Commission of States	$ 40,000	$ -	$ -	$ 40,000
8	Add new Red River Writing Project	$ -	$ -	$ -	$ -
9	Reduce gen.fund for CTBS testing workshops	$ (10,000)	$ -	$ -	$ (10,000)
10	**TOTAL AMENDMENTS TO OPERATING**	**$ (350,000)**	**$ -**	**$ -**	**$ (350,000)**
11	Increase & separate funding for LEAD & T.Centers	$ 65,000	$ -	$ -	$ 65,000
12	Increase funding for LEP students	$ 100,000	$ -	$ -	$ 100,000
13	Increase foundation aid (from telecomm. line)	$ 5,000,000	$ -	$ -	$ 5,000,000
14	Reduce ed. telecommunication's grant line	$ (5,000,000)	$ -	$ -	$ (5,000,000)
15	Inc.federal grants "Reducing Class Size" program	$ -	$ 5,623,097	$ -	$ 5,623,097
16	Transfer Spec. Ed. ADM to student contract reimb.*	$ -	$ -	$ -	$ -
17	**TOTAL AMENDMENTS TO GRANTS**	**$ 165,000**	**$ 5,623,097**	**$ -**	**$ 5,788,097**
18	Reduce funding-Nat. Board Certification Teachers	$ (378,000)	$ -	$ -	$ (378,000)
19	**TOTAL AMENDMENTS TO SPECIAL LINE**	**$ (378,000)**	**$ -**	**$ -**	**$ (378,000)**
20	**TOTAL SENATE AMENDMENTS**	**$ (611,817)**	**$ 5,575,457**	**$ (22,419)**	**$ 4,941,221**

*Senate transferred $500,000 from the category of special education ADM payments to special education student contract reimbursments increasing this category to $10.5 million (see SB 2013, Section 5).

DEPARTMENT OF PUBLIC INSTRUCTION
REQUEST FOR AMENDMENT TO
SB 2013 - 1st ENGROSSMENT

	LINE ITEM	SENATE AMENDED BUDGET SB 2013	DPI REQUEST FOR AMENDMENT	TOTAL BUDGET REQUEST
1	**FTE**	**137.95**	**0**	**137.95**
2	Salaries	$ 11,706,777	$ -	$ 11,706,777
3	Operating	$ 10,107,032	$ 260,000	$ 10,367,032
4	Equipment	$ 591,036	$ -	$ 591,036
5	**TOTAL OPERATIONS**	**$ 22,404,845**	**$ 260,000**	**$ 22,664,845**
6	General Fund	$ 5,872,601	$ 260,000	$ 6,132,601
7	Federal Fund	$ 11,929,701	$ -	$ 11,929,701
8	Other Fund	$ 4,602,543	$ -	$ 4,602,543
	GRANTS			
9	Foundation Aid and Transportation	$ 481,006,259	$ 24,280,850	$ 505,287,109
10	Revenue Supplement Payments	$ 3,100,000	$ -	$ 3,100,000
11	Tuition Apportionment	$ 53,528,217	$ -	$ 53,528,217
12	Special Education	$ 44,600,000	$ 12,600,000	$ 57,200,000
13	**Subtotal - Separate Line Grants**	**$ 582,234,476**	**$ 36,880,850**	**$ 619,115,326**
14	Technology Reimbursement	$ -	$ -	$ -
15	Ed. Telecommunication's Council	$ 1,000,000	$ 5,000,000	$ 6,000,000
16	Adult Education Matching Funds	$ 900,000	$ -	$ 900,000
17	School Lunch Matching Funds	$ 1,080,000	$ -	$ 1,080,000
18	Governor's School	$ 145,000	$ -	$ 145,000
19	LEAD Consortium	$ 200,000	$ -	$ 200,000
20	Teacher Center Network	$ 210,000	$ -	$ 210,000
21	Combined Lead & Teacher Centers	$ -	$ -	$ -
22	Follow-up Info.ND Ed.& Training (FINDET)	$ 23,780	$ -	$ 23,780
23	Displaced Homemakers-Special Fund	$ 237,500	$ -	$ 237,500
24	Federal Grants	$ 128,899,286	$ -	$ 128,899,286
25	**Subtotal - Other Grants**	**$ 132,695,566**	**$ 5,000,000**	**$ 137,695,566**
26	**TOTAL GRANTS**	**$ 714,930,042**	**$ 41,880,850**	**$ 756,810,892**
27	General Fund	$ 532,265,039	$ 41,880,850	$ 574,145,889
28	Federal Fund	$ 128,899,286	$ -	$ 128,899,286
29	Other Fund	$ 53,765,717	$ -	$ 53,765,717
	SPECIAL LINE ITEMS			
30	Geographic Education	$ 50,000	$ -	$ 50,000
31	SENDIT Computer Network	$ 546,669	$ -	$ 546,669
32	School Transportation Data Envelopment	$ -	$ 105,000	$ 105,000
33	National Teacher Certification-ESPB	$ 20,000	$ -	$ 20,000
34	**TOTAL SPECIAL LINES**	**$ 616,669**	**$ 105,000**	**$ 721,669**
35	General Fund	$ 566,669	$ 105,000	$ 671,669
36	Federal Fund	$ -	$ -	$ -
37	Other Fund	$ 50,000	$ -	$ 50,000
38	**TOTAL DEPARTMENT**	**$ 737,951,556**	**$ 42,245,850**	**$ 780,197,406**
39	**TOTAL STATE FUNDS**	**$ 538,704,309**	**$ 42,245,850**	**$ 580,950,159**
40	**TOTAL FEDERAL FUNDS**	**$ 140,828,987**	**$ -**	**$ 140,828,987**
41	**TOTAL OTHER FUNDS**	**$ 58,418,260**	**$ -**	**$ 58,418,260**

DEPARTMENT OF PUBLIC INSTRUCTION
STATE FUNDED GRANTS & SPECIAL LINE ITEMS

Line Item #

9, 10, 11 **FOUNDATION AID, REVENUE SUPPLEMENT PAYMENTS & TUITION APPORTIONMENT GRANTS**
See pages 31-59

13. **SPECIAL EDUCATION GRANTS:**
See pages 60-83

14. **TECHNOLOGY REIMBURSEMENT GRANTS:**

Present Budget -	**$ 5,000,000**
Exec Recommendation -	**$ -0-**
Senate Recommendation	**$ -0-**

The Governor's recommendation for the 1999-2001 biennium eliminates the present special grant line item of $5,000,000 and transfers the state funds to the "Grants-Other Grants" line item. The funds are combined with the present $1,000,000 in state technology funds under the supervision of the Educational Telecommunication's Council (ETC). The present grants are distributed to schools according to average daily membership (adm) and their submission of substantiating documentation of technology related expenditures.

15. **EDUCATIONAL TELECOMMUNICATION'S COUNCIL GRANTS:**

Present Budget -	**$ 1,000,000**
Exec Recommendation -	**$ 6,000,000**
Senate Recommendation	**$ 1,000,000**

The Governor recommends for the 1999-2001 biennium that the present $5,000,000 in technology reimbursement grants (see 14 above) be combined with the present $1,000,000 in state technology dollars administered by the Educational Telecommunication's Council. Appropriation language in SB 2013 states that the $6,000,000 appropriation can either be used by schools for technology or professional development. School district allocations will be made based on average daily membership (adm).

The Senate transferred $5,000,000 of the telecommunication's grant line to the Foundation Aid line item.

See pages 90-93 for the separate report on statewide technology by the Educational Telecommunication's Council.

16. **ADULT EDUCATION:**

Present Budget -	**$ 900,000**
Exec Recommendation -	**$ 900,000**
Senate Recommendation	**$ 900,000**

The Adult Education program grants $900,000 of state funds, $150,000 of federal Job Training Partnership Act (JTPA) funds, and approximately $1,918,000 of federal adult education dollars to 48 sites statewide to provide adult education services. An additional $237,500 are disbursed to 8 sites for services to adults who qualify as displaced homemakers.

Over the course of a biennium more than 7,000 participants 16 years of age and older use the adult education services. Of those, over 65% go on to vocational programs, technical colleges, or other institutions of higher education. The educational needs of the adults entering the programs have changed dramatically. Over 70% of adults now entering the program have lower academic skills and special needs. Since the integration of developmentally disabled adults into local communities, Adult Learning Centers have had a continuous increase in demand for educational services to these adults. Over 37% of the adults entering the Adult Learning Centers come from previous special education programs.

The Adult Education program has not seen an increase in appropriations since 1993. The demand for the programs continues to grow, but considering the cost of living, the State support for the program has decreased significantly.

The new Workforce Investment Act, just passed by the Congress, will go into effect July 1, 1999, and subsequently bring additional Federal dollars to the program if the State can match and maintain its State effort each year. Therefore, the Department is requesting an appropriation of an additional $250,000 to meet the Federal requirements and maintain the existing programs. Additional funds will be used only for grants to local communities.

17. **SCHOOL LUNCH MATCHING:**

Present Budget -	**$ 1,080,000**
Exec Recommendation -	**$ 1,080,000**
Senate Recommendation	**$ 1,080,000**

Federal regulations require that state agencies that administer the National School Lunch Program match Section 4 funding with state appropriated general funds. The United States Department of Agriculture determines the amount of annual matching funds through a calculation, which factors in per capita income. The matching amount has increased because North Dakota's economy is strong and per capita income is higher which results in a greater state-matching requirement. Failure to meet the required match of $1,080,000 will result in the loss of Federal Section 4 funds, which are estimated to be $4,800,000 for the 1999-2001 biennium. The total National School Lunch Program is expected to provide $22,000,000 to schools during the next biennium.

18. **GOVERNOR'S SCHOOL:**

Present Budget -	**$ 135,000**
Exec Recommendation -	**$ 145,000**
Senate Recommendation	**$ 145,000**

The Governor's School for Science and Mathematics is an intensive six-week summer residential program held on the North Dakota State University campus for 40 highly able students. Each student completing the session earns one semester credit in high school mathematics or science.

The program stresses all aspects of the students' development. Mathematics students participate in math theory, statistics, and computer laboratory courses. Science students conduct research projects with mentors who are NDSU professors; they collect and analyze data, then prepare and present research papers to their peers and faculty. Students participate in a class that addresses personal, social and community development, and attend presentations relating to technology development by NDSU faculty. A choice of fine arts activities, such as creative writing, photography, drama, music and ceramics is also offered to the students. Three weekend field trips stress the application of science and mathematics to "real world" situations and provide information on career options. In addition, activities include community efforts such as food drives, recycling projects, volunteer work for local charities, and a mini-Olympics for 30-40 persons with physical and mental disabilities. Governor School students stay at the NDSU residence halls; counselors are provided to assist them with their academic studies as well as residence living. Over nine years, 360 students from over 100 North Dakota high schools have participated in the Governor's school.

In addition to the present biennial appropriation of $135,000 of state general funds in the annual Governor's School is supported by foundation aid dollars appropriated for summer school programs. Historically the annual amount available through foundation aid varied between $18,500 to $20,300 ($462-$507 per pupil). However, the increased number of students attending summer school statewide, combined with the new legislative cap placed on the amount of foundation aid that can be expended for summer school, resulted in a $4,700 reduction in revenue for the 1996 Governor's School. The total cost of operating the Governor's School has steadily increased at the average of 4% per year since 1990.

19. **LEAD CONSORTIUM:**

Present Budget -	**$ 209,000***
Exec Recommendation -	**$ -0-**
Senate Recommendation	**$ 200,000**

The North Dakota LEAD (Leadership in Educational Administration) Consortium is a collaborative effort to improve schools through inservice and staff development training of school administrators and educational staff. One of the most consistent findings of educational research on successful schools is the positive effect of sound leadership on student achievement. The consortium board includes representation from the Department of Public Instruction, the State Board for Vocational Education, the universities, school administrator associations, and private sector.

The LEAD has impacted practicing and aspiring school leaders across the states they participated in LEAD Programs such as Instructional Leadership, Total Quality Management and Communication Skill Development.

*The present budget includes $184,000 of general funds for LEAD operational costs. An additional $25,000 was granted for a collaborative project with Teacher Centers during the 1997-1999 biennium.

20. **TEACHER CENTER NETWORK:**

Present Budget -	**$ 200,000**
Exec Recommendation -	**$ -0-**
Senate Recommendation	**$210,000**

The ten North Dakota Teacher Centers are located in Bismarck/Mandan, Devils Lake, Dickinson, Fargo, Grand Forks, Mayville, Minot, Valley City, Wahpeton, and Williston. Each center has a full or part-time director who works with a local policy board in definition of programs.

Although each center is unique, a number of services are common to all centers: monthly newsletters to North Dakota teachers; specialized teaching materials are available & distributed; teacher-requested workshops and programs are offered to professional communities; and collaborations are facilitated among teachers, teacher education students, teacher educators, parents, administrators, state education leaders and educational service providers.

The state appropriation for Teacher Centers for the current biennium is 200,000. Each center annually receives $9,300 of state funds for operating and $500 for the teacher visitation program. Individual centers raise additional funds from dues, grants, contributions and fees for services.

The teacher center's general fund budget has remained at the same level since **1986**; however, the cost of providing services, purchasing resource materials, printing, and other operating expenses have increased due to rising costs. It is important that additional funding for teacher centers is provided to meet the increased demand for services and the increase in costs for providing the services.

21. **COMBINED LEAD & TEACHER CENTER TRAINING**

Present Budget -	**$ -0-**
Exec Recommendation	**$ 345,000**
Senate Recommendation	**$ -0-**

The Department and the Governor's Office agree that funding for LEAD and the Teacher Centers should be combined to encourage further collaboration and efficiencies. However, DPI requests that total funding for this collaborative effort should be $500,000 or $155,000 more than the executive recommendation.

Senate separated the funding for the two entities.

22. **FOLLOW-UP INFORMATION ON. NORTH DAKOTA EDUCATION & TRAINING (FINDET):**

Present Budget -	**$ 20,754**
Exec Recommendation	**$ 23,780**
Senate Recommendation	**$ 23,780**

FINDET is an interagency cooperative effort to provide comprehensive follow-up data on North Dakota education and training programs by electronically linking the various database of educational institutions and state agencies for the purpose of improving instruction and other programs. The system includes safeguards to protect the privacy and confidentiality of personal information. The follow-up is on **programs, not individuals.**

FINDET is a resource for students, educators in secondary and higher education, and business. Up-to-date, comprehensive statistics on professions, degree programs and wage rates are just some of the resources made available to students in making career decisions. FINDET also provides educators with follow up on how well high school graduates are prepared for and perform in post-secondary institutions or the job market. This key information can guide decisions on improving career advising materials and makes available valuable curriculum and program planning information. FINDET can provide a link between business and education by providing data to align education and training with business and industry needs.

23. **DISPLACED HOMEMAKERS:**

Grants of $237,500 are special funds derived from North Dakota divorce fees are awarded to statewide Adult Education programs.

24. **FEDERAL GRANTS:**

Total federal funds to subrecipients were estimated at $123,276,189 for the 1999-2001 biennium; however, the recent award of $5,623,097 from the Department of Education for reducing class size increases the budget request to $128,899,286. The increase was approved by action of Senate Appropriation for total federal grants. (See separate schedule attached, pg 94-102

DEPARTMENT OF PUBLIC INSTRUCTION
SPECIAL LINE ITEMS

Line Item #

30. **GEOGRAPHIC EDUCATION**

Present Budget	**$ 50,000**
Exec Recommendation	**$ 50,000**
Senate Recommendation	**$ 50,000**

During the current biennium $50,000 ($25,000 per year) was distributed to the North Dakota Geographic Alliance Program at Minot State University to match $50,000 per year provided by the National Geographic Society Education Foundation and another $43,087 (expected to exceed $58,000 by June 30, 1999) for geography education-related projects raised by the North Dakota Geographic Alliance Program.

The North Dakota Geographic Alliance Program, which is an alliance of approximately 1200 North Dakota teachers, is a member of the National Geographic Society Education Program national network of geographic alliances. All alliance funds are used for the development and implementation of geography education-related programs. In addition to financial support the National Geographic Society Education Program also provided significant in-kind support including support so several North Dakota teachers could attend national leadership training programs and shipments of maps and other geography publications which were distributed free to North Dakota schools and teachers.

The primary use of the funds has been to support training programs originally developed by the National Geographic Society Education Program which help teachers at all levels (K-12) to improve geography instruction. The model used includes leadership workshops where teachers are trained to design and conduct specialized geography-related workshops for other teachers. During the current biennium leaderships workshops trained 86 teachers, who in turn helped organize specialized geography related workshops and activities involving another 281 teachers (some teachers attended more than one workshop). A major emphasis during the current biennium has been to make teachers aware of national geography standards and in-classroom assessment techniques for determining whether or not students meet national standards expectations. The Alliance was also a major partner in assisting the Department of Public Instruction in the process of developing North Dakota social studies curriculum standards. Specialized geography-related workshops offered during the current biennium emphasized geography technology, how geography has influenced agriculture, geography teaching methods, integrating geography with science and mathematics, North Dakota and regional geography studies, and the geography of wind energy. Workshops were offered throughout the state and graduate credit was awarded by the University of North Dakota, Minot State University, North Dakota State University, and Jamestown College.

The state cost for continuing the Geography Education program is $50,000 for the 1999-2001 biennium. The National Geographic Society Education Foundation will support this effort with a contribution of $50,000 which will be increased to $100,000 if the North Dakota Geographic Alliance Program will commit to raising at least $50,000 more for the purpose of supporting North Dakota geography education teacher training.

31. **SENDIT**

Present Budget	**$ 680,000**
Exec Recommendation	**$ 496,669**
Senate Recommendation	**$ 496,669***

SENDIT, the internet support center for K-12 schools and libraries, offers opportunities for schools to access and disseminate information on the internet and provides leadership in the area of school computer networking and training/user support.

As of July 15, 1998, SENDIT delivers all internet resources via the World Wide Web offering a user-friendly interface, simplified processes and the convenience of access from any internet browser.

*SENDIT also operates with an estimated $50,000 in other funds earned through fees for service.

SENDIT provides the following areas of service:

Communication

E-mail service- e-mail accounts for each user in a school district/organization
World wide web page hosting- 25 MB of disk space
Usenet news- global newsgroups
SENDIT news- local newsgroups
E-mail lists- electronic discussion lists for schools and organizations
Internet projects- opportunities for classrooms to participate in collaborative activities
IT teleguide program- connects classrooms to IT professionals in the work force

Support

Help desk services- support for user accounts and internet software
World wide web development support-web page building assistance
Wide area networking consulting-fee based service for direct internet connections

Resources

SENDIT web page- links to valuable educational resources
SENDIT user directory- database of all SENDIT users and their e-mail addresses
Training programs- hands-on training for SENDIT educators
Newsletter- Internet information and updates
Software licensing- opportunity to purchase software at discounted prices

These core services are essential as they may not be available in some locations and/or would be cost-prohibitive. The centralized servers give K-12 users access to e-mail, a user directory, WWW page hosting and local/global discussion groups. Training programs and help desk services offer users the support they need to successfully communicate, conduct research and publish on the World Wide Web. Customized internet projects promote the involvement of classrooms in on-line activities.

Statistically, SENDIT hosts over 38,000 users who generate at least 1.2 million e-mail messages each month. The SENDIT web server hosts 80 school pages. Nearly 800 educators participate in SENDIT training programs each year. The SENDIT Help Desk receives 650 e-mail messages and 350 calls each month. Twenty-five classrooms have been involved in on-line projects the past year.

SENDIT is an interagency cooperative effort between the ND Department of Public Instruction (DPI) and the ND University System. DPI provides funding and Information Technology Services at North Dakota State University provides administration and technical support.

32. SCHOOL TRANSPORTATION DATA ENVELOPMENT

Present Budget	**$ 50,000**
Exec Recommendation	**$ -0-**
Senate Recommendation	**$ -0-**
Request for House Amend	**$ 105,000**

School districts in North Dakota are facing a crisis driven by declining enrollments. Demographic studies clearly indicate that factors such as reduced birth rates and migration to the larger cities as well as from the state are producing these declines. This trend results in the need for large numbers of districts to enter into planning processes aimed at identifying promising solutions that will ensure a high quality education for the children they serve. Under the proposed project, computer software and analytical procedures would be developed to help in establishing these solutions

Since the 1997 legislative session, the SCHOOLMAPS software system for mapping of North Dakota school districts and associated reporting of their characteristics has been undergoing expansion to incorporate significant new capabilities. The new capabilities are focused on providing procedures for assessing efficiencies of operation that are achievable by school districts, particularly in transportation. Achievable efficiency in various school operations depends on many factors, but student enrollment level always plays a central role. In transportation, some of the other more important factors that drive efficiency include the geographical distribution students within the districts, locations and conditions of roads, location of school plants, and school district size and shape.

Under the proposed project, at a cost of $105,000 the following activities would be carried out:

1. Re-hosting of the Schoolmaps system to the World Wide Web, making it possible for school districts throughout the state

to carry out analysis that support their own planning processes. This rehosting would also make it much easier to widely disseminate and support the releasing of current versions of the Schoolmaps program.

1. Integrate the Schoolmaps system with the locational capabilities of the 911 emergency telephone system, leading to the capability of knowing where students live geographically. This is helpful in the development of spatial analysis aimed at identifying promising areas in which districts could combine or expand, with resultant gains in efficiency and viability.

2. Integrate the Schoolmaps system with the statewide Geographical Information System (GIS) road network database under development by the State Department of Transportation. This is useful in analyses aimed at identifying possibilities for school district combinations, as well as determining areas of the state that are isolated in terms of access.

3. Improve the Date Envelopment Analysis (DEA) capability that has been developed within Schoolmaps, primarily through experimental work, consultation with experts throughout the state, and validation of the relative importance key factors in achieving efficient operations. Thus, the DEA approach can mature into a tool that is easy to use and of unquestioned validity. This will help provide a solid set of inputs that will be beneficial in planning for school district reorganizations in the future.

33. NATIONAL TEACHER CERTIFICATION

Present Budget	**$ -0-**
Exec Recommendation	**$ 398,000**
Senate Recommendation	**$ 20,000**

Governor's initiative for assisting teachers with the cost of receiving national certification through a testing process. The initiative would provide salary increases to teachers that successfully complete the national tests and receive certification.

DEPARTMENT OF PUBLIC INSTRUCTION

Optional Adjustments
Agency Operations

Description	General Fund Amount
1. Compensation Package – Salary Increases	**Executive $201,686** **Senate $152,869**
2. Equity Salary Increases for Information Management Staff The demand for skilled Information Technology (IT) personnel continues to increase on a worldwide basis. As the demand grows, it is becoming increasingly difficult to retain quality IT personnel. As experienced by the department, new employees are demanding higher salaries, which must then be matched by equity increases to retain existing personnel. This phenomenon exists throughout state government as each state agency struggles to attract and retain personnel. As reliance on technology within the Department of Public Instruction continues to grow, it is imperative that measures are taken to retain quality personnel. If staff leave because of salary concerns, it is likely their replacement will be hired at their same salary. Additionally, the department must then incur the cost of training the replacement. The department does not want to lose the expertise that employees have gained while employed with the department. Since March 1997 the department has lost employees in the following six positions resulting in a 55% turnover rate for the period. **Classification** — **Position Number** — **Date Left Dept** Programmer Analyst — 2013816 — Mar-97 MIS Director — 2012300 — Aug-97 Information Processing Specialist — 2013308 — Aug-97 Data Processing Coordinator — 2013813 — Nov-97 Research Analyst — 2013814 — Jun-98 Data Processing Coordinator — 2013813 — Aug-98 As a result, the department requests additional salary monies to provide equity increase for those personnel whose technical skills are most in demand: **Position** — **Classification** — **Position** — **Classification** 2013829 — Programmer Analyst II — 2013813 — DP Coordinator III 2013814 — Research Analyst III — 2013816 — Programmer Analyst II 2012300 — Information System Administrator II — 2012200 — Senior Programmer Analyst The cost of the salary adjustment is $62,040 in salaries, $10,404 fringe benefits for a total of $72,444	**$72,444**
3. North Central Association Request is made for $42,950 to continue services to North Dakota schools by the North Central Association of College and Schools (NCA). The continuation of the state NCA contractual services is critical to the member school districts representing approximately one half (50%) of all students in North Dakota K-12 schools. NCA provides school improvement and accreditation field staff services vitally important to providing quality education in our schools. The present budget includes $25,500 of general funds specifically budgeted for one year of services by NCA. The executive recommendation for the present budget included $50,000 for NCA services. However, in order to sustain reductions made to the department's budget during the last legislative session, the decision was made to terminate the contract for the 2nd year of the present biennium to make up $25,500 of the $125,000 legislative budget reduction.	**$42,950**

Description	General Fund Amount
The decision to end state level support for NCA services was strongly criticized by school district administrators. They argued that the NCA school improvement services were all that is available since the department no longer has adequate staff to assist them with school improvement planning. Additionally, districts were unhappy that the cost of the NCA services would now shift from the department to school districts. Administrators also asserted that school improvement and accreditation functions are state level functions that should be funded by the department. In response to school administrator concerns, the department continued the NCA contract through the present biennium by reducing other areas of the budget which will have to be reinstated next biennium. NCA has informed us that the annual contract will increase from $25,500 to $34,225 (additional clerical assistance) for next biennium. Thus, the budget change includes $17,450 for the increase in contractual fees and $25,500 to sustain a two-year contract for a total request of $42,950.	
4. Testing National Assessment of Education Progress (NAEP) National Assessment of Educational Progress (NAEP) is a congressionally mandated project of the U.S. Department of Education National Center for Education Statistics (NCES). NAEP has been involved with assessment since 1969. However, only since 1990 have assessments been designed to provide individual state results. In 1988 Congress created the National Assessment Governing Board (NAGB) to formulate policy guidelines for NAEP. The board is responsible for selecting the subject areas to be assessed which may include adding to those specified by Congress, identifying appropriate achievement goals for each age and grade developing assessment objectives, developing test specifications and other design and assessment methodology. NAEP provides us with state average scores and additional information that is used to attract new business to North Dakota. Some of the most commonly used comparative data are as follows: A. North Dakota's average score compared to other states B. North Dakota's average score compared to the United States C. North Dakota compared to other countries such as the Third International Mathematics and Science Study (TIMSS) D. Percent of parents of 8th grade students who had at least one parent graduate from college. (North Dakota has had the highest percentage in this area in the 3 years that North Dakota's 8th grade students were participating in NAEP). NAEP provides us with educational research data that cannot otherwise be accessed such as: A. The number of years of teaching experience to student achievement. B. The number of types of reading material in the home and how it relates to student achievement. C. The educational level of the teacher related to student achievement. D. Student absences from school and how it relates to student achievement. E. Rural or urban parts of North Dakota related to student achievement, etc. There is a federal requirement (Title IV National Education Statistic, Section 408) that the expenses associated with the implementation of NAEP be paid from non federal sources. The costs are estimated to be $260,000 for the biennium to include: Staff or Consultant Costs (including clerical) $ 100,000 Computer and related costs $ 4,000 Travel $ 8.000 Office cost $ 8,000 Office & Workshop expenses $ 9,000 Payment to school districts for attending NAEP training $ 31,000 Total $160,000 A $10. per student stipend to school districts for an incentive to participate $100,000 ($100.00 minimum per school) $260,000	Executive $260,000 Senate S-0-

Description	General Fund Amount
5. Continued CTBS Testing This is a proposed budget for the continuation of the present testing program. This includes continuation of using norm-referenced standardized achievement tests and the companion group ability tests. These tests are the TerraNova, also know as the Comprehensive Tests of Basic Skills, fifth edition (CTBS/5), and the Test of Cognitive Skills, second edition (TCS/2). The requested budget for the 1999-2001 biennium includes: Testing Costs Only $ 410,000 State-wide Workshops $ 40,000 **Senate Reduced to $30,000** Total $ 450,000 The present budget includes $380,000 of general funds for testing costs. This amount is expected to change to $410,000 or increase by $30,000 for the 1999-2001 biennium. Historically, Department of Education Title VI funds have been used to sponsor the statewide training workshops for the testing program. However, Title VI funds for statewide efforts such as testing have been considerably reduced in recent years. Thus, request is made for an additional $40,000 state funds to cover the expense of training local school district personnel in conducting the tests and properly assessing test results. The total request for this optional adjustment is $70,000.	**Executive $70,000** **Senate $60,000**
6. K-12 Distance Ed This project would develop grades K - 4 distance education courses through the Division of Independent Study. These courses would be offered in both print-based and web-based formats and available either as materials-only or with teaching services. Courses would be developed in the following subject areas: English/Language Arts, Mathematics, Social Studies, Science, Physical Education, Health, Music, and Art. Presently the division offers grades 5 -12 printed-based and web-based distance education courses, but doesn't have the resources to develop K - 4 courses. The K - 4 courses would serve the following purposes: 1. Provide the 1,000 plus North Dakota home educated students with the option of being taught with K - 12 quality, accredited distance education courses. The division of Independent Study provides state-approved, regionally accredited courses as an alternative to religious, proprietary, and often unaccredited distance education courses. The division's curriculum is approved by the Department of Public Instruction and the State Board of Public School Education and is regionally accredited through the North Central Association of Colleges and Schools. 2. This would give those North Dakota schools that do not have the time and resources to develop their own curriculum material, the option of purchasing courses through the division. 3. Provide grades K - 4 summer school opportunities to students in school districts that do not offer summer school.	**Executive $120,000** **Senate $ -0-**
7. National Writing Project The Department of Public Instruction annually provides $10,000 of general funds to match $14,000 of federal funds (registration fees and in-kind services are used to match the additional $4,000) to conduct the Northern Plains Writing Project. The project helps educators learn more about teaching language arts across grade levels and the curriculum. The Northern Plains Writing Project benefits more than 340 educators annually through its summer institute and subsequent mentoring program. Once teachers participate in the Invitational Summer Institute they are required to facilitate two inservices to other teachers during the next academic year. Federal dollars for this program will increase from $14,000 to $18,000 a year and continues to	**$8,000**

Description	General Fund Amount
require a dollar-for-dollar match. Request is made to increase the present general fund match of $10,000 to $14,000 per year. The additional match will continue to be met through registration fees and in-kind services. The additional $8,000 of general fund, which generates another $8,000 of federal funds will: A. Expand the Invitational Summer Institute from Minot to Bismarck and Fargo in 1999; which would begin a regular rotation of the institute to communities across the state; B. Develop and sponsor additional short workshops in more communities each summer; C. Revive the Language Arts Festival which historically included more than 2,500 students; D. Support a speaker bureau for teacher/consultants who would like to present training to other educators.	
8. The Red River writing Project is separate from the Northern Plains Writing Program. However, it shares the same goal and will focus on teachers in the northeastern area of the state. The funding was not included in DPI's budget request due to the timing of the proposal	Executive $ -0- Senate $10,000
Executive Recommendation Total **Senate Recommendation Total**	**$775,080** **$346,263**

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
Wednesday, February 24, 1999
by Tom Decker, Director School District Finance & Organization
328-2267
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Tom Decker, Director of School District Finance and Organization for the Department of Public Instruction. I am here to provide information regarding the department's appropriation.

Since the adoption of the foundation aid program in 1959 the discussions about the State of North Dakota's role in funding public education have not been about whether or not the state should be involved in funding public education but the manner and extent to which it should be involved. Since the state of North Dakota has constitutional responsibility for providing a uniform system of public education the business of assuming fiscal responsibility for elementary and secondary education has significant implications for the state.

The recent funding equity lawsuit and similar suits in many other states bear out the seriousness of those considerations. While the most frequently heard discussion about foundation aid and the state's responsibility for funding schools, in recent years, has revolved around the issue of what percent of the cost of education the state should be responsible for providing, in fact the issues that in the past brought about lawsuits and which could potentially reactivate interest in lawsuits in the future have to do with equitable distribution of state aid.

The foundation aid program was adopted, in part, because the Legislative Assembly recognized that property valuations, demographics, and educational needs varied from district to district. Equity, defined as the state, ideal, or quality of being

just, impartial, and fair, was the central focus of the 1959 Foundation Aid program, and continues to be a concern. The discussion focuses on the degree to which the state should be involved in establishing equity between school districts. Philosophically, equity ranges from minimal involvement of the state to comprehensive, far-reaching involvement. On a statewide basis we have done very little in terms of enforcing uniformity of effort. School district mill levies vary from 0 to 322 mills. Our weighting factors are moving in the direction of reflecting the cost of delivering educational services. You will recall that we are currently at 75% of the five-year average cost in each category. We have made some adjustment for the economies of scale through the weighting factors and through additional payments for "small but necessary schools."

However, given the dramatic declines in enrollment in most of rural North Dakota we need to reassess what small but necessary really means and provide meaningful funding to those schools so designated.

The table which follows was developed by John Augenblick, a nationally known school finance consultant, as part of a presentation for the recent funding equity lawsuit. We have updated the equity measures to give you a reading on what has changed in regard to equity based on a well-recognized standard.

There are many ways to measure the degree to which we have achieved equity. The following table, labeled "disparity measures," provides a number of commonly used methods to our foundation aid program. The data provided is only for high school districts. The first column indicates the number of high school districts included for the years indicated. The column labeled "mean" provides the mathematical average cost. It is calculated by dividing the total cost of education expenses by total ADM. The median provides the cost per pupil at the 50th percentile. If you rank ordered all high school districts by cost of education, the median would be the middle score. Range provides the extremes indicating the

lowest and highest per pupil cost. Restricted range is determined by rank ordering expenditures per pupil from highest to lowest. The bottom 5% and the top 5% of districts, in terms of expenditure, are dropped so that the restricted range is the dollar range between the 5th percentile and the 95th percentile in expenditures. Federal range ratio shows the relationship between the cost at the 5th percentile and the difference between the 5th and 95th percentile. On this table the restricted range for 1997-98 is .559. This means that the difference between the cost per pupil at the 5th and 95th percentile was 55.9 % of the cost at the 5th percentile. The smaller the federal range ratio the greater the level of equity, which has been achieved.

Disparity Measures

Year	# of HS Districts	Mean	Median	Range	Restricted Range	Federal Range Ratio
1980-81	233	1945	1916	2207	782	.487
1981-82	233	2389	2310	5380	1000	.505
1985-86	225	2829	2798	6445	1383	.621
1990-91	209	3178	3005	6249	1634	.641
1991-92	199	3440	3373	6707	1712	.627
1992-93	197	3519	3481	7897	1690	.603
1993-94	191	3586	3512	6892	1748	.624
1994-95	186	3661	3509	12324	1566	.527
1995-96	185	3832	3703	10166	1878	.597
1997-98	181	4265	4494	10635	1955	.559

The following graph provides you with historical perspective of per pupil revenue and the percent of cost per pupil covered by state general fund revenue. As you can see, while state general fund revenue for schools has been increasing revenue from local school district property tax sources have been increasing at a significantly more rapid rate. The other point of interest here is that federal sources of educational revenue have been increasing in North Dakota over recent history as well. The tables that follow the graph provide details regarding sources of current revenue for North Dakota school districts.

Table 2 looks at actual dollars available to school districts by source.

Table 3 provides a perspective on the proportion of total revenue by major fund source. As you can see on Table 3 the state general fund portion of school district revenue has been declining while the local property tax share has been increasing significantly and steadily.

Table 4A views school district revenue from a per pupil perspective.

Table 4B shows the changes in percentages based on per pupil revenue.

Table 6A looks at current revenue per pupil, property wealth per pupil, and operating levies. Categories include all K-12 districts excluding those with significant unrestricted federal revenue and finally, elementary districts.

Table 7 looks at variations in per pupil current revenue within the range of the 5th and 95th percentile rankings. While the actual dollar difference between the 5th and 95th percentile has grown each year because total revenues per pupil have grown faster the federal restriction range ratio is declining and for 97-98 is at 1.62.

Table 8 deals with variations in per pupil property wealth among school districts. As you can see the range of variation between the 5th and 95th percentiles has been growing steadily. It currently stands at $13,616. The ratio of 5th and the 95th has been growing as well. This growing disparity in wealth between the districts at the 5th and those at the 95th percentile, in terms of valuation per pupil, indicates a growing inequity in terms of access to wealth based on local tax levies. It indicates a need for a more aggressive effort at equalization among districts based on local wealth.

Table 9 deals with variations in operating levies. In this category the distance between the 5th and 95th school districts in terms of local levies is increasing as indicated by the 2.06 ratio for the 97-98 school year.

Sources of School District Revenue

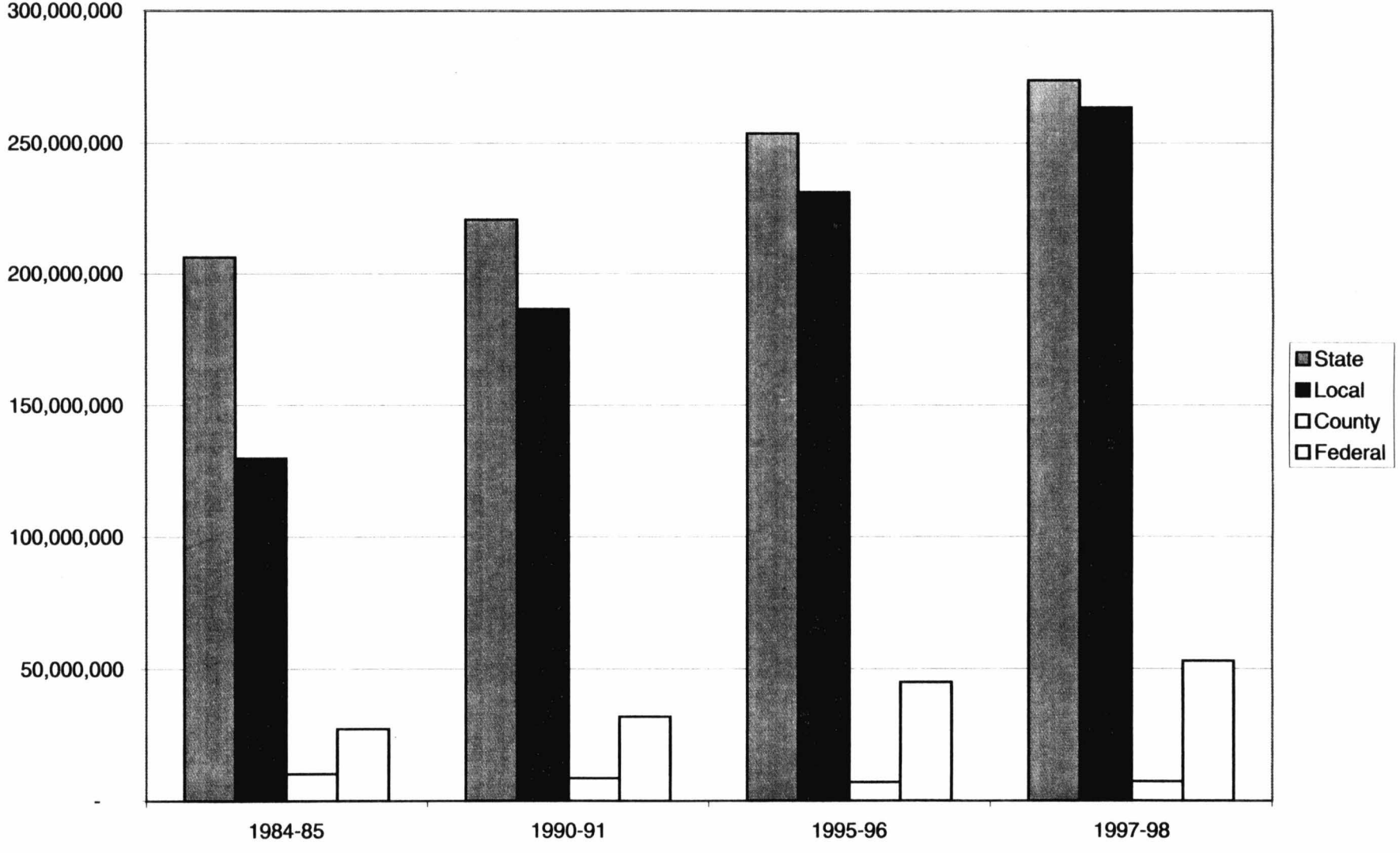

Table 2
Sources of Current Revenue for North Dakota School Districts

	1984-85	1990-91	1995-96	1997-98
1. State Support	206,222,000	220,695,200	253,749,300	273,905,169
Formula Aid	150,063,400	168,163,400	191,474,100	204,983,677
Tuition Apportionment	24,664,400	23,109,100	24,246,300	25,633,558
Other	31,494,200	29,422,700	38,028,900	43,287,934
2. Local Support	129,820,400	186,597,200	231,278,800	263,557,528
Property Tax	104,705,800	149,697,400	196,252,500	215,332,403
Other	25,114,600	36,899,800	35,026,300	48,225,125
3. County Support	10,255,000	8,555,300	6,981,000	7,204,002
4. Federal Support	27,326,200	32,013,100	44,960,600	52,976,318
Unrestricted	10,858,200	6,090,800	6,579,300	7,587,270
Restricted	16,468,000	25,922,300	38,381,300	45,389,048
5. Total Current Revenue	373,623,600	447,860,800	536,969,700	597,643,016
6. Total Current Revenue Excluding Federal Restricted Revenue	357,155,600	421,938,500	498,588,400	552,253,968

Table 3
Proportion of Total Revenue by Major Source for North Dakota School Districts

	1984-85	1990-91	1995-96	1997-98
1. State Support	57.7%	52.3%	50.9%	49.6%
Formula Aid	42.0%	39.9%	38.4%	37.1%
Tuition Apportionment	6.9%	5.5%	4.9%	4.6%
Other	8.8%	7.0%	7.6%	7.8%
2. Local Support	36.3%	44.2%	46.4%	47.7%
Property Tax	29.3%	35.5%	39.4%	39.0%
Other	7.0%	8.7%	7.0%	8.7%
3. County Support	2.9%	2.0%	1.4%	1.3%
4. Federal Support				
Unrestricted	3.0%	1.4%	1.3%	1.4%
Restricted				
5. Total Current Revenue				
6. Total Current Revenue Excluding Federal Restricted Revenue	100.0%	100.0%	100.0%	100.0%

Table 4A
Per Pupil Revenue of North Dakota School Districts by Major Source

	1984-85	1990-91	1995-96	1997-98
1. State Support	1,754	1,867	2,120	2,338
Formula Aid	1,276	1,422	1,599	1,750
Tuition Apportionment	210	195	203	219
Other	268	249	318	369
2. Local Support	1,104	1,578	1,932	2,249
Property Tax	891	1,266	1,639	1,838
Other	214	312	293	412
3. County Support	87	72	58	61
4. Federal Support	232	271	376	452
Unrestricted	92	52	55	65
Restricted	140	219	321	387
5. Total Current Revenue	3,178	3,788	4,485	5,101
6. Total Current Revenue Excluding Federal Restricted Revenue	3,038	3,569	4,165	4,713
7. K-12 ADM	117,568	118,229	119,714	117,166

Table 4B
Change in Per Pupil Revenue of North Dakota Revenue Sources from 1984-85

	1984-85	1990-91	1995-96	1997-98
1. State Support	Base Year	7.0%	23.0%	32.8%
Formula Aid	Base Year	12.1%	27.6%	36.6%
Tuition Apportionment	Base Year	-6.3%	-1.7%	3.9%
Other	Base Year	-6.6%	20.7%	37.4%
2. Local Support	Base Year	43.7%	78.2%	103.0%
Property Tax	Base Year	43.0%	87.4%	105.7%
Other	Base Year	46.9%	39.5%	92.0%
3. County Support	Base Year	-16.6%	-31.9%	-29.8%
4. Federal Support	Base Year	17.2%	64.5%	93.9%
Unrestricted	Base Year	-43.9%	-39.4%	-30.1%
Restricted	Base Year	57.4%	133.1%	175.6%
5. Total Current Revenue	Base Year	19.9%	43.7%	60.0%
6. Total Current Revenue Excluding Federal Restricted Revenue	Base Year	18.1%	39.6%	54.6%

Table 6A
Statewide Average Value of Per Pupil Current Revenue (Excluding Federal Restricted Revenue), Per Pupil Property Wealth, and Operating Levy in Mills of North Dakota Districts

Type of School District and School Finance Variable	1984-85	1990-91	1995-96	1997-98
All K-12 Districts:				
1. Current Revenue	2,994	3,537	4,140	4,662
2. Property Wealth	8,115	7,767	8,374	9,862
3. Operating Levy (mills)	113.9	161.8	194.7	194.5
K-12 Districts Excluding Those in Which Unrestricted Federal Revenue Exceeds $500 per ADM				
4. Current Revenue	2,957	3,501	4,103	4,624
5. Property Wealth	8,304	7,879	8,497	10,017
6. Operating Levy (mills)	115.2	161.9	194.8	194.7
Elementary Districts				
7. Current Revenue	4,534	4,702	5,111	6,794
8. Property Wealth	19,249	18,518	18,087	21,939
9. Operating Levy (mills)	72.9	121.0	153.2	162.4

Table 7
Indicators of Variation in Per Pupil Current Revenue (Excluding Federal Restricted Revenue) for North Dakota School Districts

	1984-85	1990-91	1995-96	1997-98
All K-12 Districts				
1. 5th Percentile	2,324	2,786	3,279	3764
2. 95th Percentile	4,024	4,798	5,365	6085
3. 5th-95th Range	1,700	2,012	2,086	2321
4. 5th-95th Ratio	1.73	1.72	1.64	1.62
K-12 Districts Excluding Those in Which Unrestricted Federal Revenue Exceeds $500 per ADM				
1. 5th Percentile	2,324	2,786	3,279	3764
2. 95th Percentile	3,884	4,721	5,258	5884
3. 5th-95th Range	1,560	1,935	1,979	2120
4. 5th-95th Ratio	1.67	1.69	1.60	1.56
Elementary Districts				
1. 5th Percentile	2,773	3,268	3,004	4473
2. 95th Percentile	8,894	12,271	8,307	10752
3. 5th-95th Range	6,121	9,003	5,303	6279
4. 5th-95th Ratio	3.21	3.75	2.77	2.40

Table 8
Indicators of Variation in Per Pupil Property Wealth for North Dakota School Districts

	1984-85	1990-91	1995-96	1997-98
All K-12 Districts				
1. 5th Percentile	4,986	3,554	4,003	4,473
2. 95th Percentile	15,531	15,167	15,082	18,089
3. 5th-95th Range	10,545	11,613	11,079	13,616
4. 5th-95th Ratio	3.11	4.27	3.77	4.04
K-12 Districts Excluding Those in Which Unrestricted Federal Revenue Exceeds $500 per ADM				
1. 5th Percentile	5,026	3,631	4,144	5,053
2. 95th Percentile	15,531	15,321	15,082	18,217
3. 5th-95th Range	10,505	11,690	10,938	13,164
4. 5th-95th Ratio	3.09	4.22	3.64	3.61
Elementary Districts				
1. 5th Percentile	6,438	6,542	7,351	10,624
2. 95th Percentile	54,683	49,970	49,088	42,103
3. 5th-95th Range	48,245	43,428	41,737	31,479
4. 5th-95th Ratio	8.49	7.64	6.68	3.96

Table 9
Indicators of Variation in the Operating Levy in Mills for North Dakota School Districts

	1984-85	1990-91	1995-96	1997-98
All K-12 Districts				
1. 5th Percentile	70.9	109.3	143.0	140.6
2. 95th Percentile	169.5	213.6	269.9	289.5
3. 5th-95th Range	98.6	104.3	126.9	148.9
4. 5th-95th Ratio	2.4	2.0	1.9	2.1
K-12 Districts Excluding Those in Which Unrestricted Federal Revenue Exceeds $500 per ADM				
1. 5th Percentile	71.7	109.3	142.4	140.6
2. 95th Percentile	169.5	213.6	269.9	289.5
3. 5th-95th Range	97.8	104.3	127.5	148.9
4. 5th-95th Ratio	2.4	2.0	1.9	2.1
Elementary Districts				
1. 5th Percentile	11.7	15.0	19.8	82.4
2. 95th Percentile	120.0	259.9	293.9	245.4
3. 5th-95th Range	108.3	244.9	274.1	163.0
4. 5th-95th Ratio	10.3	17.3	14.8	3.0

DAKOTA PRAIRIE SCHOOL DISTRICT #1
BOX 337 NYHUS AVENUE
McVILLE, NORTH DAKOTA 58254

February 5, 1999

State of North Dakota
Office of the Lieutenant Governor
600 E. Boulevard - Ground Floor
Bismarck, North Dakota 58505

Dear Lieutenant Governor Myrdal,

I was visiting with Mr. Tom Decker recently concerning the revenue forecast for the next school year and what the very near future holds in store for the Dakota Prairie School District. The restructured Dakota Prairie School District was formerly the school districts of Aneta, McVille, Michigan, Unity of Petersburg and Tolna. Our district originally restructured for reasons of low critical mass of students, financial inefficiencies and the desire to provide a better education for our children. This wasn't an easy task considering the pride found in each community. What has been accomplished in curricular and co-curricular activities overshadows the problems associated with community pride.

What alarms me is what the very near future holds in store for the district even though the district has already gone through this very difficult process. The district will continue to struggle to maintain quality programs because of the same reasons the original restructuring was undertaken. In addition to declining enrollments, revenue projections due to enrollment, mill deducts and changing weighted pupil units will also continue to impact the district.

At the present time, the total K-12 enrollment in Dakota Prairie stands at 436 students. That number will decline to 285 students within five years. In that period of time, the district will graduate a class of 58 students in the spring of 2002 and replace it with a class of 5 students in the fall. I was skeptical when the enrollment projections generated by the Department of Public Instruction first showed up on my desk. I now feel the projections are perhaps more optimistic than my own.

Dakota Prairie's restructuring efforts have permitted reaching many of the goals the original districts had in mind. Those efforts allowed the educational programs to be stabilized for approximately ten years. Once again, other planning is necessary to assure educational opportunity for children regardless of enrollment numbers.

I use the following personal case to make my point. My grandson, who is now two years old, will enter school with a class of 10 other students, when he becomes a freshman, Dakota Prairie will have a high school enrollment of 59 students. This fact along with his education is important to me, a change must occur in the manner in which educational services are delivered within the State of North Dakota.

I applaud the efforts of your office in promoting the Report Card for the Future. I look back, to the original concept of two restructured pilot schools and believe the ideas may have been the incentive that could have become the model and direction needed today. Perhaps the idea needs to explored once again to provide the catalyst to address future educational needs of our children.

Yours Truly,

Ed Poehls, Supt.

cc: Mr. Tom Decker

Comparison of School Funding Proposals

House Appropriations Hearing

February 24, 1999

	Current Funding System	DPI Proposal	Executive Recommendation	Senate Bill 2162
1. Weighting Factors (Foundation Aid)	Statutory factors adjusted by 65% toward the 5-year average for 1997-98 and 75% for 1998-99.	Statutory factors adjusted by 85% toward the 5-year average for 1999-00 and 100% for 2000-01.	Statutory factors adjusted by 85% toward the 5-year average for 1999-00 and 100% for 2000-01.	Statutory factors adjusted by 75% toward the 5-year average for both years.
2. Weighting Categories (Foundation Aid)	11 categories; Pre-kindergarten, Kindergarten, On-room rural (Grades 1-8) 3 categories for grades 1-6, Grade 7-8, and 4 categories for grades 9-12	No proposed change	No proposed change	No proposed change
3. Method of equalization	Mill deduct set at 32 mills for 1997-98 and 1998-99.	No proposed change	No proposed change	No proposed change
4. How computed	Multiply the taxable valuation times the mill deduct. Subtracted from the total of foundation aid, transportation, tuition apportionment and special education ADM payments.	No proposed change	No proposed change	No proposed change
5. Amount of proposed additional equalization	$3.1 million (supplemental revenue payments)	No proposed change	No proposed change	No proposed change
6. In lieu dollars	No deduct for in lieu funds received by the district.	No proposed change	No proposed change	No proposed change
7. Tuition Apportionment	Distributed on the basis of the school census for students age 6 - 17.	Distributed on the basis of Average Daily Membership	No proposed change	No proposed change
8. Per Pupil Payment	Pupil payments of $1,954 for 1997-98 and $2,032 for 1998-99.	Pupil payments of $2,230 for 1999-00 and $2,369 for 2000-01.[1]	Pupil payments of $2,129 for 1999-00 and $2,221 for 2000-01.	Pupil payments of $2,139 for 1999-00 and $2,210 for 2000-01.
9. Transportation	Payments based on $.40 per pupil transported and $.67 per mile for vehicles of capacity 10 or more. Payments based on $.25 per mile for vehicles capacity less than 10. Payments based on $.40 per one-way mile for family transportation. Payments of $.20 per in-city ride.	No proposed change	No proposed change	No proposed change
10. Appropriation (Foundation Aid and Transportation line)	$466,356,259 $429,587,939 for foundation aid $36,768,320 for transportation	$505,287,109 $469,287,109 for foundation aid $36,000,000 for transportation	$475,906,259 $439,906,259 for foundation aid $36,000,000 for transportation	$481,006,259 $441,020,188 for foundation aid $36,000,000 for transportation Transferred from ETC line: • $2,000,000 supplemental payment based on declining enrollment • $3,000,000 supplemental payment based on ADM.

Comparison of School Funding Proposals

House Appropriations Hearing

February 24, 1999

	Current Funding System	DPI Proposal	Executive Recommendation	Senate Bill 2162
11. Contingent payment				Requires the distribution of all funds appropriated for foundation aid and transportation: • The superintendent of public instruction shall adjust the payment rate in March of the first year, if warranted. • All funds remaining at the end of the biennium will be distributed based on wpu.
12. ADM adjustment	District paid on the greater previous year ADM or enrollment weighted pupil units (adjusted to actual ADM the subsequent year).	No proposed change	No proposed change	No proposed change
13. Isolation Factor	Small, necessary elementary schools that have fewer than 50 students and 15% of the students served live 15 miles or more from another school. Increases payment by 20% for first 15 students. Small, necessary high schools are similar, except have 35 or fewer students, the mileage factor is 20 and payment is made for the first 20 students.	No proposed change	No proposed change	No proposed change
14. Reorganized/Cooperative Districts	Districts reorganized or in an approved cooperative will not receive less in per student payments under the formula than they would have had they not changed organizational status for a specified number of years. Applies to high school students only if reorganized before August 1, 1997. Applies to all students if reorganized after July 31, 1997.	No proposed change	No proposed change	Added language guaranteeing that a school district may not receive less in per student payments the first year of their reorganization than they would have received for the school year immediately preceding the reorganization.
15. Approved summer school programs	Funding limited to 1.5% of foundation aid and transportation appropriation for approved high school summer programs.	No proposed change	No proposed change	Funding limited to 1.5% of the foundation aid and transportation appropriation: • No more than 75% for approved high school programs. • No more than 25% for approved remedial elementary programs.

Comparison of School Funding Proposals

House Appropriations Hearing

February 24, 1999

	Current Funding System	DPI Proposal	Executive Recommendation	Senate Bill 2162
16. Approved alternative high school programs	Approved alternative high school programs are treated as separate high schools for purposes of applying the weighting factors.	No proposed change	No proposed change	No proposed change
17. Other extended school year programs	Proportionate foundation aid payment for children of migratory workers and special education students beyond the regular school year	No proposed change	No proposed change	No proposed change
18. ND students attending bordering states	Increase weighting factors 20%. Payment goes to the resident district.	No proposed change	No proposed change	No proposed change
19. Home-based instruction	District supervised home schooled students are paid on wpu at 50% of the base pupil payment.	No proposed change	No proposed change	No proposed change
20. Students also enrolled in nonpublic schools	Allows proportionate payments to each public school district educating students from nonpublic schools.	No proposed change	No proposed change	No proposed change

[1]Updated for changes in enrollment estimates used for the Executive Recommendation.

Special Education State Funding 1999-2001

	DPI Request	*Executive Budget*	*Senate Version*
Total Request	57,200,000	44,600,000	44,600,000
Less Gifted/Talented	800,000	400,000	400,000
Less Student Contracts	10,500,000	10,000,000	10,500,000
Remaining Amount	45,900,000	34,200,000	33,700,000

	DPI Request		*Executive Budget*		*Senate Version*	
	1999 - 2000	2000 - 2001	1999 - 2000	2000 - 2001	1999 - 2000	2000 - 2001
Est. Annual Amounts	22,491,000	23,409,000	16,758,000	17,442,000	16,513,000	17,187,000
Estimated ADM	110,965	109,300	110,965	109,300	110,965	109,300
Per ADM Amount	203	214	151	160	149	157

	97 - 98 ADM	Est 98 - 99	Est 99 - 00
97-98 Regular year ADM	111,811		
97-98 Special Ed ADM	559		
Total	112,370	110,965	109,300

February 22, 1999
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EXPLANATION OF
SPECIAL EDUCATION PAYMENT PRINTOUT
February 22, 1999

The attached printouts for each year of the 1999-2001 biennium contain estimated payments for special education based on estimated average daily membership. Funds used are those from the executive budget recommendation of $44,600,000 less $400,000 for Gifted/Talented Programs (LOS) and $10,000,000 for student contracts compared with the DPI request of $57,200,000 less $800,000 for Gifted/Talented Programs (LOS) and $10,500,000 for students contracts. Compared with the Senate version of $44,600,000 less $400,000 for Gifted/Talented Programs (LoS) and $10,500,000 for student contracts.

A description of the columns on the reports is as follows:

CODIST	County and system number for the school district or special ed. unit
NAME	Name of the school district
PERCENT	The percent of the payment that goes to the school district and unit
ADM_TOT	This column contains the estimated average daily membership (ADM) for grades PK-12. Kindergarten is counted as one-half of an ADM. ADM for out of district special education students is not included with the ADM on the printouts.
ADM_PMTD	These are the estimated payments based on the DPI request. The estimated payment for 1999-2000 is based on $203 per full-time equivalent ADM and the payment for 2000-2001 is based on $214.
ADM_PMTG	These are the estimated payments based on the executive budget. The estimated payment for 1999-2000 is based on $151 per full-time equivalent ADM and the payment for 2000-2001 is based on $160.
ADM_PMTS	These are the estimated payments based on the Senate version. The estimated payment for 1999-2000 is based on $149 per full-time equivalent ADM and the payment for 2000-2001 is based on $157.

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Estimated

Special Education

Entitlement

1999 - 2000

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 203 EXECUTIVE BUDGET = 151 SENATE VERSION = 149
REPORT NAME = PI3 (SPADM99)

UNIT_NO=2727

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
1	2002	VALLEY CITY 2	1.00	1,328.10	269,604.02	200,542.89	197,886.70
2	2013	ORISKA 13	1.00	88.79	18,023.58	13,406.70	13,229.13
3	2065	N CENTRAL 65	1.00	209.10	42,447.93	31,574.57	31,156.37
4	9004	MAPLE VALLEY 4	1.00	253.45	51,450.71	38,271.21	37,764.31
5	9080	PAGE 80	1.00	151.87	30,829.13	22,932.01	22,628.28
6	11041	OAKES 41	1.00	524.95	106,563.86	79,266.71	78,216.82
7	2727	SHEYENNE VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				2,556.25	518,919.23	385,994.09	380,881.61

UNIT_NO=3736

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
8	3030	FT TOTTEN 30	1.00	172.90	35,098.98	26,108.11	25,762.30
9	3736	FORT TOTTEN	0.00	0.00	0.00	0.00	0.00
UNIT_NO				172.90	35,098.98	26,108.11	25,762.30

UNIT_NO=5726

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
10	5001	BOTTINEAU 1	1.00	791.92	160,758.90	119,579.28	117,995.45
11	5013	WILLOW CITY 13	1.00	105.51	21,419.42	15,932.67	15,721.64
12	5017	WESTHOPE 17	1.00	191.41	38,855.65	28,902.48	28,519.66
13	5054	NEWBURG UNITED 54	1.00	94.76	19,236.38	14,308.84	14,119.31
14	25029	UPHAM 29	1.00	75.62	15,351.42	11,419.04	11,267.79
15	35001	WOLFORD 1	1.00	58.76	11,927.52	8,872.19	8,754.68
16	38002	SHERWOOD 2	1.00	144.18	29,267.52	21,770.42	21,482.07
17	38009	MOHALL 9	1.00	302.12	61,329.50	45,619.48	45,015.25
18	40001	DUNSEITH 1	1.00	724.99	147,173.55	109,473.92	108,023.94
19	40003	ST JOHN 3	1.00	275.89	56,005.21	41,659.05	41,107.27
20	40004	MT PLEASANT 4	1.00	366.48	74,395.64	55,338.63	54,605.67
21	40029	ROLETTE 29	1.00	231.54	47,002.44	34,962.41	34,499.33
22	5726	PEACE GARDEN	0.00	0.00	0.00	0.00	0.00
UNIT_NO				3,363.17	682,723.15	507,838.41	501,112.06

UNIT_NO=8702

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
23	8002	REGAN 2	0.00	18.62	0.00	0.00	0.00
24	8025	NAUGHTON 25	0.00	12.34	0.00	0.00	0.00
25	8028	WING 28	0.00	87.78	0.00	0.00	0.00
26	8029	BALDWIN 29	0.00	13.83	0.00	0.00	0.00
27	8033	MENOKEN 33	0.00	40.49	0.00	0.00	0.00
28	8034	MCKENZIE 34	0.00	7.90	0.00	0.00	0.00
29	8035	STERLING 35	0.00	35.58	0.00	0.00	0.00
30	8036	DRISCOLL 36	0.00	44.70	0.00	0.00	0.00
31	8039	APPLE CREEK 39	0.00	42.70	0.00	0.00	0.00
32	8045	MANNING 45	0.00	15.80	0.00	0.00	0.00
33	38004	LITTLE HEART 4	0.00	28.46	0.00	0.00	0.00
34	8702	BURLEIGH COUNTY	1.00	0.00	70,685.08	52,578.56	51,882.15
UNIT_NO				348.20	70,685.08	52,578.56	51,882.15

UNIT_NO=8711

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
35	8001	BISMARCK 1	1.00	10,192.51	2,069,079.71	1,539,069.14	1,518,684.12

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 203 EXECUTIVE BUDGET = 151 SENATE VERSION = 149
REPORT NAME = PI3 (SPADM99)

UNIT_NO=8711 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
36	8711	BISMARCK	0.00	0.00	0.00	0.00	0.00
UNIT_NO				10,192.51	2,069,079.71	1,539,069.14	1,518,684.12

UNIT_NO=9717

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
37	9002	KINDRED 2	0.00	663.18	0.00	0.00	0.00
38	9007	MAPLETON 7	0.00	109.68	0.00	0.00	0.00
39	9017	CENTRAL CASS 17	0.00	740.51	0.00	0.00	0.00
40	9097	NORTHERN CASS 97	0.00	405.50	0.00	0.00	0.00
41	9717	RURAL CASS	1.00	0.00	389,528.71	289,747.95	285,910.23
UNIT_NO				1,918.86	389,528.71	289,747.95	285,910.23

UNIT_NO=9730

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
42	9001	FARGO 1	1.00	11,037.75	2,240,663.58	1,666,700.50	1,644,624.99
43	9730	FARGO	0.00	0.00	0.00	0.00	0.00
UNIT_NO				11,037.75	2,240,663.58	1,666,700.50	1,644,624.99

UNIT_NO=9734

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
44	9006	WEST FARGO 6	1.00	4,554.34	924,531.05	687,705.36	678,596.68
45	9734	WEST FARGO	0.00	0.00	0.00	0.00	0.00
UNIT_NO				4,554.34	924,531.05	687,705.36	678,596.68

UNIT_NO=12738

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
46	12001	DIVIDE COUNTY 1	1.00	390.16	79,202.73	58,914.35	58,134.03
47	12738	DIVIDE COUNTY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				390.16	79,202.73	58,914.35	58,134.03

UNIT_NO=14712

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
48	3016	OBERON 16	1.00	36.65	7,439.16	5,533.56	5,460.27
49	14001	NEW ROCKFORD 1	1.00	407.23	82,666.73	61,491.01	60,676.56
50	14012	SHEYENNE 12	1.00	160.63	32,607.23	24,254.64	23,933.39
51	16010	CARRINGTON 10	1.00	706.74	143,469.01	106,718.33	105,304.84
52	47019	KENSAL 19	1.00	89.96	18,262.13	13,584.15	13,404.23
53	14712	EAST CENTRAL	0.00	0.00	0.00	0.00	0.00
UNIT_NO				1,401.20	284,444.26	211,581.69	208,779.29

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 203 EXECUTIVE BUDGET = 151 SENATE VERSION = 149
REPORT NAME = PI3 (SPADM99)

UNIT_NO=15722

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
54	15006	HAZELTON MOFFIT BRAD	1.00	158.32	32,138.15	23,905.72	23,589.08
55	15010	BAKKER 10	1.00	14.81	3,006.94	2,236.69	2,207.06
56	15012	UNION 12	1.00	18.27	3,708.56	2,758.58	2,722.04
57	15015	STRASBURG 15	1.00	231.13	46,920.25	34,901.27	34,439.00
58	15036	LINTON 36	1.00	362.98	73,684.00	54,809.28	54,083.33
59	15722	EMMONS COUNTY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				785.51	159,457.90	118,611.54	117,040.51

UNIT_NO=18733

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
60	18001	GRAND FORKS 1	1.00	8,715.91	1,769,330.14	1,316,102.71	1,298,670.89
61	18061	THOMPSON 61	1.00	537.69	109,151.83	81,191.76	80,116.37
62	18140	GR FORKS AB 140	1.00	0.00	0.00	0.00	0.00
63	18733	GRAND FORKS	0.00	0.00	0.00	0.00	0.00
UNIT_NO				9,253.61	1,878,481.97	1,397,294.47	1,378,787.26

UNIT_NO=21709

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
64	19018	ROOSEVELT 18	0.00	148.26	0.00	0.00	0.00
65	19049	ELGIN-NEW LEIPZIG 49	0.00	290.88	0.00	0.00	0.00
66	21006	MOTT 6	0.00	242.24	0.00	0.00	0.00
67	30039	FLASHER 39	0.00	292.34	0.00	0.00	0.00
68	21709	SOUTHWEST	1.00	0.00	197,666.05	147,032.38	145,084.93
UNIT_NO				973.72	197,666.05	147,032.38	145,084.93

69

UNIT_NO=23724

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
69	2052	LITCHVILLE 52	0.00	98.40	0.00	0.00	0.00
70	11040	ELLENDALE 40	0.00	395.69	0.00	0.00	0.00
71	23003	EDGELEY 3	0.00	294.29	0.00	0.00	0.00
72	23007	KULM 7	0.00	168.94	0.00	0.00	0.00
73	23008	LAMOURE 8	0.00	377.63	0.00	0.00	0.00
74	23009	MARION 9	0.00	131.95	0.00	0.00	0.00
75	23011	VERONA 11	0.00	90.42	0.00	0.00	0.00
76	23724	DICKEY-LAMOURE	1.00	0.00	316,137.38	235,156.38	232,041.72
UNIT_NO				1,557.33	316,137.38	235,156.38	232,041.72

UNIT_NO=24718

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
77	22011	PETTIBONE 11	0.00	52.28	0.00	0.00	0.00
78	22014	ROBINSON 14	0.00	30.00	0.00	0.00	0.00
79	22020	TUTTLE 20	0.00	77.00	0.00	0.00	0.00
80	22026	STEELE 26	0.00	259.21	0.00	0.00	0.00
81	22028	TAPPEN 28	0.00	109.32	0.00	0.00	0.00
82	24002	NAPOLEON 2	0.00	268.33	0.00	0.00	0.00
83	24056	GACKLE STREETER 56	0.00	209.71	0.00	0.00	0.00
84	26004	ZEELAND 4	0.00	57.79	0.00	0.00	0.00
85	26009	ASHLEY 9	0.00	226.72	0.00	0.00	0.00
86	26019	WISHEK 19	0.00	282.44	0.00	0.00	0.00
87	24718	S CENTRAL PRAIRIE	1.00	0.00	319,276.62	237,491.48	234,345.90
UNIT_NO				1,572.79	319,276.62	237,491.48	234,345.90

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 203 EXECUTIVE BUDGET = 151 SENATE VERSION = 149
REPORT NAME = PI3 (SPADM99)

UNIT_NO=29715

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
88	13008	DODGE 8	0.00	64.57	0.00	0.00	0.00
89	29003	HAZEN 3	0.00	906.41	0.00	0.00	0.00
90	29020	GOLDEN VALLEY 20	0.00	73.41	0.00	0.00	0.00
91	29022	STANTON 22	0.00	105.96	0.00	0.00	0.00
92	29027	BEULAH 27	0.00	1,061.21	0.00	0.00	0.00
93	33018	CENTER 18	0.00	345.71	0.00	0.00	0.00
94	29715	OLIVER-MERCER	1.00	0.00	519,125.71	386,147.69	381,033.16
UNIT_NO				2,557.27	519,125.71	386,147.69	381,033.16

UNIT_NO=30725

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
95	30001	MANDAN 1	0.96	3,547.45	691,326.20	514,237.72	507,426.62
96	30007	NEW SALEM 7	0.96	363.13	70,767.43	52,639.81	51,942.60
97	30008	SIMS 8	0.96	38.59	7,520.71	5,594.22	5,520.13
98	30013	HEBRON 13	0.96	207.80	40,495.99	30,122.63	29,723.66
99	30017	SWEET BRIAR 1	0.96	13.33	2,597.99	1,932.50	1,906.90
100	30048	GLEN ULLIN 48	0.96	250.57	48,830.74	36,322.37	35,841.28
101	43003	SOLEN 3	0.96	248.95	48,515.13	36,087.61	35,609.63
102	43004	FT YATES 4	0.96	219.97	42,866.90	31,886.22	31,463.88
103	43008	SELFRIDGE 8	0.96	116.62	22,727.64	16,905.78	16,681.86
104	30725	MORTON-SIOUX	0.04	0.00	40,652.03	30,238.70	29,838.19
UNIT_NO				5,006.41	1,016,300.76	755,967.56	745,954.75

UNIT_NO=31706

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
105	7014	BOWBELLS 14	1.00	115.73	23,492.20	17,474.49	17,243.04
106	7027	POWERS LAKE 27	1.00	145.16	29,467.99	21,919.54	21,629.21
107	7036	BURKE CENTRAL 36	1.00	142.73	28,974.85	21,552.72	21,267.25
108	31002	STANLEY 2	1.00	453.64	92,088.46	68,499.30	67,592.02
109	31706	NORTHERN PLAINS	0.00	0.00	0.00	0.00	0.00
UNIT_NO				857.26	174,023.50	129,446.05	127,731.52

UNIT_NO=34707

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
110	34001	PEMBINA 1	0.00	146.20	0.00	0.00	0.00
111	34006	CAVALIER 6	0.00	630.72	0.00	0.00	0.00
112	34012	VALLEY 12	0.00	169.30	0.00	0.00	0.00
113	34019	DRAYTON 19	0.00	241.64	0.00	0.00	0.00
114	34027	WALHALLA 27	0.00	348.12	0.00	0.00	0.00
115	34043	ST THOMAS 43	0.00	135.36	0.00	0.00	0.00
116	34055	NECHE 55	0.00	131.51	0.00	0.00	0.00
117	34707	PEMBINA	1.00	0.00	365,976.37	272,228.73	268,623.05
UNIT_NO				1,802.84	365,976.37	272,228.73	268,623.05

UNIT_NO=36714

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
118	3005	MINNEWAUKAN 5	0.00	130.28	0.00	0.00	0.00
119	3006	LEEDS 6	0.00	228.74	0.00	0.00	0.00
120	3029	WARWICK 29	0.00	222.31	0.00	0.00	0.00
121	10001	OSNABROCK 1	0.00	28.68	0.00	0.00	0.00
122	10014	BORDER CENTRAL 14	0.00	49.24	0.00	0.00	0.00

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 203 EXECUTIVE BUDGET = 151 SENATE VERSION = 149
REPORT NAME = PI3 (SPADM99)

UNIT_NO=36714 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
123	10019	MUNICH 19	0.00	155.04	0.00	0.00	0.00
124	10023	LANGDON 23	0.00	625.16	0.00	0.00	0.00
125	10030	MILTON 30	0.00	34.52	0.00	0.00	0.00
126	32001	DAKOTA PRAIRIE 1	0.00	438.06	0.00	0.00	0.00
127	32066	LAKOTA 66	0.00	300.70	0.00	0.00	0.00
128	36001	DEVILS LAKE 1	0.00	1,948.84	0.00	0.00	0.00
129	36002	EDMORE 2	0.00	141.33	0.00	0.00	0.00
130	36044	STARKWEATHER 44	0.00	131.00	0.00	0.00	0.00
131	48002	BISBEE-EGELAND 2	0.00	132.06	0.00	0.00	0.00
132	48008	SOUTHERN 8	0.00	322.84	0.00	0.00	0.00
133	48028	N CENTRAL 28	0.00	101.66	0.00	0.00	0.00
134	36714	LAKE REGION	1.00	0.00	1,013,065.31	753,560.89	743,579.96
UNIT_NO				4,990.47	1,013,065.31	753,560.89	743,579.96

UNIT_NO=39728

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
135	37002	SHELDON 2	0.00	55.41	0.00	0.00	0.00
136	37006	FT RANSOM 6	0.00	32.09	0.00	0.00	0.00
137	37010	SALUND 10	0.00	8.86	0.00	0.00	0.00
138	37019	LISBON 19	0.00	687.05	0.00	0.00	0.00
139	37022	ENDERLIN 22	0.00	387.48	0.00	0.00	0.00
140	39005	MANTADOR 5	0.00	24.69	0.00	0.00	0.00
141	39008	HANKINSON 8	0.00	361.10	0.00	0.00	0.00
142	39018	FAIRMOUNT 18	0.00	142.04	0.00	0.00	0.00
143	39028	LIDGERWOOD 28	0.00	267.96	0.00	0.00	0.00
144	39042	WYNDMERE 42	0.00	338.59	0.00	0.00	0.00
145	39044	RICHLAND 44	0.00	307.11	0.00	0.00	0.00
146	41002	MILNOR 2	0.00	275.21	0.00	0.00	0.00
147	41003	N SARGENT 3	0.00	186.15	0.00	0.00	0.00
148	41006	SARGENT CENTRAL 6	0.00	346.89	0.00	0.00	0.00
149	39728	SOUTH VALLEY	1.00	0.00	694,388.07	516,515.26	509,674.00
UNIT_NO				3,420.63	694,388.07	516,515.26	509,674.00

UNIT_NO=39737

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
150	39037	WAHPETON 37	1.00	1,604.55	325,723.50	242,286.94	239,077.84
151	39737	WAHPETON	0.00	0.00	0.00	0.00	0.00
UNIT_NO				1,604.55	325,723.50	242,286.94	239,077.84

UNIT_NO=40719

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
152	40007	BELCOURT 7	1.00	1,763.64	358,018.01	266,308.96	262,781.69
153	40719	TURTLE MOUNTAIN	0.00	0.00	0.00	0.00	0.00
UNIT_NO				1,763.64	358,018.01	266,308.96	262,781.69

UNIT_NO=45701

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
154	1003	REEDER 3	1.00	29.87	6,063.99	4,510.65	4,450.91
155	1013	HETTINGER 13	1.00	457.88	92,950.45	69,140.48	68,224.72
156	4001	BILLINGS CO 1	1.00	100.28	20,356.97	15,142.37	14,941.81

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 203 EXECUTIVE BUDGET = 151 SENATE VERSION = 149
REPORT NAME = PI3 (SPADM99)

UNIT_NO=45701 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
157	6001	BOWMAN 1	1.00	451.75	91,705.58	68,214.50	67,310.99
158	6017	RHAME 17	1.00	131.58	26,711.63	19,869.24	19,606.07
159	6033	SCRANTON 33	1.00	166.30	33,757.88	25,110.54	24,777.95
160	13016	KILLDEER 16	1.00	384.89	78,132.26	58,118.09	57,348.31
161	13019	HALLIDAY 19	1.00	110.21	22,371.61	16,640.95	16,420.54
162	13037	TWIN BUTTES 37	1.00	40.01	8,122.74	6,042.04	5,962.01
163	17003	BEACH 3	1.00	387.96	78,755.70	58,581.83	57,805.91
164	17006	LONE TREE 6	1.00	45.25	9,185.19	6,832.33	6,741.84
165	21009	NEW ENGLAND 9	1.00	279.64	56,766.97	42,225.68	41,666.40
166	21014	REGENT 14	1.00	105.69	21,455.50	15,959.51	15,748.13
167	44012	MARMARTH 12	1.00	30.78	6,248.42	4,647.84	4,586.28
168	44014	SHEETS 14	1.00	2.96	601.39	447.34	441.41
169	44032	CENTRAL ELEMENTARY 3	1.00	19.26	3,909.02	2,907.69	2,869.18
170	45003	TAYLOR 3	1.00	107.25	21,772.23	16,195.11	15,980.60
171	45004	RICHARDTON 4	1.00	179.06	36,349.87	27,038.57	26,680.44
172	45009	SOUTH HEART 9	1.00	293.48	59,575.45	44,314.74	43,727.79
173	45013	BELFIELD 13	1.00	343.01	69,630.65	51,794.23	51,108.21
174	45701	WEST RIVER	0.00	0.00	0.00	0.00	0.00
UNIT_NO				3,667.11	744,423.50	553,733.73	546,399.50

UNIT_NO=45735

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
175	45001	DICKINSON 1	1.00	2,916.03	591,953.73	440,320.27	434,488.21
176	45735	DICKINSON	0.00	0.00	0.00	0.00	0.00
UNIT_NO				2,916.03	591,953.73	440,320.27	434,488.21

UNIT_NO=47721

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
177	2082	WIMBLEDON COURTENAY	1.00	192.99	39,176.39	29,141.06	28,755.08
178	47001	JAMESTOWN 1	1.00	2,724.24	553,019.91	411,359.64	405,911.16
179	47003	MEDINA 3	1.00	179.62	36,462.12	27,122.07	26,762.84
180	47010	PINGREE 10	1.00	132.46	26,890.04	20,001.95	19,737.02
181	47014	MONTPELIER 14	1.00	154.12	31,286.18	23,271.99	22,963.75
182	47026	SPIRITWOOD 26	1.00	13.50	2,740.32	2,038.37	2,011.37
183	47721	BUFFALO VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				3,396.92	689,574.96	512,935.08	506,141.22

UNIT_NO=49723

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
184	18129	NORTHWOOD 129	0.00	371.02	0.00	0.00	0.00
185	20007	MIDKOTA 7	0.00	246.34	0.00	0.00	0.00
186	20018	GRIGGS COUNTY CENTRA	0.00	398.27	0.00	0.00	0.00
187	46010	HOPE 10	0.00	178.16	0.00	0.00	0.00
188	46019	FINLEY SHARON 19	0.00	169.15	0.00	0.00	0.00
189	49003	CENTRAL VALLEY 3	0.00	309.79	0.00	0.00	0.00
190	49007	HATTON 7	0.00	269.28	0.00	0.00	0.00
191	49009	HILLSBORO 9	0.00	492.43	0.00	0.00	0.00
192	49014	MAY-PORT CG 14	0.00	681.76	0.00	0.00	0.00
193	49723	GRIGGS-STEELE-TRAILL	1.00	0.00	632,589.49	470,546.86	464,314.45
UNIT_NO				3,116.20	632,589.49	470,546.86	464,314.45

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 203 EXECUTIVE BUDGET = 151 SENATE VERSION = 149
REPORT NAME = PI3 (SPADM99)

UNIT_NO=50729

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
194	18044	LARIMORE 44	0.00	567.35	0.00	0.00	0.00
195	18125	MANVEL 125	0.00	193.88	0.00	0.00	0.00
196	18127	EMERADO 127	0.00	130.20	0.00	0.00	0.00
197	18128	MIDWAY 128	0.00	315.39	0.00	0.00	0.00
198	50003	GRAFTON 3	0.00	1,044.77	0.00	0.00	0.00
199	50020	MINTO 20	0.00	281.77	0.00	0.00	0.00
200	50039	LANKIN 39	0.00	75.16	0.00	0.00	0.00
201	50051	NASH 51	0.00	25.92	0.00	0.00	0.00
202	50078	PARK RIVER 78	0.00	479.59	0.00	0.00	0.00
203	50079	FORDVILLE 79	0.00	80.94	0.00	0.00	0.00
204	50106	EDINBURG 106	0.00	168.35	0.00	0.00	0.00
205	50128	ADAMS 128	0.00	111.30	0.00	0.00	0.00
206	50729	UPPER VALLEY	1.00	0.00	705,345.35	524,665.75	517,716.54
UNIT_NO				3,474.61	705,345.35	524,665.75	517,716.54

UNIT_NO=51708

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
207	5035	LANSFORD 35	1.00	48.01	9,746.49	7,249.85	7,153.83
208	25001	VELVA 1	1.00	451.30	91,613.37	68,145.90	67,243.31
209	25004	NEWPORT 4	1.00	215.46	43,738.91	32,534.86	32,103.93
210	25025	GRANVILLE 25	1.00	159.01	32,278.47	24,010.09	23,692.08
211	28001	MONTEFIORE 1	1.00	269.15	54,638.06	40,642.10	40,103.80
212	28004	WASHBURN 4	1.00	468.69	95,143.51	70,771.77	69,834.40
213	28008	UNDERWOOD 8	1.00	356.16	72,300.81	53,780.41	53,068.08
214	28050	MAX 50	1.00	170.68	34,647.94	25,772.60	25,431.25
215	28051	GARRISON 51	1.00	429.68	87,225.24	64,881.83	64,022.47
216	28062	BUTTE 62	1.00	52.90	10,738.78	7,987.96	7,882.16
217	28085	WHITE SHIELD 85	1.00	154.78	31,420.49	23,371.89	23,062.33
218	31001	NEW TOWN 1	1.00	718.00	145,754.28	108,418.21	106,982.20
219	31003	PARSHALL 3	1.00	312.16	63,368.20	47,135.95	46,511.64
220	31137	PLAZA 137	1.00	74.55	15,132.91	11,256.50	11,107.41
221	38026	GLENBURN 26	1.00	281.45	57,133.82	42,498.55	41,935.66
222	51001	MINOT 1	1.00	7,311.24	1,484,182.25	1,103,997.64	1,089,375.15
223	51004	NEDROSE 4	1.00	246.57	50,053.48	37,231.90	36,738.76
224	51007	UNITED 7	1.00	691.15	140,303.70	104,363.84	102,981.54
225	51010	BELL 10	1.00	145.61	29,558.20	21,986.64	21,695.42
226	51016	SAWYER 16	1.00	188.33	38,230.20	28,437.24	28,060.59
227	51019	EUREKA 19	1.00	19.35	3,927.06	2,921.11	2,882.42
228	51028	KENMARE 28	1.00	386.55	78,469.04	58,368.60	57,595.50
229	51041	SURREY 41	1.00	444.05	90,141.97	67,051.42	66,163.32
230	51054	BERTHOLD 54	1.00	202.38	41,082.78	30,559.12	30,154.36
231	51070	S PRAIRIE 70	1.00	130.29	26,449.02	19,673.90	19,413.32
232	51158	N SHORE 158	1.00	105.75	21,467.53	15,968.46	15,756.95
233	51708	SOURIS VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				14,033.23	2,848,746.51	2,119,018.34	2,090,951.88

UNIT_NO=52705

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
234	3009	MADDOCK 9	0.76	237.90	36,703.00	27,301.25	26,939.64
235	25014	ANAMOOSE 14	0.76	106.22	16,386.93	12,189.29	12,027.84
236	25057	DRAKE 57	0.76	160.37	24,741.88	18,404.06	18,160.30
237	28072	TURTLE LAKE MERCER 7	0.76	223.50	34,481.71	25,648.96	25,309.24
238	35005	RUGBY 5	0.76	746.22	115,127.46	85,636.68	84,502.42
239	42016	GOODRICH 16	0.76	67.82	10,463.50	7,783.20	7,680.11
240	42019	MCCLUSKY 19	0.76	151.31	23,344.82	17,364.87	17,134.87
241	52023	BOWDON 23	0.76	93.62	14,442.92	10,743.26	10,600.96
242	52035	PLEASANT VALLEY 35	0.76	32.09	4,951.42	3,683.08	3,634.30
243	52038	HARVEY 38	0.76	589.61	90,964.51	67,663.26	66,767.05
244	52039	SYKES 39	0.76	85.13	13,134.22	9,769.79	9,640.39

1999-2000 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 203 EXECUTIVE BUDGET = 151 SENATE VERSION = 149
REPORT NAME = PI3 (SPADM99)

UNIT_NO=52705
(continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
245	52040	FESSENDEN 40	0.76	208.90	32,228.44	23,972.88	23,655.35
246	52705	LONE TREE	0.24	0.00	131,675.00	97,945.44	96,648.15
UNIT_NO				2,702.69	548,645.81	408,106.02	402,700.62

UNIT_NO=53720

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
247	27001	MCKENZIE CO 1	0.00	660.99	0.00	0.00	0.00
248	27002	ALEXANDER 2	0.00	123.89	0.00	0.00	0.00
249	27014	YELLOWSTONE 14	0.00	120.38	0.00	0.00	0.00
250	27018	EARL 18	0.00	6.91	0.00	0.00	0.00
251	27019	BOWLINE BUTTE 19	0.00	1.97	0.00	0.00	0.00
252	27032	HORSE CREEK 32	0.00	13.59	0.00	0.00	0.00
253	27036	MANDAREE 36	0.00	225.44	0.00	0.00	0.00
254	53001	WILLISTON 1	0.00	2,640.04	0.00	0.00	0.00
255	53002	NESSON 2	0.00	234.96	0.00	0.00	0.00
256	53006	EIGHT MILE 6	0.00	189.64	0.00	0.00	0.00
257	53008	NEW 8	0.00	227.82	0.00	0.00	0.00
258	53015	TIOGA 15	0.00	383.38	0.00	0.00	0.00
259	53091	WILDROSE 91	0.00	72.09	0.00	0.00	0.00
260	53099	GRENORA 99	0.00	123.80	0.00	0.00	0.00
261	53720	WILMAC	1.00	0.00	1,020,053.43	758,758.96	748,709.17
UNIT_NO				5,024.89	1,020,053.43	758,758.96	748,709.17
				110,413.06	22,413,850.41	16,672,371.50	16,451,545.34

Estimated

Special Education

Entitlement

2000 - 2001

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 214 EXECUTIVE BUDGET = 160 SENATE VERSION = 157
REPORT NAME = PI3 ($PADM99)

UNIT_NO=2727

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
1	2002	VALLEY CITY 2	1.00	1,308.18	279,949.91	209,308.34	205,383.81
2	2013	ORISKA 13	1.00	87.45	18,715.23	13,992.69	13,730.33
3	2065	N CENTRAL 65	1.00	205.97	44,076.85	32,954.65	32,336.75
4	9004	MAPLE VALLEY 4	1.00	249.65	53,425.09	39,944.00	39,195.05
5	9080	PAGE 80	1.00	149.59	32,012.18	23,934.34	23,485.57
6	11041	OAKES 41	1.00	517.07	110,653.18	82,731.35	81,180.14
7	2727	SHEYENNE VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				2,517.91	538,832.44	402,865.37	395,311.65

UNIT_NO=3736

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
8	3030	FT TOTTEN 30	1.00	170.31	36,445.88	27,249.26	26,738.33
9	3736	FORT TOTTEN	0.00	0.00	0.00	0.00	0.00
UNIT_NO				170.31	36,445.88	27,249.26	26,738.33

UNIT_NO=5726

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
10	5001	BOTTINEAU 1	1.00	780.04	166,927.92	124,805.92	122,465.81
11	5013	WILLOW CITY 13	1.00	103.93	22,241.38	16,629.07	16,317.27
12	5017	WESTHOPE 17	1.00	188.54	40,346.71	30,165.76	29,600.15
13	5054	NEWBURG UNITED 54	1.00	93.34	19,974.57	14,934.25	14,654.24
14	25029	UPHAM 29	1.00	74.49	15,940.52	11,918.15	11,694.68
15	35001	WOLFORD 1	1.00	57.87	12,385.23	9,259.98	9,086.36
16	38002	SHERWOOD 2	1.00	142.01	30,390.65	22,721.98	22,295.94
17	38009	MOHALL 9	1.00	297.58	63,682.98	47,613.44	46,720.69
18	40001	DUNSEITH 1	1.00	714.12	152,821.25	114,258.88	112,116.52
19	40003	ST JOHN 3	1.00	271.75	58,154.38	43,479.91	42,664.66
20	40004	MT PLEASANT 4	1.00	360.98	77,250.53	57,757.41	56,674.45
21	40029	ROLETTE 29	1.00	228.07	48,806.13	36,490.57	35,806.37
22	5726	PEACE GARDEN	0.00	0.00	0.00	0.00	0.00
UNIT_NO				3,312.72	708,922.25	530,035.32	520,097.14

UNIT_NO=8702

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
23	8002	REGAN 2	0.00	18.34	0.00	0.00	0.00
24	8025	NAUGHTON 25	0.00	12.16	0.00	0.00	0.00
25	8028	WING 28	0.00	86.46	0.00	0.00	0.00
26	8029	BALDWIN 29	0.00	13.62	0.00	0.00	0.00
27	8033	MENOKEN 33	0.00	39.88	0.00	0.00	0.00
28	8034	MCKENZIE 34	0.00	7.78	0.00	0.00	0.00
29	8035	STERLING 35	0.00	35.05	0.00	0.00	0.00
30	8036	DRISCOLL 36	0.00	44.03	0.00	0.00	0.00
31	8039	APPLE CREEK 39	0.00	42.06	0.00	0.00	0.00
32	8045	MANNING 45	0.00	15.56	0.00	0.00	0.00
33	30004	LITTLE HEART 4	0.00	28.03	0.00	0.00	0.00
34	8702	BURLEIGH COUNTY	1.00	0.00	73,397.58	54,876.69	53,847.76
UNIT_NO				342.98	73,397.58	54,876.69	53,847.76

UNIT_NO=8711

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
35	8001	BISMARCK 1	1.00	10,039.62	2,148,479.37	1,606,339.71	1,576,220.84

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 214 EXECUTIVE BUDGET = 160 SENATE VERSION = 157
REPORT NAME = PI3 (SPADM99)

UNIT_NO=8711 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
36	8711	BISMARCK	0.00	0.00	0.00	0.00	0.00
UNIT_NO				10,039.62	2,148,479.37	1,606,339.71	1,576,220.84

UNIT_NO=9717

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
37	9002	KINDRED 2	0.00	653.23	0.00	0.00	0.00
38	9007	MAPLETON 7	0.00	108.04	0.00	0.00	0.00
39	9017	CENTRAL CASS 17	0.00	729.40	0.00	0.00	0.00
40	9097	NORTHERN CASS 97	0.00	399.41	0.00	0.00	0.00
41	9717	RURAL CASS	1.00	0.00	404,476.63	302,412.43	296,742.20
UNIT_NO				1,890.08	404,476.63	302,412.43	296,742.20

UNIT_NO=9730

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
42	9001	FARGO 1	1.00	10,872.19	2,326,647.67	1,739,549.66	1,706,933.10
43	9730	FARGO	0.00	0.00	0.00	0.00	0.00
UNIT_NO				10,872.19	2,326,647.67	1,739,549.66	1,706,933.10

UNIT_NO=9734

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
44	9006	WEST FARGO 6	1.00	4,486.03	960,009.35	717,764.00	704,305.93
45	9734	WEST FARGO	0.00	0.00	0.00	0.00	0.00
UNIT_NO				4,486.03	960,009.35	717,764.00	704,305.93

UNIT_NO=12738

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
46	12001	DIVIDE COUNTY 1	1.00	384.31	82,242.09	61,489.41	60,336.49
47	12738	DIVIDE COUNTY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				384.31	82,242.09	61,489.41	60,336.49

UNIT_NO=14712

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
48	3016	OBERON 16	1.00	36.10	7,724.64	5,775.43	5,667.14
49	14001	NEW ROCKFORD 1	1.00	401.12	85,839.01	64,178.70	62,975.35
50	14012	SHEYENNE 12	1.00	158.22	33,858.51	25,314.78	24,840.12
51	16010	CARRINGTON 10	1.00	696.14	148,974.54	111,382.83	109,294.41
52	47019	KENSAL 19	1.00	88.61	18,962.93	14,177.89	13,912.06
53	14712	EAST CENTRAL	0.00	0.00	0.00	0.00	0.00
UNIT_NO				1,380.19	295,359.63	220,829.63	216,689.08

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 214 EXECUTIVE BUDGET = 160 SENATE VERSION = 157
REPORT NAME = PI3 (SPADM99)

UNIT_NO=15722

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
54	15006	HAZELTON MOFFIT BRAD	1.00	155.94	33,371.43	24,950.60	24,482.78
55	15010	BAKKER 10	1.00	14.59	3,122.33	2,334.45	2,290.68
56	15012	UNION 12	1.00	17.99	3,850.87	2,879.15	2,825.17
57	15015	STRASBURG 15	1.00	227.67	48,720.79	36,426.76	35,743.76
58	15036	LINTON 36	1.00	357.53	76,511.58	57,204.92	56,132.33
59	15722	EMMONS COUNTY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				773.72	165,577.00	123,795.88	121,474.72

UNIT_NO=18733

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
60	18001	GRAND FORKS 1	1.00	8,585.17	1,837,227.09	1,373,627.73	1,347,872.21
61	18061	THOMPSON 61	1.00	529.63	113,340.47	84,740.53	83,151.65
62	18140	GR FORKS AB 140	1.00	0.00	0.00	0.00	0.00
63	18733	GRAND FORKS	0.00	0.00	0.00	0.00	0.00
UNIT_NO				9,114.80	1,950,567.56	1,458,368.26	1,431,023.86

UNIT_NO=21709

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
64	19018	ROOSEVELT 18	0.00	146.04	0.00	0.00	0.00
65	19049	ELGIN-NEW LEIPZIG 49	0.00	286.51	0.00	0.00	0.00
66	21006	MOTT 6	0.00	238.61	0.00	0.00	0.00
67	30039	FLASHER 39	0.00	287.95	0.00	0.00	0.00
68	21709	SOUTHWEST	1.00	0.00	205,251.36	153,458.96	150,581.61
UNIT_NO				959.12	205,251.36	153,458.96	150,581.61

78

UNIT_NO=23724

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
69	2052	LITCHVILLE 52	0.00	96.93	0.00	0.00	0.00
70	11040	ELLENDALE 40	0.00	389.76	0.00	0.00	0.00
71	23003	EDGELEY 3	0.00	289.88	0.00	0.00	0.00
72	23007	KULM 7	0.00	166.41	0.00	0.00	0.00
73	23008	LAMOURE 8	0.00	371.97	0.00	0.00	0.00
74	23009	MARION 9	0.00	129.97	0.00	0.00	0.00
75	23011	VERONA 11	0.00	89.06	0.00	0.00	0.00
76	23724	DICKEY-LAMOURE	1.00	0.00	328,268.96	245,434.74	240,832.83
UNIT_NO				1,533.97	328,268.96	245,434.74	240,832.83

UNIT_NO=24718

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
77	22011	PETTIBONE 11	0.00	51.49	0.00	0.00	0.00
78	22014	ROBINSON 14	0.00	29.55	0.00	0.00	0.00
79	22020	TUTTLE 20	0.00	75.84	0.00	0.00	0.00
80	22026	STEELE 26	0.00	255.32	0.00	0.00	0.00
81	22028	TAPPEN 28	0.00	107.68	0.00	0.00	0.00
82	24002	NAPOLEON 2	0.00	264.31	0.00	0.00	0.00
83	24056	GACKLE STREETER 56	0.00	206.56	0.00	0.00	0.00
84	26004	ZEELAND 4	0.00	56.92	0.00	0.00	0.00
85	26009	ASHLEY 9	0.00	223.32	0.00	0.00	0.00
86	26019	WISHEK 19	0.00	278.21	0.00	0.00	0.00
87	24718	S CENTRAL PRAIRIE	1.00	0.00	331,528.67	247,871.90	243,224.30
UNIT_NO				1,549.20	331,528.67	247,871.90	243,224.30

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 214 EXECUTIVE BUDGET = 160 SENATE VERSION = 157
REPORT NAME = PI3 (SPADM99)

UNIT_NO=29715

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
88	13008	DODGE 8	0.00	63.60	0.00	0.00	0.00
89	29003	HAZEN 3	0.00	892.81	0.00	0.00	0.00
90	29020	GOLDEN VALLEY 20	0.00	72.31	0.00	0.00	0.00
91	29022	STANTON 22	0.00	104.37	0.00	0.00	0.00
92	29027	BEULAH 27	0.00	1,045.29	0.00	0.00	0.00
93	33018	CENTER 18	0.00	340.53	0.00	0.00	0.00
94	29715	OLIVER-MERCER	1.00	0.00	539,046.84	403,025.67	395,468.94
UNIT_NO				2,518.91	539,046.84	403,025.67	395,468.94

UNIT_NO=30725

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
95	30001	MANDAN 1	0.96	3,494.23	717,855.42	536,714.33	526,650.94
96	30007	NEW SALEM 7	0.96	357.69	73,483.09	54,940.63	53,910.49
97	30008	SIMS 8	0.96	38.01	7,809.31	5,838.74	5,729.26
98	30013	HEBRON 13	0.96	204.68	42,050.00	31,439.25	30,849.77
99	30017	SWEET BRIAR 1	0.96	13.13	2,697.69	2,016.96	1,979.15
100	30048	GLEN ULLIN 48	0.96	246.81	50,704.59	37,909.97	37,199.16
101	43003	SOLEN 3	0.96	245.21	50,376.87	37,664.95	36,958.73
102	43004	FT YATES 4	0.96	216.67	44,511.89	33,279.92	32,655.92
103	43008	SELFRIDGE 8	0.96	114.87	23,599.80	17,644.71	17,313.87
104	30725	MORTON-SIOUX	0.04	0.00	42,212.03	31,560.39	30,968.64
UNIT_NO				4,931.31	1,055,300.69	789,009.85	774,215.93

UNIT_NO=31706

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
105	7014	BOWBELLS 14	1.00	113.99	24,393.70	18,238.28	17,896.31
106	7027	POWERS LAKE 27	1.00	142.99	30,598.80	22,877.61	22,448.65
107	7036	BURKE CENTRAL 36	1.00	140.59	30,086.74	22,494.76	22,072.98
108	31002	STANLEY 2	1.00	446.83	95,622.30	71,493.31	70,152.81
109	31706	NORTHERN PLAINS	0.00	0.00	0.00	0.00	0.00
UNIT_NO				844.40	180,701.54	135,103.96	132,570.75

UNIT_NO=34707

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
110	34001	PEMBINA 1	0.00	144.01	0.00	0.00	0.00
111	34006	CAVALIER 6	0.00	621.26	0.00	0.00	0.00
112	34012	VALLEY 12	0.00	166.76	0.00	0.00	0.00
113	34019	DRAYTON 19	0.00	238.02	0.00	0.00	0.00
114	34027	WALHALLA 27	0.00	342.90	0.00	0.00	0.00
115	34043	ST THOMAS 43	0.00	133.33	0.00	0.00	0.00
116	34055	NECHE 55	0.00	129.53	0.00	0.00	0.00
117	34707	PEMBINA	1.00	0.00	380,020.49	284,127.47	278,800.08
UNIT_NO				1,775.80	380,020.49	284,127.47	278,800.08

UNIT_NO=36714

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
118	3005	MINNEWAUKAN 5	0.00	128.33	0.00	0.00	0.00
119	3006	LEEDS 6	0.00	225.31	0.00	0.00	0.00
120	3029	WARWICK 29	0.00	218.97	0.00	0.00	0.00
121	10001	OSNABROCK 1	0.00	28.25	0.00	0.00	0.00
122	10014	BORDER CENTRAL 14	0.00	48.50	0.00	0.00	0.00

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 214 EXECUTIVE BUDGET = 160 SENATE VERSION = 157
REPORT NAME = PI3 (SPADM99)

UNIT_NO=36714 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
123	10019	MUNICH 19	0.00	152.71	0.00	0.00	0.00
124	10023	LANGDON 23	0.00	615.78	0.00	0.00	0.00
125	10030	MILTON 30	0.00	34.01	0.00	0.00	0.00
126	32001	DAKOTA PRAIRIE 1	0.00	431.49	0.00	0.00	0.00
127	32066	LAKOTA 66	0.00	296.19	0.00	0.00	0.00
128	36001	DEVILS LAKE 1	0.00	1,919.61	0.00	0.00	0.00
129	36002	EDMORE 2	0.00	139.21	0.00	0.00	0.00
130	36044	STARKWEATHER 44	0.00	129.04	0.00	0.00	0.00
131	48002	BISBEE-EGELAND 2	0.00	130.08	0.00	0.00	0.00
132	48008	SOUTHERN 8	0.00	318.00	0.00	0.00	0.00
133	48028	N CENTRAL 28	0.00	100.14	0.00	0.00	0.00
134	36714	LAKE REGION	1.00	0.00	1,051,941.07	786,497.99	771,751.16
UNIT_NO				4,915.61	1,051,941.07	786,497.99	771,751.16

UNIT_NO=39728

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
135	37002	SHELDON 2	0.00	54.58	0.00	0.00	0.00
136	37006	FT RANSOM 6	0.00	31.61	0.00	0.00	0.00
137	37010	SALUND 10	0.00	8.73	0.00	0.00	0.00
138	37019	LISBON 19	0.00	676.75	0.00	0.00	0.00
139	37022	ENDERLIN 22	0.00	381.66	0.00	0.00	0.00
140	39005	MANTADOR 5	0.00	24.32	0.00	0.00	0.00
141	39008	HANKINSON 8	0.00	355.68	0.00	0.00	0.00
142	39018	FAIRMOUNT 18	0.00	139.91	0.00	0.00	0.00
143	39028	LIDGERWOOD 28	0.00	263.94	0.00	0.00	0.00
144	39042	WYNDMERE 42	0.00	333.52	0.00	0.00	0.00
145	39044	RICHLAND 44	0.00	302.51	0.00	0.00	0.00
146	41002	MILNOR 2	0.00	271.08	0.00	0.00	0.00
147	41003	N SARGENT 3	0.00	183.36	0.00	0.00	0.00
148	41006	SARGENT CENTRAL 6	0.00	341.69	0.00	0.00	0.00
149	39728	SOUTH VALLEY	1.00	0.00	721,034.78	539,091.43	528,983.46
UNIT_NO				3,369.32	721,034.78	539,091.43	528,983.46

UNIT_NO=39737

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
150	39037	WAHPETON 37	1.00	1,580.48	338,222.94	252,876.96	248,135.52
151	39737	WAHPETON	0.00	0.00	0.00	0.00	0.00
UNIT_NO				1,580.48	338,222.94	252,876.96	248,135.52

UNIT_NO=40719

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
152	40007	BELCOURT 7	1.00	1,737.18	371,756.73	277,948.95	272,737.41
153	40719	TURTLE MOUNTAIN	0.00	0.00	0.00	0.00	0.00
UNIT_NO				1,737.18	371,756.73	277,948.95	272,737.41

UNIT_NO=45701

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
154	1003	REEDER 3	1.00	29.42	6,296.69	4,707.81	4,619.54
155	1013	HETTINGER 13	1.00	451.02	96,517.37	72,162.52	70,809.47
156	4001	BILLINGS CO 1	1.00	98.78	21,138.15	15,804.23	15,507.90

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 214 EXECUTIVE BUDGET = 160 SENATE VERSION = 157
REPORT NAME = PI3 (SPADM99)

UNIT_NO=45701 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
157	6001	BOWMAN 1	1.00	444.98	95,224.73	71,196.06	69,861.13
158	6017	RHAME 17	1.00	129.61	27,736.67	20,737.70	20,348.87
159	6033	SCRANTON 33	1.00	163.80	35,053.32	26,208.09	25,716.69
160	13016	KILLDEER 16	1.00	379.11	81,130.54	60,658.35	59,521.00
161	13019	HALLIDAY 19	1.00	108.55	23,230.11	17,368.31	17,042.65
162	13037	TWIN BUTTES 37	1.00	39.41	8,434.45	6,306.13	6,187.89
163	17003	BEACH 3	1.00	382.14	81,777.90	61,142.36	59,995.94
164	17006	LONE TREE 6	1.00	44.57	9,537.67	7,130.97	6,997.26
165	21009	NEW ENGLAND 9	1.00	275.45	58,945.37	44,071.30	43,244.97
166	21014	REGENT 14	1.00	104.11	22,278.84	16,657.08	16,344.76
167	44012	HARMARTH 12	1.00	30.32	6,488.20	4,850.99	4,760.03
168	44014	SHEETS 14	1.00	2.92	624.47	466.89	458.14
169	44032	CENTRAL ELEMENTARY 3	1.00	18.97	4,059.02	3,034.78	2,977.88
170	45003	TAYLOR 3	1.00	105.64	22,607.73	16,902.97	16,586.04
171	45004	RICHARDTON 4	1.00	176.38	37,744.77	28,220.39	27,691.26
172	45009	SOUTH HEART 9	1.00	289.07	61,861.62	46,251.68	45,384.46
173	45013	BELFIELD 13	1.00	337.86	72,302.68	54,058.08	53,044.49
174	45701	WEST RIVER	0.00	0.00	0.00	0.00	0.00
UNIT_NO				3,612.10	772,990.30	577,936.69	567,100.37

UNIT_NO=45735

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
175	45001	DICKINSON 1	1.00	2,872.29	614,669.59	459,566.05	450,949.19
176	45735	DICKINSON	0.00	0.00	0.00	0.00	0.00
UNIT_NO				2,872.29	614,669.59	459,566.05	450,949.19

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UNIT_NO=47721

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
177	2082	WIMBLEDON COURTENAY	1.00	190.09	40,679.76	30,414.77	29,844.49
178	47001	JAMESTOWN 1	1.00	2,683.37	574,241.71	429,339.59	421,289.48
179	47003	MEDINA 3	1.00	176.92	37,861.34	28,307.54	27,776.77
180	47010	PINGREE 10	1.00	130.48	27,921.93	20,876.21	20,484.78
181	47014	MONTPELIER 14	1.00	151.81	32,486.77	24,289.17	23,833.75
182	47026	SPIRITWOOD 26	1.00	13.30	2,845.48	2,127.46	2,087.57
183	47721	BUFFALO VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				3,345.97	716,036.99	535,354.74	525,316.84

UNIT_NO=49723

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
184	18129	NORTHWOOD 129	0.00	365.46	0.00	0.00	0.00
185	28007	MIDKOTA 7	0.00	242.65	0.00	0.00	0.00
186	28018	GRIGGS COUNTY CENTRA	0.00	392.29	0.00	0.00	0.00
187	46010	HOPE 10	0.00	175.49	0.00	0.00	0.00
188	46019	FINLEY SHARON 19	0.00	166.61	0.00	0.00	0.00
189	49003	CENTRAL VALLEY 3	0.00	305.14	0.00	0.00	0.00
190	49007	HATTON 7	0.00	265.24	0.00	0.00	0.00
191	49009	HILLSBORO 9	0.00	485.04	0.00	0.00	0.00
192	49014	MAY-PORT CG 14	0.00	671.53	0.00	0.00	0.00
193	49723	GRIGGS-STEELE-TRAILL	1.00	0.00	656,864.72	491,113.81	481,905.43
UNIT_NO				3,069.46	656,864.72	491,113.81	481,905.43

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 214 EXECUTIVE BUDGET = 160 SENATE VERSION = 157
REPORT NAME = PI3 (SPADM99)

UNIT_NO=50729

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
194	18044	LARIMORE 44	0.00	558.84	0.00	0.00	0.00
195	18125	MANVEL 125	0.00	190.97	0.00	0.00	0.00
196	18127	EMERADO 127	0.00	128.25	0.00	0.00	0.00
197	18128	MIDWAY 128	0.00	310.66	0.00	0.00	0.00
198	50003	GRAFTON 3	0.00	1,029.09	0.00	0.00	0.00
199	50020	MINTO 20	0.00	277.55	0.00	0.00	0.00
200	50039	LANKIN 39	0.00	74.03	0.00	0.00	0.00
201	50051	NASH 51	0.00	25.53	0.00	0.00	0.00
202	50078	PARK RIVER 78	0.00	472.40	0.00	0.00	0.00
203	50079	FORDVILLE 79	0.00	79.72	0.00	0.00	0.00
204	50106	EDINBURG 106	0.00	165.82	0.00	0.00	0.00
205	50128	ADAMS 128	0.00	109.63	0.00	0.00	0.00
206	50729	UPPER VALLEY	1.00	0.00	732,412.54	547,598.16	537,330.70
UNIT_NO				3,422.49	732,412.54	547,598.16	537,330.70

UNIT_NO=51708

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
207	5035	LANSFORD 35	1.00	47.29	10,120.50	7,566.73	7,424.85
208	25001	VELVA 1	1.00	444.53	95,128.97	71,124.47	69,790.88
209	25004	NEWPORT 4	1.00	212.23	45,417.37	33,956.91	33,320.22
210	25025	GRANVILLE 25	1.00	156.62	33,517.14	25,059.54	24,589.68
211	28001	MONTEFIORE 1	1.00	265.12	56,734.76	42,418.51	41,623.17
212	28004	WASHBURN 4	1.00	461.66	98,794.59	73,865.11	72,480.14
213	28008	UNDERWOOD 8	1.00	350.82	75,075.31	56,131.07	55,078.61
214	28050	MAX 50	1.00	168.12	35,977.53	26,899.09	26,394.73
215	28051	GARRISON 51	1.00	423.24	90,572.46	67,717.73	66,448.02
216	28062	BUTTE 62	1.00	52.11	11,150.87	8,337.10	8,180.78
217	28085	WHITE SHIELD 85	1.00	152.46	32,626.23	24,393.45	23,936.07
218	31001	NEW TOWN 1	1.00	707.23	151,347.51	113,157.02	111,035.32
219	31003	PARSHALL 3	1.00	307.48	65,799.92	49,196.20	48,273.77
220	31137	PLAZA 137	1.00	73.43	15,713.63	11,748.51	11,528.22
221	38026	GLENBURN 26	1.00	277.23	59,326.29	44,356.11	43,524.43
222	51001	MINOT 1	1.00	7,201.57	1,541,136.83	1,152,251.84	1,130,647.12
223	51004	NEDROSE 4	1.00	242.87	51,974.25	38,859.25	38,130.64
224	51007	UNITED 7	1.00	680.78	145,687.77	108,925.44	106,883.09
225	51010	BELL 10	1.00	143.42	30,692.47	22,947.64	22,517.38
226	51016	SAWYER 16	1.00	185.50	39,697.26	29,680.20	29,123.69
227	51019	EUREKA 19	1.00	19.05	4,077.76	3,048.79	2,991.63
228	51028	KENMARE 28	1.00	380.75	81,480.24	60,919.81	59,777.56
229	51041	SURREY 41	1.00	437.39	93,601.12	69,982.14	68,669.98
230	51054	BERTHOLD 54	1.00	199.34	42,659.31	31,894.81	31,296.78
231	51070	S PRAIRIE 70	1.00	128.34	27,463.99	20,533.82	20,148.81
232	51158	N SHORE 158	1.00	104.17	22,291.33	16,666.42	16,353.92
233	51708	SOURIS VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NO				13,822.74	2,958,065.41	2,211,637.71	2,170,169.49

UNIT_NO=52705

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
234	3009	MADDOCK 9	0.76	234.33	38,111.45	28,494.55	27,960.27
235	25014	ANAMOOSE 14	0.76	104.62	17,015.77	12,722.07	12,483.53
236	25057	DRAKE 57	0.76	157.96	25,691.34	19,208.48	18,848.32
237	28072	TURTLE LAKE MERCER 7	0.76	220.15	35,804.93	26,770.04	26,268.10
238	35005	RUGBY 5	0.76	735.03	119,545.40	89,379.74	87,703.87
239	42016	GOODRICH 16	0.76	66.80	10,865.03	8,123.39	7,971.07
240	42019	MCCLUSKY 19	0.76	149.04	24,240.66	18,123.86	17,784.04
241	52023	BOWDON 23	0.76	92.21	14,997.16	11,212.83	11,002.59
242	52035	PLEASANT VALLEY 35	0.76	31.61	5,141.43	3,844.06	3,771.98
243	52038	HARVEY 38	0.76	580.76	94,455.22	70,620.72	69,296.58
244	52039	SYKES 39	0.76	83.86	13,638.24	10,196.82	10,005.63

2000-2001 ESTIMATED SE ENTITLEMENT
COMPARING DPI REQUEST, EXECUTIVE BUDGET & SENATE VERSION
DPI = 214 EXECUTIVE BUDGET = 160 SENATE VERSION = 157
REPORT NAME = PI3 (SPADM99)

UNIT_NO=52705 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
245	52040	FESSENDEN 40	0.76	205.76	33,465.18	25,020.70	24,551.56
246	52705	LONE TREE	0.24	0.00	136,727.94	102,226.50	100,309.75
UNIT_NO				2,662.15	569,699.75	425,943.76	417,957.29

UNIT_NO=53720

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTD	ADM_PMTG	ADM_PMTS
247	27001	MCKENZIE CO 1	0.00	651.08	0.00	0.00	0.00
248	27002	ALEXANDER 2	0.00	122.03	0.00	0.00	0.00
249	27014	YELLOWSTONE 14	0.00	118.57	0.00	0.00	0.00
250	27018	EARL 18	0.00	6.81	0.00	0.00	0.00
251	27019	BOWLINE BUTTE 19	0.00	1.95	0.00	0.00	0.00
252	27032	HORSE CREEK 32	0.00	13.38	0.00	0.00	0.00
253	27036	MANDAREE 36	0.00	222.05	0.00	0.00	0.00
254	53001	WILLISTON 1	0.00	2,600.44	0.00	0.00	0.00
255	53002	NESSON 2	0.00	231.43	0.00	0.00	0.00
256	53006	EIGHT MILE 6	0.00	186.79	0.00	0.00	0.00
257	53008	NEW 8	0.00	224.40	0.00	0.00	0.00
258	53015	TIOGA 15	0.00	377.63	0.00	0.00	0.00
259	53091	WILDROSE 91	0.00	71.01	0.00	0.00	0.00
260	53099	GRENORA 99	0.00	121.95	0.00	0.00	0.00
261	53720	WILMAC	1.00	0.00	1,059,197.35	791,923.25	777,074.69
UNIT_NO				4,949.52	1,059,197.35	791,923.25	777,074.69
				108,756.86	23,273,968.17	17,401,097.67	17,074,827.09

DEPARTMENT OF PUBLIC INSTRUCTION
Federal Grant Information
1999 – 2001 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
---	Common Core	Education		71,225
10.553	School Breakfast	Agriculture	3,200,000	
10.555	National School Lunch Program	Agriculture	22,000,000	
10.556	Special Milk Program for Children	Agriculture	157,000	
10.558	Child & Adult Care Food Program	Agriculture	21,100,000	90,000
10.559	Summer Food Service for Children	Agriculture	990,000	55,000
10.560	State Administrative Expense for Child Nutrition	Agriculture		1,006,888
10.564	Nutrition Education & Training	Agriculture	50,000	343,000
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,410,000	496,200
10.568	Temporary Emergency Food Assistance	Agriculture	95,000	140,000
17.250	Job Training Partnership Act - ND Job Service	Labor	167,000	24,000
84.002	Adult Basic Education	Education	1,921,376	173,983
84.010	Title I - Compensatory Education	Education	34,430,612	1,166,706
84.011	Migrant Education,	Education	679,756	167,760
84.013	Title I Program for Neglected & Delinquent Children	Education	85,184	
84.025	Services for Children with Deaf - Blindness	Education	175,134	
84.027	Special Education - IDEA, Part B	Education	15,985,000	1,620,000
84.029	Part D of IDEA - Personnel Development & Parent Training	Education	250,000	695,000
84.162	Emergency Immigrant Education	Education	45,000	
84.173	Special Education - IDEA - Preschool Program	Education	1,240,000	338,000
84.181	Special Ed, IDEA, Part H-Program for Infants & Families with Disabilities	Education		847,312
84.185	Byrd Scholarship Program	Education	160,000	
84.186	Title IV Drug Free Schools & Communities Act	Education	3,773,354	326,541

Catalog #	Title	U.S. Dept.	Grants	Admin
84.194	Bilingual Education	Education		177,594
84.196	Education of Homeless Children & Youth	Education	100,000	87,500
84.213	Title I, IASA 1994, Even Start	Education	1,074,260	99,559
84.215 84.279	English & Math Assessment	Education		1,026,718
84.216	Title I, IASA 1994, Capital Expenses	Education	193,018	
84.276	Goals 2000 - State & LEA Systemic Improvement	Education	3,500,000	353,228
84.281	Title II Eisenhower Professional Development	Education	2,655,764	121,480
84.298	Title VI - Innovation in Education	Education	2,952,612	467,257
84.318	Title III Technology Literacy	Education	4,037,500	169,309
84.332	Part E - Fed. Supplemental Education Opportunity Grants	Education	706,614	
84.928	National Writing Project	Education		32,000
93.596	Child Care - After School Program	Education	62,000	
93.938	Aids Educational Curriculum	Ctr for Disease	80,000	551,0
---	National Class Size Reduction	Education	5,623,097	
	Compensation Pkg. & Indirect Costs	Ed. & Ag.		1,329,992
		Total	**$128,899,286**	**$11,977,341**

CATALOG #	TITLE	US DEPT
10.550	Food Distribution – Food Donation Program	Agriculture

Food is available for distribution to qualifying outlets such as food banks, schools, child and adult care centers, etc. USDA provides funding to DPI for storage and delivery of food products valued at approximately, $6,000,000 per year. No cash grants are made to participating outlets.

10.553	School Breakfast	Agriculture

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

10.555	National School Lunch Program	Agriculture

Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

10.556	Special Milk Program for Children	Agriculture

The objective is to encourage the consumption of milk by children. Any public and nonprofit private school or child care institution of high school grade or under, including public and private nonprofit nursery schools, child-care centers, settlement houses, summer camps and similar nonprofit institutions, may participate.

10.558	Child & Adult Care Food Program	Agriculture

Funds are available to eligible institutions to reimburse their costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

CATALOG #	TITLE	US DEPT
10.559	Summer Food Service for Children	Agriculture

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

10.564	Nutrition Education and Training	Agriculture

Provides for the nutritional training of education and food service personnel, the food service management training of school food service personnel, and the conduct of nutrition education activities.

10.567	Food Distribution Program on Indian Reservations	Agriculture

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568	Emergency Food Assistance Program	Agriculture

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

17.250	Job Training Partnership Act, ND Job Service	Labor

Funds used to establish programs to prepare youth and adults facing serious barriers to employment for participation in labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills and decreased welfare dependency. Of the monies received 15% is awarded to DPI and 85% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.002	Adult Basic Education	Education

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.010	Title I Compensatory Education	Education

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This includes programs for Migrant Education, Education of Homeless Children, Neglected & Delinquent Program, and the Even Start Intergenerational Literacy Program. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. . Method for allocation of funds is based free and reduced meals, foster count and census data.

84.011	Title I Migrant Education	Education

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the monies received 19% is awarded to DPI and 81% is distributed to school districts. Method for allocation of funds is based on enrollment.

84.013	Title I Program for Neglected & Delinquent Children & Youth	Education

Funds are used to meet the special educational needs of children institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Of the monies received 2.19% is awarded to DPI and 97.81% is distributed to school districts. Method for allocation of funds is calculated by Department of Education based on adjusted enrollment.

84.025	Services for Children with Deaf-Blindness	Education

Funds are used to provide technical assistance and support to parents, families and service providers of children with deaf-blindness

84.027	Special Education Act (IDEA), Part B	Education

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more of thirteen specified disabilities. An amount equal to 86.4% of the total grant amount is distributed to school districts. Allocations are made to special education units based on the number of children with disabilities aged 3 years through 21 years.

CATALOG #	TITLE	US DEPT
84.029	Part D of IDEA State Program Improvement Grants For Children with Disabilities	Education

The grant is to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention and transitional services; including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

84.162	Emergency Immigrant Education	Education

Provides assistance to states for educational services and costs for immigrant children enrolled in elementary and secondary public and nonpublic schools whose enrollment is at least 500 or three percent of the total enrollment. Also provides inservice training for personnel instruction immigrant children.

84.173	Special Education IDEA Preschool Program	Education

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on the amount received for fiscal year 1997 plus 85% of the remaining amount based on the relative number of children enrolled in the schools and within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.181	IDEA – Part C Grants for Infants and Toddlers with Disabilities	Education

Funds are used by states to assist in maintaining and implementing a statewide, comprehensive, coordinated, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with disabilities and their families.

84.185	Byrd Scholarship Program	Education

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

CATALOG #	TITLE	US DEPT
84.186	Title IV Drug Free Schools and Communities Act	Education

Funds are made available to establish, operate, and improve local programs of school drug and violence prevention, early intervention, rehabilitation referral and education in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and are coordinated with related federal, state, and community efforts and resources. Of the monies received 9% is awarded to DPI and 91% is distributed to school districts. Method for allocation of funds is based on school enrollment.

84.196	Title I Education for Homeless Children and Youth	Education

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received 10% is awarded to DPI for administrative purposes, 40% is awarded to local shelters and agencies serving homeless children and 50% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.213	Title I, IASA 1994 Even Start	Education

Funds are used to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program help parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents. Of the monies received 5% is awarded to DPI and 95% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.216	Title I, ISSA 1994 Capital Expenses	Education

Assist local educational agencies pay for the additional capital costs incurred since July 1, 1985, associated with providing equitable Title I services to eligible private school children and to increase the number or percentage of private school children being served. Funds are used for such costs as the purchase, lease and renovation of real and personal property, insurance, maintenance costs, transportation and comparable goods and services. Of the monies received 100% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.276	Goals 2000 State and LEA Systemic Improvement	Education

Grants are provided to state education agencies (SEA's) on a formula basis to support the development and implementation of comprehensive reform plans at the state, local and school levels to improve the teaching and learning of all children. At least 90% of the grant must be used to make subgrants to local education agencies for the implementation of state and local improvement plans, to improve educator preservice programs, and for professional development activities. Remaining funds are to be used for state activities designed to implement state improvement plans. Of the monies received 10% is awarded to DPI and 90% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.281	Title II Eisenhower, Mathematics and Science	Education

Funds are made available to school districts and state agencies for higher education to support professional development activities to improve teaching and student learning in core academic subjects. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received 10% is awarded to DPI and 90% is distributed to school districts. Method for allocation of funds is based on school enrollment and free and reduced meals.

84.298	Title VI School Improvement	Education

Funds are made available to assist local educational reform efforts that are consistent with and support statewide reform efforts under Goals 2000; to support state and local efforts to accomplish the national education goals; to implement promising educational reform programs; to provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials; and to meet the special educational needs of at-risk and high cost students.. Of the monies received 15% is awarded to DPI and 85% is distributed to school districts. Method for allocation of funds is based on school enrollment and free and reduced meals.

84.318	Title III Technology Literacy Challenge Fund	Education

Grants are provided to school districts to speed the implementation of the integration of technology with school curricula and to make all students literate in reading, math science and other core academic skills. Of the monies received 5% is awarded to DPI and 95% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.332	Comprehensive School Reform Demonstration Program (Title 1-Part E)	Education

Funds are awarded to states based upon the completion of an extensive application process and rigorous peer review. An amount equal to 5% of the total award may be retained at the state level and the remaining 95% is allocated to schools based on a competitive application process. The program provides incentives to schools to develop or adopt comprehensive improvements based on research and effective practices. The funds are targeted to schools that need to substantially improve student achievement, particularly Title I schools.

93.938	School Health Programs	Ctr for Disease

To support the development and implementation of school health programs, to prevent serious health problems for youth, parents, preserve education and communities. Of the monies received, approximately 13% is distributed to Teacher Centers for providing statewide training programs. The method for allocation of funds is based on a competitive application process.

93.596	Child Care Before/After School Programs	Health & Human Service

Annual funds of $31,000 are allocated to school districts for developing before-and-after school programs. The funds are targeted to assist low-income families.

----------	National Class Size Reducation	Education

Funds are distributed to state education agencies based on a formula using the greater of the state's share of ESEA Title 1 or Title II funds. States distribute 100% of the funds to school districts, based on the number of poor children in each district (80%) and total enrollment (20%). Schools will use the funds to carry out effective approaches to reducing class sizes, particularly, in the early elementary grades. Schools can use their funds to recruit, hire, and train teachers and 15% can be used to test new teachers for academic content knowledge and to provide professional development activities to teachers. The federal funds must "supplement" expenditures that would have been made in the absence of the program.

1/13 - SB2013 #2

DEPARTMENT OF PUBLIC INSTRUCTION
OPERATING EXPENSE
GENERAL FUND BUDGET

	BUDGET CATEGORY	EXECUTIVE REC. DPI	SENATE AMENDS	HOUSE AMENDS	BALANCE
1	Data Processing(ISD)[1]	$ 455,000			$ 455,000
2	Telecommunications	$ 45,000			$ 45,000
3	***Travel Employee***	**$ 96,000**		**$ (100,000)**	**$ (4,000)**
4	Travel Non-Employee (Boards, Panels)[2]	$ 43,000			$ 43,000
5	***Travel Non-Employee-CTBS Testing***	**$ 40,000**	**$ (10,000)**	**$ -**	**$ 30,000**
6	Utilities (Non ISD Telephone)	$ -			$ -
7	Postage	$ 78,200			$ 78,200
8	Lease/Rent Equipment	$ 29,700			$ 29,700
9	Lease/Rent-Bldgs.	$ 2,060			$ 2,060
10	Professional Development(Dues)	$ 71,000			$ 71,000
11	***Education Commission of States***	**$ -**	**$ 40,000**	**$ -**	**$ 40,000**
12	Operating Fees & Services	$ 35,493			$ 35,493
13	Repairs (Service Contracts)	$ 6,500			$ 6,500
14	***Professional Services-General***	**$ 140,000**		**$ (200,000)**	**$ (60,000)**
15	CTBS Testing Contract	$ 410,000			$ 410,000
16	Nat.Writing Project(Minot)	$ 28,000			$ 28,000
17	***Red River Writing Project(G.Forks)***	**$ -**	**Mandate-No $$**	**Mandate-No $$**	**Mandate-No $$**
18	NorthCentral Assn. Contract	$ 68,450			$ 68,450
19	***NAEP***	**$ 260,000**	**$ (260,000)**	**Mandate-No $$**	**Mandate-No $$**
20	Insurance	$ 2,500			$ 2,500
21	Office Supplies(Software)	$ 42,000			$ 42,000
22	Printing(copying,OMBprint,outside)	$ 74,000			$ 74,000
23	Professional Supplies	$ 21,000			$ 21,000
24	Misc. Supplies (Equip under 750)	$ 9,500			$ 9,500
25	***Reduce Operating-Unfunded RedRiver***	**$ -**	**$ (10,000)**	**$ -**	**$ (10,000)**
26	***Reduce Operating-Unfunded NAEP***	**$ -**	**$ -**	**$ (260,000)**	**$ (260,000)**
27	**TOTAL GENERAL FUND OPERATING**	**$ 1,957,403**	**$ (240,000)**	**$ (560,000)**	**$ 1,157,403**

1 Actual data processing costs may be less, with a corresponding increase in professional services, if ISD cannot provide the technical expertise to further automate the transfer of data from school districts to the department.

2 Non-employee travel includes: ND State Board of Public Education, Educational Telecommunication's Committee, County Reorganization members.

Conf Comm. #1 Budget

DPI-DIVISION OF IND.STUDY
OPERATING EXPENSE
GENERAL FUND BUDGET

	BUDGET CATEGORY	EXECUTIVE REC. EDUC & CURRIC	SENATE AMENDS	HOUSE AMENDS	BALANCE	
1	Data Processing	$ -			$ -	
2	Telecommunications	$ 850			$ 850	
3	Travel Employee	$ 7,500			$ 7,500	
4	Travel Non-Employee (Curric.Advisors)	$ 4,500			$ 4,500	
5	Postage	$ 65,000			$ 65,000	
6	Lease/Rent Equipment	$ 30,000			$ 30,000	
7	Lease/Rent-Bldgs.	$ -			$ -	
8	Professional Development	$ 9,200			$ 9,200	
9	Operating Fees & Services	$ 6,650			$ 6,650	
10	Repairs (Service Contracts)	$ 5,000			$ 5,000	
11	Professional Services-General	$ 5,000			$ 5,000	
12	***Development of K-4 Curriculum***	**$ 120,000**	**$ (120,000)**		**$ -**	
13	Insurance	$ -			$ -	
14	Office Supplies(Course Textbooks,etc)	$ 25,000			$ 25,000	
15	Printing	$ 12,500			$ 12,500	
16	Professional Supplies	$ 4,500			$ 4,500	
17	Bldgs., Grounds, etc.	$ -			$ -	
18	Misc. Supplies (Equip under 750)	$ 2,419			$ 2,419	
19	**TOTAL GENERAL FUND OPERATING**	**$ 298,119**	**$ (120,000)**	**$ -**	**$ 178,119**	**10%**
20	**OPERATING - SPECIAL FUNDS/FED**	**$ 1,555,020**	**$ -**	**$ -**	**$ 1,555,020**	**90%**
21	**GRAND TOTAL**	**$ 1,853,139**	**$ (120,000)**	**$ -**	**$ 1,733,139**	**100%**

Note: 1996-97 data reflected North Dakota residential enrollment at 24%

DEPARTMENT OF PUBLIC INSTRUCTION
TEMPORARY SALARIES

NO.	UNIT	FED/OTHER AMOUNT	EXPLANATION
Temp 1	Central Services	$ 11,783	High School Coop Ed.(HSCE) program-assist in mailroom
Temp 2	Fiscal	$ 12,200	HSCE-Input payment data, mail payments, check found.aid ADM reports
Temp 3	School Foods	$ 13,200	HSCE - Data input, large mailings, office training
Temp 4	Title Program	$ 48,400	Individuals to assist with required monitoring of federal programs
Temp 5	Spec.Ed	$ 70,906	Legal-Investigates complaints and completes reports for involved parties
Temp 6 & 9	School Imp.	$ 61,487	Writing, editing, word processing related to fed. math assessment prog.
Temp 7	Indian Ed.	$ 6,600	HSCE-Assist with conferences, grant application mailings, etc.
Temp 8	Technology	$ 5,500	Assist with grant announcements, awards, mailings (2 times per year)
Temp 10	Ind.Study	$ 82,500	Substitute teachers, input web courses.
Temp 11	Mgmt.Info Syst.	$ 6,600	Input school financial data in the fall of the year
TOTAL	**TOTAL**	**$ 319,176**	***($290,160 Salaries, $29,016 Fringe Benefits)**
		$ 319,176	Senate Approved
		$ 250,000	House Approved
		$ (69,176)	**Total House Reduction.**
		$ (3,460)	**General Funds**
		$ (65,716)	**Federal/Other Funds**

North Dakota

Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

DATE: April 9, 1999

MEMO TO: Members of the Conference Committee
For SB 2013

MEMO FR: Sandy Paulson, DPI

RE: Document on Department Staffing

Enclosed is an **updated** copy of the information that I provided to members of the House Appropriation's subcommittee working on the Department of Public Instruction's budget.

Please be advised that at the time I put together this information, I did not realize that it would be used as justification for eliminating positions. It was my understanding that it would serve as a "roadmap" to help members more clearly understand the organization of the department. In retrospect, my original suggestion to provide a copy of each "position information questionnaire (PIQ)" would have better served the employees of the department.

For your review, I have enclosed supplemental information on the positions you are considering for elimination, including an explanation from Bob Stone, Director of the Division of Independent Study. I have also attached a copy of Chapter 2 of the Performance Audit conducted in 1996 which clearly indicates the necessity for maintaining the position of Assistant Director for School Approval and Accreditation (Elementary level).

Please call me at 328-2346 should you have any questions.

DPI Staff

REVISED 03/31/99

DEPARTMENT OF PUBLIC INSTRUCTION
FTE by Program/Funding

UNIT: SUPERINTENDENT & GENERAL MANAGEMENT

The general management budget includes the Office of the State Superintendent and his appointed secretary and deputy. Additionally, this budget includes an assistant superintendent to supervise instructional programs. The deputy position supervises the units providing support services to school districts.

The general management unit includes personnel and centralized office services internal to the department, including processing of printing orders, purchasing of office supplies and equipment, processing of incoming and outgoing mail, and providing switchboard/receptionist coverage. This budget also includes the fiscal management function providing budgeting, agency and school district audits, payroll, grants, contract management, and accounting functions for DPI.

State funds and the federal share of the indirect cost pool support these positions.

Pos#	Title	FTE	Gen. FTE	Fed/Ot FTE	Position Description
1000	State Superintendent	1.00	1.00		Elected
3100	Deputy	1.00	1.00		Appointed-Supervises School Foods, School Finance, Health, MIS, & Adult Education
3304	Asst. Superintendent	1.00	1.00		Supervises instructional programs including Special Education.
3306	Secretary to Supt.	1.00	1.00		Appointed
3660	Personnel Director	1.00	0.75	0.25	The personnel director insures that state and federal employment laws are met and that state regulations governing purchase of supplies & contracting for outside printing services are followed.
1001	Secretary	1.00		1.00	Provides secretarial support to the personnel office and deputy. This position also backs up the switchboard operator.
1003	Receptionist	0.75		0.75	Department's receptionist provides centralized switchboard coverage as well as other clerical support to all department personnel.
3104	Supply Clerk	1.00		1.00	The supply clerk is responsible for agency printing, copying, mailings and supplies.
1230	Director, Fiscal Management	1.00		1.00	These positions complete the accounting and budgeting functions related to all federal, state and special funds administered by DPI.
1221	Accounting & Budget Specialist	1.00	1.00		
3683	Accounting Tech.	0.50		0.50	
2301	Accounting & Budget Specialist	1.00	1.00		
2501	Accounting & Budget Specialist	1.00	1.00		
3812	Accounting Tech	1.00	1.00		
3815	Grants/Contracts Mgr./Supply Asst.	0.50	0.25	0.25	This part-time position works with subrecipient audits and assists the supply clerk with large mailings, transfer of equipment, etc.

UNIT: SCHOOL FINANCE & ORGANZIATION

This unit facilitates and implements the provisions of the North Dakota Century School Code related to public school finance and organization including foundation aid, transportation, tuition apportionment, and reorganization/annexation services to local school districts. This unit also implements a uniform accounting system for all school districts, provide financial training to school districts and receives and reviews annual financial statements from each district. The school construction program and school transportation safety programs, as required by law, are also administered by this unit.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3808	Director	1.00	1.00		The director supervises all unit activities; works with schools going through annexation and reorganization, reviews school construction plans and serves as team leader for the legislative team.
2600	Assistant Director	1.00	1.00		The assistant works with the technical side of school district accounting and the reporting of data and accuracy of the formula for the distribution of foundation aid. Considerable time is involved in providing technical assistance to local school district business managers.
1002	Secretary	1.00	1.00		The secretary provides administrative and clerical support to the unit.

UNIT: MANAGEMENT INFORMATION SERVICES

Management Information Services (MIS) provides a system of collection, processing and analysis of K-12 school system enrollment, personnel, curricular and fiscal data necessary for the administration of the state's K-12 education system. Standard informational and statistical reports such as the Educational Directory, Administrative and Instructional Personnel report and School Finance Facts are produced by MIS. In the past year 795 recorded special data requests and mailings were completed and four training programs were conducted to train school district staff how to use electronic reporting. This unit also provides for the centralized administration of the computer network, applications development, and information processing services. These positions are funded from state funds, the federal share of the indirect cost pool, and federal funds related to educational data collection standards.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
2300	Director	1.00	1.00		This position is responsible for the supervision and management of the MIS unit. This includes management of network administration, computer support, application development, data collection and reporting, information processing and computer training. This position is also responsible for the development of the department information technology plan.
2200	Asst. Director, Senior Programmer Analyst	1.00	0.10	0.90	This position acts as lead programmer in the development of new applications and maintenance of existing applications for use by the department and local education agencies to support both federal and state programs administered by the department.
3309	Training Coordinator	1.00		1.00	This position develops and provides all network, application programs, and telephone training formerly sponsored at no cost by ISD. This position, and the Information Processing Specialist position, maintains the departments web site and assists users with information processing needs.
3814	Research Analyst	1.00	1.00		This position is responsible for the core data collections from local education agencies. This includes providing technical assistance and support to local education agencies. This position is also responsible for the creation and dissemination of reports and publications required by state law and federal reporting requirements.
2202	Research Technician	1.00	1.00		This position acts in a support role for the data collection and reporting functions. This includes technical assistance to local education agencies and responding to requests for information from the public.
2201	Research Technician	1.00	1.00		This position acts in a support role for the data collection and reporting functions. This includes technical assistance to local education agencies and responding to requests for information from the public.
3207	Data Processing Coordinator	1.00		1.00	This position's responsibilities include assisting the network administrator and supporting the technology deployed throughout the department. This includes user support for all hardware and software used throughout the department.
3818	Network Administrator	1.00	0.50	0.50	This position is responsible for the installation, maintenance and management of the department's local area network. This includes network servers, user personal computers, printers or any devices connected to the local area network. This includes working with the Data Processing Coordinator to support user hardware and software.
3816	Programmer Analyst	1.00	0.45	0.55	This position is assigned with developing new applications and maintaining existing applications for use by the department and local education agencies to support both federal and state programs administered by the department.
3829	Programmer Analyst	1.00	0.25	0.75	This position is assigned with developing new applications and maintaining existing applications for use by the department and local education agencies to support both federal and state programs administered by the department.
3308	Information Processing Specialist	1.00		1.00	This position provides high-end information processing services as well as creation of information processing standards and templates for the department. This position also maintains the department's web site.

UNIT: CHILD NUTRITION PROGRAMS

The Child Nutrition and Food Distribution Unit administers nine USDA programs which provide cash reimbursement, nutrition education, and commodity foods to schools, institutions and individuals. The programs are not federally mandated; however, if state and local agencies receive funding, federal regulations, which ensure fiscal management, program monitoring and technical assistance, must be followed. An estimated 60% of program staff costs are incurred by providing direct assistance to local agencies. The Child Nutrition Programs include School Nutrition, Child and Adult Care Food, and Summer Food Service programs. Staff members are cross-trained in several programs to ensure the efficient delivery of services. The School Nutrition programs include the National School Lunch, School Breakfast, and Special Milk Programs. If any one of these positions was eliminated, the remaining positions would be required to focus primarily on monitoring activities, therefore, diminishing technical assistance efforts. The loss of technical assistance and training would inhibit programs from operating efficiently and effectively.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
2500	Director	1.00	1.00		Supervises all school food related programs.
3631	Office Manager	1.00		1.00	Staff positions provide the necessary administrative support for the federal programs implemented by this unit.
2407	Secretary	1.00		1.00	
2405	Account Technician	1.00	0.10	0.90	
2404	Account Technician	1.00		1.00	
2403	Program Manager	1.00		1.00	Staff members provide technical assistance and administrative support, which allow North Dakota's schools to serve meals and milk to about 80,000 students in schools and 5500 children in childcare. Meals and milk provided through these programs help ensure that students will be ready and able to learn. In addition, the cash reimbursement allows childcare facilities to keep childcare costs affordable for families. The Summer Food Service Program provides meals to needy children when school is not in session. It is critical that the nutritional needs of children be met at all times and staff members assist local agencies in ensuring that foods are provided to children who may otherwise go hungry. This program helps to ensure that children do not physically regress during the summer so they continue to be ready to learn when school resumes. Without this program over 5,000 children would likely go hungry or at a minimum, not have access to a nutritious meal.
3824	Child Nutrition Specialist	1.00		1.00	
3201	Child Nutrition Specialist	1.00		1.00	
3107	Child Nutrition Specialist	0.50		0.50	
3722	Assistant Director	1.00		1.00	

UNIT: NUTRITION EDUCATION & TRAINING PROGRAM

The Nutrition Education and Training Program serves all children, educators, and food service personnel in 553 schools and 90 child care centers. Without these services schools and centers would lose nutrition education resources, technical assistance and training; therefore, children may not learn about making wise food choices or about the important link between proper nutrition and good health.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
2401	Assistant Director	1.00		1.00	This staff member facilitates and coordinates training for food service personnel and teachers which help ensure the serving of nutritious foods and the delivery of sound nutrition messages. In addition, nutrition education and food services training curricula are developed and administrative support and technical assistance are provided to schools which receive direct grants.

UNIT: CHILD NUTRITION FOOD DISTRIBUTION PROGRAMS

The Food Distribution Program staff arranges the procurement, storage and distribution of 11 million pounds of USDA commodity food for the Food Distribution Program on Indian Reservation, The Emergency Food Assistance, Summer Camps, Charitable and State Institutions, and Child Nutrition Programs. Commodity foods are an essential component of nutritious meals in schools, institutions, and many households. All programs are coordinated through this unit; therefore, staff is able to negotiate the most cost-effective storage and delivery contracts in the region. If the programs were split the result would be increased costs for all or, in some cases, excessive costs may prohibit agencies from participating in the program.

Pos#	Title	FTE	Gen. FTE	Fed/ Other FTE	Position Description
3101	Program Director.	1.00	0.05	0.95	These positions enter agreements and contracts and arrange statewide warehousing and distribution commodity foods. They also provide technical assistance to local school districts regarding food distribution programs.
3801	Program Admin	1.00		1.00	
3205	Acct. Tech/ Training Officer	1.00		1.00	

UNIT: ADULT EDUCATION

The director assists communities in establishing adult education programs through the Adult Learning Center network by providing grants and technical assistance. Responsibilities include the administration of the Displaced Homemaker program, Job Training Partnership Act (J.T.P.A.) program for adults, Homeless Program for Adults, and the Adult Basic and Secondary Education programs. This unit is also responsible for the administration of the GED testing program and maintains all GED records. The Adult Education Unit funds and supports over 45 adult education program sites providing services to over 3,600 adults annually statew Local programs are operated by LEAs, higher education, or vocational education agencies. Some programs are also administered through the county housing authorities. The local programs employ over 100 professional and paraprofessionals.

This program is not mandated; however, if the State accepts federal Adult Education Act funding and J.T.P.A. funding, it must ensure appropriate and qualified personnel as may be necessary for state administration

Pos#	Title	FTE	Gen. FTE	Fed/ Other FTE	Position Description
3680	Director	1.00	0.35	0.65	The director is responsible for overall administration of over 45 program sites, 16 GED testing sites, and coordination and technical assistance functions related to adult programs.
3638	Secretary	1.00	0.30	0.70	The position provides secretarial support for the unit.

UNIT: HEALTH EDUCATION- TITLE PROGRAMS - Title IV Drug Free

Title IV, Drug Free is a federal grant program available to 250 school districts. The coordinator provides technical assistance to local schools for building sound drug and violence-free programs. Various workshops are provided throughout the year on related issues to local school personnel. The program is not mandated; however, in order to receive the funds the State office must assure that adequate and qualified personnel will administer it.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3820	Drug Free Coordinator	1.00		1.00	Coordinators, reviews and monitors grant applications, arranges & provides in-service training, and provides on-site technical assistance to 80 sites per year.
3403	Drug Free Secretary	1.00		1.00	This position provides administrative and secretarial support for the program.

UNIT: HEALTH EDUCATION-SCHOOL IMPROVEMENT

The Health Education unit also administers the HIV/AIDS education grant from Center for Disease Control (CDC) of approximately $250,000 per year. Most of the grant money is spent on providing inservice sessions through the state universities and for inter-agency workshops involving the Health Department. Absence of the program would deprive local districts of information and training on universal precautions and health initiatives designed to modify behavior patterns.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3670	Director	1.00		1.00	Serves as agency health liaison, performs grant administration functions for Center fo Disease Control; arranges inservice workshops and provides technical assistance to scho districts and supervises the Title IV Drug Free program.
3661	Admin Secretary	1.00		1.00	This position provides administrative and secretarial support for the unit.

UNIT: COMPENSATORY ED.-TITLE PROGRAMS – Title I, Migrant, Even Start, Homeless Children, Title II

Through federal Title I (Chapter I) grants, this unit provides financial assistance to school districts and local nonprofit organizations to meet the needs of low achieving at-risk children and administers federal grants for migrant students, homeless children and youth, and the Even Start program. In accordance with federal requirements, school districts and other educational entities must complete applications in order to be funded. Title I is not federally mandated; however, if North Dakota chooses to accept the federal dollars it must also accept the responsibility for its administration in accordance with federal requirements. The provision of technical assistance, educational program improvement, parent involvement, professional development and assessment tools are on-going and intensive charges of the law. School districts aggressively seek assistance from State staff to help them meet these federal mandates.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3730	Director	1.00		1.00	Responsible for the overall administration of the federal programs. The director provides technical assistance, guidance and support to school district and local organization personnel concerning program requirements, effectiveness, improvement and evaluation.
1102	Asst. Director, Title 1	1.00		1.00	Assists the director in the administration of the programs and works closely with schools regarding program improvement.
2502	Title 1 Coordinator	1.00		1.00	Provides technical assistance and guidance to Title I programs designed for neglected and delinquent young people, Even-Start, new school-wide federal programs and preparation of the annual Title I evaluation report.
3503	Title I Coordinator	1.00		1.00	Provides technical assistance and guidance to school district personnel concerning program improvemen. Plans and coordinates Title I workshops and in-service events for teachers, administrators, and the public. Supervises the reading credential process and coordinates special events.
3206	Title I Admin Asst.	1.00		1.00	Position responsible for the supervision of office support staff, ensures the proper disbursement of funds to school districts, and responds to school district personnel regarding Title I financial questions.
3803	Program Director	1.00		1.00	Administers the Title 1E-Comprehensive School Reform(CSR)grant which is targeted high risk school districts; administers the Title II-Math & Science grant which flows to school districts; administers the Higher Education Title II grant; responsible for the state

					school improvement process; and performs on-site technical assistance and monitoring.
3682	Title I Migrant Admin Asst.	1.00		1.00	Provides support for school district personnel concerning migrant student eligibility and health records; trains local district migrant personnel concerning migrant health records and procedure; and responds to school personnel questions concerning the reading credential application.
3203	Part-time Secretary	0.50		0.50	Provide secretarial services and clerical support for the unit.
3204	Secretary	1.00		1.00	Provide secretarial services and clerical support for the unit.
3720	Grants & Contracts Manager	1.00		1.00	Preparation of consolidated Dept. of Ed. grant applications and reporting systems for school districts. Tracks and reports expenditures for Title programs. Provide training to school district personnel.
3103	Admin Secretary	1.00	0.30	0.70	Provides secretarial and administrative assistance to Title II, CSR, School Improve.

UNIT: SPECIAL EDUCATION-EARLY CHILDHOOD (Ages 0-5)

This program provides training, technical assistance, coordination of interagency efforts, and management of statewide data systems. These services are interagency in nature and include local school district programs such as Head Start, developmental disabilities, infant development, county social services, public health, day care, tribal health, regional medical facilities, and other services for young children and families.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3312	Early Childhood, Director	1.00		1.00	Supervises the statewide early childhood tracking system personnel and serves as coordinator for local interagency councils in the southwest quadrant of the state.
1105	Early Childhood Coordinator	1.00		1.00	Coordinates work of local interagency councils on the state's four Indian reservations. Position works out of DPI office.
3819	Early Childhood Coordinator	1.00		1.00	One staff is located in Williston to coordinate the work of local interagency councils in the northwest quadrant. Two coordinators operate from the Fargo office (Division of Independent Study) to cover the southeast and northeast regions of the state.
3811	Early Childhood Coordinator	1.00		1.00	
3810	Early Childhood Coordinator	1.00		1.00	
3501	Early Childhood Coordinator	1.00		1.00	The Bismarck position coordinates the work of local interagency councils in the south-central quadrant.
3641	Early Childhood Secretary	0.75		0.75	Provides administrative and clerical support for the Fargo office.
3751	Early Childhood Secretary	1.00		1.00	Provides administrative and clerical support and serves as support liaison for field positions. Position also provides support to general special education services.

UNIT: SPECIAL EDUCATION- GENERAL EDUCATION PROGRAM (Ages 6-21)

This program supervises the distribution of state and federal special education funds, provides statewide technical assistance and training regarding special education services to education and other agency personnel (e.g., local and state programs under the Department of Corrections, Department of Human Services, Bureau of Indian Affairs, etc.), approves teaching credentials for special education personnel, and coordinates program services for students with disabilities. As a requirement of receiving federal funds, staff is charged with monitoring local program compliance with federal civil rights regulations for the education of students with disabilities.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3300	Director Special Ed & Reg. VI	1.00	1.00		Supervises staff and services provided by the Special Education unit and provides technical assistance, training and other support activities.
3301	Reg. III Coordinator	1.00	0.05	0.95	Provides technical assistance, training, and other support activities for provision of special education services by local school districts. Each position is responsible for these services to local special education units within one of the Governor's planning regions. These personnel also oversee state and federal special education funds, approve special education teaching credentials, establish policies, standards and guidelines for special education services, and monitor for compliance with requirements.
3302	Reg. VII Coordinator	1.00	0.05	0.95	
3311	Reg. I & VIII Coordinator	1.00	0.10	0.90	
3750	Reg. IV Coordinator	1.00	0.05	0.95	
3404	Reg. V Coordinator	1.00	0.10	0.90	
3835	Reg. I & II Coordinator	1.00	0.05	0.95	
3672	Receptionist	1.00		1.00	Telephone receptionist, clerical responsibilities.
3200	Grants & Contracts Administrator	1.00	0.20	0.80	Supervises distribution of federal grant funds to schools and special education units. Position is responsible for special education unit collection of fiscal data and reporting. The position also provides technical assistance to special education units for financial planning and accounting.

3834	**Coordinator**	**1.00**		**1.00**	
3826	Program Coordinator	1.00		1.00	Conducts and coordinates training and provides technical assistance activities to local and regional personnel regarding "transition" of students to post school options. The coordination is considerable and reaches across agency services such as vocational rehabilitation. developmental disabilities, institutions of higher education, independent living programs, and employment services.
3402	Secretary	1.00		1.00	Provides administrative and secretarial services to special education staff.
3836	Secretary	0.75		0.75	Provides secretarial and administrative services for Fargo office.
3817	Secretary	0.75		0.75	Provides secretarial and administrative services to Special Education staff,
3307	Admin Asst.	1.00	0.50	0.50	Supervises and trains secretarial personnel and manages the workflow in this unit. The position also reviews local program applications, coordinates the special education teacher credentialing process and prepares and/or supervises the publications produced by this unit.

UNIT: SCHOOL APPROVAL & ACCREDITATION

This unit provides technical assistance and direct services to 239 public and nonpublic **middle level/junior high and secondary schools** regarding effective schools through state and NCA accreditation. Included in this effort is assistance in compliance with all state and federal laws and regulations with the focus on quality education improvement. The Superintendent of Public Instruction is directed by NDCC 15-41-03 to appoint a director of secondary education. Current accreditation standards require all school districts to conduct an ongoing and continuous education improvement process based on board standards, but the specifics of how to reach those standards is left up to the local school districts. It is the job within the office of Secondary Education to assist local school districts to establish, implement and maintain an effective improvement process that will result in increased learning for all North Dakota students.

Additionally, this unit provides technical assistance via telephone communications, school visitations, and school improvement training to 410 public and nonpublic **elementary and middle level schools**. The assistance includes statutory compliance, state and NCA accreditation, and state and federal laws and regulations with a primary focus on helping schools maintain and improve the quality of education. Federal funding is dedicated to helping schools with their improvement activities and planning for Before and After-School Care programs.

The School Approval & Accreditation unit also administers and coordinates statewide achievement testing program (CTBS/TCS) and provides on-going technical assistance to school personnel through test administration/test interpretation workshops and frequent telephone contact. Absence of the program would mean that districts would be responsible for obtaining test services on their own at double the current cost or more.

Pos#	Title	FTE	Gen. FTE	Fed/Ot FTE	Position Description
3500	Director	1.00	1.00		The director supervises the unit, provides on-going technical assistance to schools, and administers school improvement efforts.
3502	Admin Asst.	1.00	1.00		Provides administrative and secretarial support for all unit activities.
3641	Admin Asst.	0.25	0.25		Provides clerical support for issuing teacher and administrator credentials.
3310	Secretary	1.00	1.00		Provides administrative and secretarial support for all unit activities.
3721	Assistant Director	1.00	1.00		This position reviews school reports to establish if school approval and accreditation standards are met, conducts school improvement activities including 8 team visitations; 5 training sessions; communication with all schools; and 25 team chair visits/consultations.
3401	**Assistant Director**	**1.00**	**1.00**		**Provides school improvement activities including: 4 team visitations; 5 training sessions; communication with all schools; 20 team chair visits/consultations; and administration of grants which assists 17 communities in Before and After-School Child Care.**
3405	Secretary	1.00	1.00		Administrative and secretarial responsibilities supporting unit activities.
3651	Secretary	1.00	1.00		Administrative and secretarial responsibilities supporting unit activities.
3806	Assistant Director	1.00	0.85	0.15	Administers the CTBS Testing program, approve middle-school programs, and issues guidance credentials.
3807	Secretary	1.00	0.75	0.25	Prepares workshop materials and provides administrative support for the testing program, issuance of guidance credentials and middle school programs.

UNIT: INDIAN EDUCATION - BILINGUAL EDUCATION

Facilitates the instruction of all students with limited English proficient/bilingual learners and American Indian students. Assists schools with the development of American Indian curriculum, and content and student performance standards.

Administers statewide bilingual education program. Provides on-going assistance to school personnel through in-service training, instructional and assessment materials dissemination, workshops, telephonic and on-site consultations on limited English proficient students. Collects federally mandated statewide data on limited English proficient students. Civil rights laws and court decisions require equal access for all students despite race, color, or national origin, and language ability.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3823	Director	1.00	1.00		Supervises and directs activities related to Native American education.
1100	Bilingual Coordinator	0.75		0.75	Twenty- percent staff time is spent on data collection, 80% of staff time is used to provide in-service education, providing workshops, and responding to telephonic and on-site requests for assistance.
1109	Admin Assistant	1.00	0.50	0.50	Provides secretarial and clerical support, data entry, data assessment, and prepares workshop materials.

UNIT: EDUCATIONAL IMPROVEMENT

The unit coordinates the educational improvement activities for the department; facilitates various academic/student leadership programs, administers the Goals 2000 and Title VI Innovative Education grant programs, administers of the federal Math Assessment program and facilitate various academic/student leadership programs. The staff provides technical assistance to local education agencies and consortiums in developing programs to enrich student learning and improve instruction

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3202	Director	1.00	1.00		Serves as team leader for the educational improvement team. The director also administers Title VI grant program to all schools, Goals 2000 grants to schools and state-level reform efforts, and the Math Assessment grant.
2402	Program Coord.	1.00	0.40	0.60	Assist in the administration of grants to local districts, coordinates department conferences, and administers recognition awards to teachers and administrators.
3102	Secretary	1.00	0.45	0.55	Provides clerical and administrative support for educational improvement activities.

UNIT: SPECIAL PROJECTS - EDUCATIONAL IMPROVEMENT

This unit provides English language arts teachers (K-12) with staff development opportunities in best practices in the teaching and learning of the English language arts. This entails collaboration with public and non-public schools, institutions of higher education, and entities involved with the certification and licensure of English language arts teachers. The English language arts grant assists schools in improving teaching and learning of reading, writing, speaking, and listening. Further, the initiative of bringing agreement among the institutions of higher education, the Education Standards and Professional Board, and the Department about what English language arts teachers should know and be able to do upon graduation will be lost without this program.

Pos#	Title	FTE	Gen. FTE	Fed FTE	Position Description
3400	Director	1.00		1.00	Provides program planning, implementation, and oversight of English language arts program.
3802	Administrative Assistant	1.00		1.00	Provides word processing support for training manuals, correspondence, record keeping, database file maintenance, and conference planning.

UNIT: DIVISION OF INDEPENDENT STUDY

Pos#	Title	FTE	Gen. FTE	Fed/Ot FTE	Position Description
0001	Middle/Secondary Principal	1.00	1.00		Supervises 17.2 FTE teachers
0002	Business Education Teacher	1.00	0.45	0.55	Secondary Teacher
0003	Home Economics/Science Teacher	1.00	0.75	0.25	Middle/Secondary Teacher
0004	Math/Science Teacher	1.00		1.00	Secondary Teacher
0005	Latin/Social Studies Teacher	1.00		1.00	Secondary Teacher
0006	English Teacher	1.00		1.00	Secondary Teacher
0007	Vocational Agriculture Teacher	1.00		1.00	Secondary Teacher
0008	English Teacher	1.00		1.00	Secondary Teacher
0009	Math Teacher	1.00	1.00		Secondary Teacher
0010	Science Teacher	1.00		1.00	Secondary Teacher
0012	German/Russian Teacher	1.00		1.00	Secondary Teacher
0014	Secretary	1.00		1.00	The secretary provides secretarial support for middle/secondary principal.
0015	Accounting & Budget Specialist	1.00	1.00		Responsible for budget/accounting and supervises 3.25 FTE business office staff.
0016	Audiovisual Tech	1.00		1.00	Responsible for distribution of videotapes/shipping for the Division.
0017	Printer	1.00		1.00	Responsible for distance education study guides, newsletters and agency printing.
0018	Office Clerk	1.00		1.00	Responsibles for input of student data from student registration. Duplicates audio and video cassettes for distance education courses.
0019	Desktop Publisher	1.00		1.00	Responsible for desktop publishing distance education courses and prepares masters for printing.
0020	Registrar	1.00		1.00	Responsible for distance education enrollments and education related billings.

0022	Secretary	1.00	1.00		The secretary provides secretarial support for Learning Resource Center Coordinator/Elementary Principal.
0023	Administrative Assistant	1.00	1.00		Administrative assistant to the State Director/desktop publisher of Division promotional materials/receptionist.
0025	Bookstore Mgr.	1.00		1.00	Responsible for the handling and distribution of distance education materials. Supervises 3.0 FTE.
0026	Computer Analyst	1.00		1.00	Responsible for computer network , hardware and software.
0027	Office Clerk	1.00		1.00	Responsible for front office receptionist/bookkeeping.
0028	Division Director	1.00	1.00		Chief administrator of the Division
0029	Physical Education & Driver's	1.00		1.00	Middle /Secondary Teacher
0030	Spanish/Health & Social Studies Teacher	1.00		1.00	Middle/Secondary Teacher
0031	French/6th-8th Teacher	1.00		1.00	Middle/Secondary Teacher
*0032	Art/Sociology Teacher	1.00		1.00	Secondary Teacher
0033	Norwegian/English Teacher	1.00		1.00	Secondary Teacher
0036	Desktop Publisher	1.00		1.00	Responsible for elementary desktop publishing distance education courses. Prepares masters for printing.
0038	Elementary Principal/Learning Resource Center	1.00		1.00	Develops elementary distance education curriculum/administers the Learning Resource Center. Supervises 3.0 FTE.
0039	Social Studies Teacher	1.00		1.00	Secondary Teacher
0040	Music/English Teacher	1.00		1.00	Middle/Secondary Teacher
2400	Curriculum Director	1.00	0.30	0.70	Technical assistance to schools, development for the North Dakota Content Standards
3108	Secretary	1.00	0.50	0.50	Provides secretarial support for curriculum director and handles bulk mailing for the division
3640	Social Studies Coord/Teacher	1.00		1.00	Provides technical assistance in social studies. Teaches social studies distance education courses.
3809	Shipping Clerk	1.00		1.00	Responsible for pulling and packaging distance education courses for mailing.
3822	Director, Technology	1.00		1.00	Webmaster. Supervises 1.25 FTE
*3830	Social Studies Teacher	0.50		0.50	Secondary Teacher
3831	Guidance Counselor	1.00		1.00	Academic Advisor. Works with transcripts. Advises Division students. Develops exhibits at conventions.
3832	Secretary	1.00		1.00	The secretary provides secretarial support for technology director and handles personnel records and payroll for the division.

*3830 was reduced from full-time to half-time. Position 0032 was increased to a full-time position 7/1/98.

Assistant Director
Elementary & Middle Schools

Responsibilities:

School Approval
- Schools K-8, 5-8
- Private kindergartens
- Certificate of Compliance
- Experimental Course Committee

School Accreditation
- Schools K-8, 5-8
- State Accreditation Committee
- State Committee for School Improvement

Provide Educational Improvement
- K-12 – approval of plans
- Data management
- Consultant, Trainer

Administer School Aged Child Care Program
- PK-6th grade

Co-Direct North Central Association
- Deputy Director K-12 schools
- Elementary – full review

Issue Credentials
- Elementary Principals
- Library Media

Conduct New Administrators Workshop

Administer Home Based Education
- Admin. K-12 legislation

Co-Direct Bridges Program

Conduct Competitions
- Blue Ribbon School
- Spelling Bee
- Young Citizen League
- Mathcounts

Serve on Teams
- Legislative
- Education Improvement

Serve on Committees
- Goals 2000
- Goals 2000 DPI Sub-Committee
- Comprehensive System Personnel Development
- Gifted and Talented
- Building Level Support Team
- Teacher of theYear
- Milken
- Casey Foundation
- Prairie Public Television

<u>Elementary Schools- Eighteen schools closed from 1995 to present, Nine new private schools opened.</u>

Elementary and Secondary Programs

Statutory Compliance

Public and nonpublic schools (K-12) documented their intention to meet the state statutory requirements by submitting a Certificate of Compliance in September. Receipt of this Certificate confirms the school's intent to be in compliance until the formal review is conducted by the elementary and secondary education offices.

By December 31st, the Department completed compliance reviews of data submitted by the schools. The reviews were based upon the following requirements: (1) teacher hold valid teaching certificates; (2) all students have access to a basic curriculum; (3) the school conforms with the 180 day term; and (4) the state and municipal health, fire and safety codes are met. Public kindergarten programs and nonpublic/private kindergarten programs that seek Department approval were reviewed for the criteria in NDCC 15-45-02.

Accreditation

Through the state accreditation processes, schools are challenged to strive for educational quality in all programs and for all students. The data submitted by schools are compared against pre-determined standards and criteria which were adopted by the Department of Public Instruction in 1991.

The State Accreditation Committee met each year for the purpose of advising the state superintendent regarding the accreditation process and to hear appeals submitted by schools that received a "Not Accredited" classification. The state classification reports were released to the schools in late March or early April. This biennium the Committee has initiated the process to revise the state accreditation standards.

ELEMENTARY SCHOOLS ACCREDITED

1995-96 School Year

396	Public and nonpublic schools in statutory compliance
221	Public and nonpublic schools Accredited with Commendation
143	Public and nonpublic schools Accredited
0	Public schools Not Accredited
32	Nonpublic schools Non Classified

1996-97 School Year

394	Public and nonpublic schools in statutory compliance
251	Public and nonpublic school Accredited with Commendation
110	Public and nonpublic school Accredited
0	Public schools Not Accredited
33	Nonpublic schools Non Classified

SECONDARY SCHOOLS ACCREDITED

1996-97 School Year

193	Public
6	Non-Public
3	Institutional High Schools
32	Middle level/Junior High schools

Library Credentials

The Department issued 130 library credentials for 1995-97. Forty-two of the credentials were new library credentials; 47 were credential renewals; and 41 credentials were upgraded to a higher credential level.

Administrator Credentials

The Department reviewed and issued all the elementary principal, secondary principal and superintendent credentials for new and renewing administrators in North Dakota.

The transition of standards for administrator credentials continues and will be completed by July 1, 1999.

Data on the number of people who were working last year in North Dakota schools at the various credential levels follows. There are some duplicates, as one may hold an elementary principal, secondary principal and/or an administrative credential.

Elementary	*Secondary*
221–EPO1's	137- SPO1's
113–EPO2's	85 – SPO2's
63– EPO3's	37 – SPO3's
397	259

Content Standards

The Department sustains assessment and content standards development both as a means of determining the effectiveness of programs and as an avenue to provide technical assistance. Statewide administration of achievement and aptitude tests provide information on

how well students are performing as compared to how well they ought to be performing. Competency-based instruction is being emphasized.

Highlights of the biennium included facilitation of the development of content standards for math; development of performance based education; development of curriculum resource kits and the design and piloting of credit-bearing collegial study groups for professional development at the district level.

Middle Schools:

The BRIDGES Project, sponsored by the Department of Public Instruction, the University of North Dakota and the Carnegie Corporation of New York, provided a staff development program designed to improve the educational experiences of young adolescents. Fourteen middle schools were selected to be Network schools with the primary responsibility to implement established middle school practices and provide statewide leadership for the education of young adolescents. Services provided by the schools included on-site visitations, consultation, workshops on middle school practices, and graduate coursework leading to a middle school endorsement.

Statewide Testing and Assessment

Through various task forces, assessment procedures, and evaluation processes, the statewide education system is analyzed. The Department directs the statewide standardized achievement test program to determine needed improvements on which plans for addressing deficiencies are promulgated.

Reasons for testing may vary. Norm-referenced standardized achievement tests are very useful tools for conducting research and providing feedback to teachers. The department conducts test interpretation workshops to help testers appropriately utilize test results.

The National Assessment of Education Progress (NAEP) provides policymakers at the national, state and local levels with a continuing assessment of what America's students know and can do in various subject areas. Having objective information available on student performance is an integral part of evaluating the condition and progress of education in our state and nation.

Accomplishments for the biennium included:

- Conducted 13 Regional Test Interpretative workshops and seven additional workshops in response to district requests.
- A total of 73,672 students were tested with the CTBS/4 and the TCS tests during the biennium.

The following chart indicates that a total of 7,757 North Dakota students participated in the National Assessment of Educational Progress (NAEP).

Grade	Subject	Number of Students Assessed	National Rank
4	Mathematics	2,666	5
8	Mathematics	2,602	1
8	Science	2,489	2
		7,751 students tested in NAEP	

Home Education

Amendments to the statutes addressing home education were again enacted by the 55th Legislative Assembly. Revised copies of the Statement of Intent and copies of the statutory changes were mailed to all public school superintendents and county superintendents/ designees prior to the beginning of the 1997-98 school year. The need for additional administrative rules has been eliminated by having the necessary language for guidance and direction encoded.

Drivers Education

The Department issues driver education credentials to teachers and insures that driver education programs meet the minimum amount of instruction time and that instruction is provided in both the classroom and behind-the-wheel. A majority of high schools provide driver education programs during the summer months to ease scheduling problems for students and to qualify for summer school foundation aid payments. A number of the larger schools have expanded summer programs to include a variety of offerings which prompted the legislature during the 1995 session to cap the amount available for summer programs

The number of school districts sharing instructors for driver education programs is increasing. Shortage of qualified driver education instructors continues to be a problem for some schools. Colleges offering driver education courses have dropped some offerings.

During the 1995-96 school year 7,179 students, and during the 1996-97 school year 7,172 students successfully completed an approved driver education course.

Deputy Position

1. Supervise the School Finance and Organization unit, Child Nutrition and Food unit, Management Information Systems (MIS), Adult Education and Health programs.
2. Administer school technology programs, which includes a state grant program and Federal Title III of the Elementary and Secondary Education Act (ESEA). State funds total approximately $6 million and Federal funds nearly $5 million per biennium. Funds are granted to school districts for developing educational technology capability.
3. Member of the North Dakota Educational Telecommunication's Council. Serve as secretary and provide administrative support.
4. Serve as agency public information officer.
5. Serve as agency administrative rules officer.
6. Serve on agency management council.
7. Serve on the board of directors for the Center for Innovation in Instruction.
8. Other duties as assigned.

Account Technician/Training Administrator I

This position is in a unit responsible for the administration of nine USDA programs including the National School Lunch, School Breakfast, Child and Adult Care Food, Summer Food Service, Nutrition Education and Training, Food Distribution, Food Distribution on Indian Reservations and Emergency Food Assistance Programs. The Training Administrator I functions to oversee the delivery of training for local school foodservice personnel and provides administrative support for food distribution programs.

Responsibilities for the delivery of training for over 1,300 school foodservice personnel include to plan workshop topics and locations, provide technical assistance to trainers and training participants, handle facility and participant registration, ensure teaching and resource materials are available, provide follow-up information, and evaluate training sessions. In addition, this individual manages the database to assure accurate training records are maintained for the 11 course training series. The job duties also require processing training correspondence, reports, and forms.

Responsibilities in the food distribution of over 10,000,000 pounds of USDA commodities include to determine types and quantities, allocate and order, arrange shipments, manage warehouse inventory, respond to telephone requests and prepare monthly and quarterly reports for commodity foods. In addition, this position provides back-up support for 2 people and stays current with commodity computer systems and procedures.

Dear Senators and Representatives,

I am very concerned with the reduction of 2.0 FTE of existing positions at the Division of Independent Study in SB 2013. The two resignations occurred in the past two months and are teaching positions for core courses in English and Social Studies.

A .50 FTE was transferred to an existing 0.50 FTE teacher; therefore, 1.50 FTE not 2.0 FTE is presently vacant.

We are using substitute teachers at the present time and were planning to advertise these positions this spring in order to attract quality teachers.

Without these existing positions, the Division will not be able to meet the teacher course preparation standards of North Dakota Department of Public Instruction and the North Central Association of Colleges and Schools. The Division offers 173 one-semester courses. 16.9 FTE teachers teach about 6,000 students enrolled in 9,700 courses each year. Without state and regional accreditation the Division will not be a fully accredited high school. Of course, this would have an adverse effect on enrollments and in turn revenue.

With the loss of 2.0 FTE teaching positions turn around time for student lesson work will increase from 3 days average to a eight days average. This will affect customer service and in turn enrollments and revenue.

In the past, the maximum annual student load for a 1.0 FTE Division instructor was 500 student course enrollments. Presently a 1.0 FTE Division instructor handles an annual load of 574 student course enrollments. With 2.00 FTE lost each 1.00 FTE will be handling 651 student course enrollments per year. This will definitely hurt the quality of instruction.

In addition, I understand that the Division's temporary salary line has been cut over $60,000. This money is important to hire substitute teachers during heavy lesson load periods such as in the spring when students are rushing to graduate

The Division exists to educate students and I believe we have been very effective in meeting this need. Please support the restoration of at least the 2.0 FTE for the Division of Independent Study. These positions are not supported by general fund, but by other funds. In order to generate other funds the Division needs adequate teaching staffing. Without these 2.0 FTE teaching positions, you are effectively killing our chances of generating sufficient other funds to effectively operate our school.

I would be happy to answer any questions you may have. I can be reached at 701-231-6007.

Sincerely,
Bob Stone
State Director

Chapter 2

Approval and Accreditation Programs

Introduction

During the preliminary work on this audit, we identified weaknesses in the school approval and state accreditation programs. In addition, our review of the North Dakota Century Code identified laws related to these programs which appeared contradictory, inequitable, inconsistent, redundant and outdated. To determine the efficiency and effectiveness of the approval and accreditation programs we:

- Reviewed sections of the North Dakota Century Code (NDCC) and the North Dakota Administrative Code (NDAC);
- Reviewed the programs' policies and procedures;
- Identified the school approval and state accreditation programs' goals and objectives;
- Tested the effectiveness of the approval and accreditation processes;
- Interviewed relevant Department of Public Instruction (DPI) staff; and
- Interviewed other state's officials administering approval and/or accreditation programs.

The results of our review and analysis of the school approval and state accreditation programs, as defined by our audit goals and objectives, identified several areas requiring improvement. Some improvements were communicated in a management letter to the Department and the more significant improvements are discussed in this chapter of the report.

Recommendation Regarding Legislative Intent Surrounding School Approval Program

We identified legislative intent for the school approval program within the NDCC. The NDCC has been modified over time to include specific requirements for the approval of nonpublic schools and kindergartens. It was difficult to determine legislative intent for the approval of public high schools and we could not find any statutory authority for the approval of public elementary schools. Therefore, we have no conclusion on the accomplishment of legislative intent for the approval of public elementary schools.

The NDCC contains approximately 200 sections that use the word "school" and some variation of the word "approve" in the same sentence. A number of these are found in NDCC Title 15 which is entitled *Education*. The difficulty with identifying legislative intent is the term "approve" is never defined within the NDCC. (See section entitled *Recommendation Regarding Revisions to NDCC Title 15* for additional commentary concerning this issue.) We attempted to identify the laws that appear to provide authority for the school approval program in order to determine the accomplishment of legislative intent.

Based on our review, it appears DPI is not accomplishing legislative intent for the approval of nonpublic schools. Also, for kindergartens and public high schools it's questionable if legislative intent is being fulfilled based on established procedures used by DPI for reviewing schools for statutory compliance requirements.

Legislative History

NDCC Section 15-41-04 states high schools are to receive no moneys until ". . . the

director of secondary education has reported upon the school and the work of the school has been approved by the superintendent of public instruction." This law was codified in 1895 requiring a high school inspector to annually review high schools and report to the high school board. An amendment in 1929 changed "high school inspector" to "director of secondary education" and "high school board" to "the superintendent of public instruction."

NDCC Section 15-34.1-03 was codified in 1971 and required County Superintendents to approve nonpublic schools in their jurisdiction based on requirements for curriculum and length of a school year. An amendment in 1973 required the Superintendent of DPI, in conjunction with the County Superintendents, to approve nonpublic schools. Another amendment in 1979 added requirements that nonpublic schools had to meet all municipal and state health, fire and safety laws and teachers had to comply with NDCC Chapter 15-36.

Additional amendments were made in 1979 to other sections of the NDCC that affected school approval. NDCC Section 15-41-24 establishes curriculum requirements for high schools and was amended to change the term "accreditation" to "approval." NDCC Section 15-41-25 requires every teacher in any high school to have a professional certificate and major or minor in the course areas being taught. This law was amended to change the term "accredited" to the term "approval."

NDCC Section 15-45-02 was amended in 1987 to establish the approval requirements for kindergartens. This law is mandatory for public kindergartens and is voluntary for nonpublic kindergartens.

In 1995, NDCC Section 15-41-27 was codified to establish the requirements that must be met by any nonpublic high school with an enrollment of fifty students or less.

Approval Process

DPI explained that only nonpublic schools are reviewed for approval and public schools are reviewed for "statutory compliance." DPI has developed the *Annual Certificate of Compliance,* which is based on the laws pertaining to the approval of nonpublic schools and kindergartens. DPI requires all school districts and schools, if not included in a school district, to complete the form and submit it to DPI before September 30. The annual certificate of compliance must be signed by the president of the school board and the local superintendent who are certifying their intention of complying with all laws cited on the form. DPI verifies teachers' certification and performs a limited review of curriculum requirements. The requirements regarding the length of a school year for public schools and health, fire and safety laws for public schools are delegated to the county superintendent. Public and nonpublic schools must submit their school calendar to the county superintendent and they are also responsible for obtaining the fire marshall's inspection results to ensure compliance with health, fire and safety requirements before a school is approved. Based on this process, DPI determines the approval status of public and nonpublic schools.

County superintendents are included in the approval of nonpublic schools based on NDCC Section 15-34.1-03. To improve the efficiency of the process, DPI delegated the responsibility for some of the requirements to county superintendents. One weakness with this delegation of duties is that some counties may not have a superintendent. In addition, we became aware that at least one county refuses to even correspond with DPI. Therefore, little assurance is gained through this process.

Legislative intent is very clear for the approval of nonpublic schools and kindergartens. However, the lack of laws for the approval of public elementary schools leads us to conclude there is no legislative intent surrounding the approval of public elementary schools. Therefore, we will not conclude on the accomplishment of legislative intent for the approval of elementary schools.

It appears legislative intent for the approval of public high schools requires compliance with NDCC Section 15-41-25. There are no other laws that specifically place requirements on public high schools before they can obtain approval from DPI. Due to the lack of statutory requirements for public elementary and high schools, DPI has adopted the Annual Certificate of Compliance form for both public and nonpublic schools (this form includes requirements detailed in NDCC Section 15-41-25). This allows equity between both types of schools for the requirements that must be complied with to achieve DPI's "approved status." DPI does not have the authority to establish approval requirements. Instead, a statutory compliance review is performed, which is within DPI's authority. However, NDCC Section 15-41-04 requires the work of high schools to be "approved" by the Superintendent of DPI before any state funds will be disbursed. Since this law was established so long ago and since "approval" is not defined anywhere in NDCC Title 15, this has caused ambiguity as to the intent of the law (the section entitled *Recommendation Regarding Revisions to NDCC Title 15* provides additional commentary on this law).

We requested an Attorney General's opinion to clarify DPI's responsibility for the approval of schools. (A copy of this opinion can be seen in Appendix A) The opinion explained that approval of nonpublic schools is for a different purpose than approval of public schools. Nonpublic schools are approved for the purpose of becoming an alternative educational institution, while public schools are approved for the purpose of qualifying for per student foundation aid as stated in NDCC Chapter 15-40.1. Three of the four requirements on the Certificate of Compliance do relate to requirements for foundation aid. However, the requirement for complying with municipal and state health, fire and safety codes is not included in Chapter 15-40.1. Yet, public schools still are required by DPI to comply with this requirement before obtaining the approved status. The Attorney General's opinion goes on to state ". . . There is no need for the DPI to adopt approval standards, and no statutory section authorizes the adoption of such standards, because the relevant statutes are specific enough for DPI to determine statutory compliance for the purposes for which compliance is important. For purposes of "approval" of public schools it is the statutory standards that are significant."

Therefore, we will determine if legislative intent is accomplished based on the requirements on the Annual Certificate of Compliance form for public high schools, because NDCC Section 15-41-04 requires DPI to approve the work of high schools. We will not determine accomplishment of legislative intent for elementary schools because we did not identify any laws requiring DPI to approve elementary schools.

Goals and Objectives of the Program

The program goal and objectives for the approval of nonpublic schools and the statutory compliance review of public schools are as follows:

Goal: To review all public and nonpublic schools to determine if the school should be approved based upon the approval statutes or statutory compliance requirements.

Objectives: Obtain all schools' Annual Certificate of Compliance forms by September 30.

Complete the approval review process by December 31.

DPI's process for approving schools is to obtain the Annual Certificate of Compliance and perform a limited review of statutory requirements. Based on our review of 33 schools, 97% of the Annual Certificate of Compliance forms were submitted to DPI by September 30. In addition, the review process was completed by the established deadline. However, our test to verify if schools were properly approved based on statutory requirements revealed that one nonpublic school did not meet requirements but retained their approval status. Also, our review identified nine schools in which the fire marshal could not provide an inspection report and one public high school with a violation that may put students at risk of harm.

Test Results

Our test included reviewing the effectiveness of controls surrounding the approval of schools. We reviewed 33 school files and the controls surrounding the:

- Requirements for teachers' qualifications;
- Requirements for school curriculum;
- Requirements for the length of the school year;
- Requirements for children's age to enter kindergarten; and
- Requirements for meeting all municipal and state health, fire and safety laws.

The results of our test revealed DPI has developed very effective controls to determine compliance with teacher qualification requirements. DPI utilizes the Education Standards and Practice Board to verify the validity of teachers' qualifications. This is a very important requirement because failure to comply can cause public schools to lose their foundation aid payments and for high schools, it is one of two requirements that, if not met, can reduce state aid to $220 per student.

Our test for curriculum requirements revealed DPI is performing a limited review for this requirement. This is a less effective control for approving schools because data is not verified due to a lack of monitoring. Determining compliance with this requirement is important because this is the other requirement for which failure to comply can reduce a public high school's foundation aid payment to $220 per student if not met. (See section entitled *Recommendations Regarding Approval and Accreditation Programs* for additional information related to monitoring schools.)

Our test revealed there are no controls to ensure amended kindergarten curriculum plans are submitted to DPI. The schools included in our test had kindergarten curriculum plans included in their files. However, 78% of these plans are five years or older. DPI's procedure requires kindergartens to submit their plan. If a kindergarten modifies this plan, the amended plan should be submitted to DPI. However, DPI has no control established to ensure kindergartens are submitting amended plans if a current plan is modified. (See section entitled *Recommendation Regarding Approval and Accreditation Programs* for additional information related to monitoring schools.)

We did not perform any test to determine if the length of a school year is being met because this responsibility has been delegated to county superintendent. In addition, we did not test for the age requirement of kindergarten children in public schools because there is no review performed by DPI. DPI's controls for ensuring compliance is limited to the local superintendent's and school board president's assurance that these laws will be complied with for all schools under their authority (both individuals sign the Certificate of Compliance). This control is not very effective based on the test performed on requirements for health, fire and safety requirements that have the same controls as these two requirements.

Our test surrounding the health, fire and safety requirements revealed controls are limited and not effective. We contacted the State Fire Marshal and Local Fire Marshals to obtain inspection reports to determine if schools were meeting the approval requirement of complying with all municipal and state health, fire and safety laws. Of the 33 schools reviewed, fire marshals could not locate inspection reports on nine schools (27%). Of the schools that had inspections, 92% had violations cited. We do not know the severity of the violations or if these violations have been corrected. We expanded our review after it came to our attention that certain schools had dangerous violations existing that may put students at risk of harm. We obtained fire marshal reports on these schools.

The inspection report for one nonpublic school had several violations, some of which were very serious. Yet the school retained its "approved" status. Our investigation revealed the school had an inspection performed by the fire marshal in 1994. Violations were so severe and numerous that DPI was informed, in 1994, of the situation. A letter addressed to the Superintendent of DPI, by DPI's Director of School

Finance and Organization, explained how the school had more than 100 violations and how a previous inspection in 1984 cited many of the same violations with very little, if any action taken to correct the citations over the last ten years. Despite the seriousness of this situation, DPI did not change the school's "approved" status for the 1994-95 school year. The school remains approved for the 1995-96 school year.

Another inspection report for a public high school stated ". . . The locker room used by the wrestling team located in the Northwest corner of the 1936 gymnasium basement only has one door available for exiting. This door exits into the basement corridor. The corridor is not sprinklered and the door into the locker room is not fire rated. If a fire broke out in this area, the individuals in that locker room would have no avenue of escape. . . . " This violation had existed prior to this inspection in 1995, yet the school is approved. (It is not known if DPI was aware of this situation prior to our audit.)

DPI does not have a policy or procedure in place to receive fire marshall inspection reports, whether they contain deficiencies or not. When DPI becomes aware that serious deficiencies exist at a school, they will obtain a copy of the inspection report and notify the school that the deficiencies are to be corrected. However, this process is not effective (as is shown with the two schools above). As illustrated earlier, even when the Superintendent of Public Instruction was notified of the severity of the deficiencies, the school's "approved" status was not altered. As a result, children at this school were at a higher risk of harm than necessary.

Conclusion

It is our opinion that the school approval program is not being administered in accordance with legislative intent. DPI is responsible for approving schools based on statutory requirements. DPI's controls surrounding school approval provide very limited assurance that all statutory requirements are being complied with, especially the health, fire and safety law requirement. The state may have a liability risk since "sovereign immunity" was repealed by a recent North Dakota Supreme Court decision. It appears DPI has attempted to create a flexible system where schools perform a self-assessment and DPI performs a limited review. The penalty for not meeting approval requirements for nonpublic schools is they will not be deemed an alternative educational institution and parents should not enroll their children in these schools. For public high schools, the penalty for not meeting two of the approval requirements (teacher qualification and curriculum) is to have their foundation aid payment reduced to $220 per student. This is a reduction of 87% and would devastate a school's financial budget.

DPI has delegated the responsibility for some school compliance requirements to the county superintendents. However, this decision has created weaknesses in the program. One weakness is the result of an amendment to the NDCC which allows counties to eliminate the county superintendent's position. Another weakness, as cited earlier, is one county will not even correspond with DPI. This has led to approving

schools that do not meet statutory requirements. We believe this is a violation of legislative intent. Another result of the present system surrounding the approval process is that situations may exist which place the state's children at an increased risk of harm.

Recommendation 2.1

We recommend the Department of Public Instruction take appropriate steps to ensure only schools meeting statutory requirements are designated as "approved" schools. The Department should develop a system that will ensure schools are meeting statutory compliance requirements. The following items should be considered:

a) A visual inspection of the school calendar.
b) Verification of schools meeting health, safety and fire requirements.

Management's Response

The Department of Public Instruction concurs with the recommendation that a system be in place to ensure that schools are meeting the statutory compliance requirements. This will require an in depth study and broad-based involvement in the review of the current system and a high level of collaboration in the establishment and implementation of any legislative and procedural changes. The procedure of visual inspection of school calendars now being done at the county level will be reviewed to determine efficiency and accuracy. The Department is aware that the verification of schools meeting health, fire, and safety requirements is not adequate to ensure compliance. Legislation was introduced during the 54th Legislative Session; passed by the House Education Committee but defeated on the floor. The Department will continue to pursue procedures which will verify compliance with legislative intent.

Recommendation Regarding Legislative Intent Surrounding State Accreditation Program

We identified legislative intent of the State Accreditation program within the NDCC. DPI has been granted the authority to establish accreditation standards and any school meeting these standards may be deemed "accredited." DPI has partially fulfilled legislative intent by establishing accreditation standards. Schools are to be accredited when DPI's accreditation standards are met. However, it is questionable if legislative intent is being accomplished based on the limitations placed on the accreditation evaluation process.

Legislative History

NDCC Section 15-41-06 and NDCC Section 15-41-07 are the only laws establishing statutory standards for the accreditation of high schools. These laws were established in 1931 and provide requirements surrounding curriculum for high schools.

In 1979, NDCC Section 15-21-04.1 was codified and grants the Superintendent of Public Instruction the authority to adopt standards for the accreditation of public and private schools. The code also states any public or private school that complies with the standards is deemed to be an accredited school.

NDCC Section 15-45-03 was amended in 1987 to grant the Superintendent of DPI the authority to adopt standards for the accreditation of all kindergartens. The code also states any kindergarten that complies with the standards is deemed to be an accredited

kindergarten.

There are statutory penalties that affect school funding when schools do not meet accreditation standards. NDCC Section 15-40.1-06 was amended in 1989 to include subsection 2c which provides a reduction of $200 per student for a high school that does not meet accreditation standards. Another amendment, passed in 1991, established subsection 2d which requires withholding $200 per student from each elementary school that does not meet accreditation standards.

Inconsistencies With Law

NDCC Section 15-41-06 requires four units of course work for students in grades nine through twelve. This requirement is being used as a statutory approval requirement and not an accreditation standard. The accreditation standards require five units of course work. It appears logical that DPI can set a higher standard for the accreditation process and the Superintendent of Public Instruction has the authority to establish these standards. However, the Century Code does not delineate if these standards can exceed those standards established in statute. (See section entitled *Recommendation Regarding Revisions to NDCC Title 15* on correcting this condition)

Goals and Objectives of the Program

The program goal and objective for the accreditation of schools are as follows:

Goal: To review all public and nonpublic schools to determine if the schools should be accredited based upon established accreditation standards.

Objective: To complete the accreditation process before June 30.

The accreditation process begins in January and is to be completed by June 30. Based on our review this process is completed within the established time line. However, our test revealed this process has many limitations that may adversely affect the integrity of the program, allowing public schools to retain the $200 per student when in fact the school may not meet the accreditation standards.

The Accreditation Process

As mentioned earlier, the accreditation review process has limitations that may adversely affect the integrity of the program. (See section entitled *Recommendation Regarding Approval and Accreditation Programs* for additional information on the accreditation program.) Some of the weaknesses identified during our review were:

- DPI does not review schools for all established standards. The requirements related to professional growth policies, library expenditures and current school handbook/policies are not monitored. However, schools receive a passing mark in these areas. Other standards require schools to submit curriculum and testing plans which, in addition to not being monitored, are not included on DPI's annual accreditation report for evaluation.
- We noted one instance where a school had a recurring citation in the Personnel Qualification standard and remained "Accredited Warned" for both years

which is inconsistent with accreditation policies as stated in DPI's *Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Middle Level/Junior High and Secondary Schools* manual.

- DPI's policy to notify all schools by March 31 about their accreditation status may not always be met. We were unable to test this area because of the lack of documentation. However, Elementary Education staff informed us that not all schools were notified by the required deadline because of the lack of resources and procedure changes.
- There are instances where lack of documentation for this process exists which may affect its integrity, reliability and consistency.
- DPI does not perform on-site monitoring to verify the data provided by schools.

(See section entitled *Recommendation Regarding Approval and Accreditation Programs* for details on the above issues and recommendations to improve these weaknesses)

Conclusion

It is our opinion that DPI is partially accomplishing legislative intent by adopting standards for accrediting schools. These standards appear reasonable and when compared to other states' accreditation standards, provide better guidance and higher requirements to ensure North Dakota schools are providing quality education. DPI's accreditation standards are also similar to regional accreditation standards. However, due to DPI's limited review, it is questionable if legislative intent is being accomplished. DPI's staff explained how the accreditation process is a "self-assessment" which allows for a limited review. Since schools will receive a reduction of $200 per student if accreditation standards are not met, DPI should establish controls that will ensure only schools achieving the standards will be accredited.

Recommendation 2.2

We recommend the Department of Public Instruction take appropriate steps to ensure only schools meeting all accreditation standards are designated as accredited schools, thereby fulfilling legislative intent.

Management's Response

The Department of Public Instruction concurs with the recommendation that all schools must meet all accreditation standards to be designated accredited. A comprehensive review of the accreditation standards, procedures and criteria is in the initial stages of development. This review, conducted at least every ten years, involves the State Accreditation Committee, and various sub-committees, as appropriate. Through broad based participation, school board members, administrators, and teachers as well as other representatives are involved in the preliminary data gathering activities and the regional meetings where the proposed and the final standards and criteria are discussed.

Recommendation Regarding Approval and Accreditation Programs

We reviewed the effectiveness and efficiency of the approval and accreditation programs and identified areas requiring improvement. One of the most important improvements needed is on-site monitoring. Monitoring will increase DPI's controls which will in turn, provide better assurance that schools are meeting all requirements. Other improvements would assist DPI in being more efficient. Two units presently administer the approval and accreditation process. By combining the Elementary and Secondary Education units, efficiencies may be gained. Accreditation is presently an annual process. By lengthening this process from a one year to a two, three, four, or five year review cycle (as other states have done), DPI can utilize their resources to improve the accreditation review process.

Approval Process and Results of Our Review

The approval process is performed annually and DPI reviews all public and nonpublic schools. The only monetary penalty relates to public high schools which are required to meet the teaching qualifications and curriculum requirements (NDCC Sections 15-41-25 and 15-41-24, respectively). As mentioned earlier, there are five requirements for kindergartens and four requirements for nonpublic elementary and high schools.

Our test included reviewing the effectiveness of controls surrounding the approval of schools. We reviewed 33 school files and the controls surrounding:

- Requirements for teachers' qualifications;
- Requirements for school curriculum;
- Requirements for the length of the school year;
- Requirements for children's age to enter kindergarten; and
- Requirements for meeting all municipal and state health, fire and safety laws.

The results of our test of the approval process revealed:

- DPI has developed exceptional controls to determine compliance with teacher qualification requirements. These controls increase the effectiveness of the approval process.
- DPI performs a limited review for curriculum requirements. This is a less effective control for approving schools because data is not verified. This provides limited assurance that schools are meeting this requirement.
- DPI has no controls to ensure modified kindergarten curriculum plans are submitted to DPI. Also, there is no review for the age of kindergarten children at public schools. This process provides no assurance that schools are meeting requirements.
- DPI has delegated responsibility of compliance with the length of a school year for public schools and health, fire and safety requirements to county superintendents. DPI has extremely limited controls for ensuring compliance in these areas. They require the local superintendent and school board president to certify their intention of complying with statutory requirements. This control is not very effective based on the test performed on requirements

for health, fire and safety requirements. (See section entitled *Recommendation Regarding Legislative Intent Surrounding School Approval Program* for details on tests in these areas)

The effectiveness of the approval process is questionable because of the lack of monitoring. DPI basically performs a desk review of these requirements. Teachers, principals, and superintendents complete the required forms and send them to DPI for review. Without on-site monitoring, it is very difficult for DPI to gain assurance that schools are complying with all statutory requirements.

Accreditation Process

The accreditation process is divided into two parts, required standards and optional standards. Required standards are reviewed every year and a school must comply with each requirement. Schools not complying with these standards receive an "Accredited Warned" status. An Accredited Warned status allows a school to maintain their accredited status for one year in an attempt to correct the citation. If the citation is not corrected, the school will receive the "Not Accredited" status. The Not Accredited status will result in the reduction of foundation aid payments. For public elementary schools, the reduction begins in the first year and for public high schools, the reduction begins in the second year the school is Not Accredited. (See section entitled *Recommendation Regarding Revisions to NDCC Title 15* for discussions on this timing difference)

Optional standards are based on a point system and are reviewed biennially, unless the school was Accredited Warned or Not Accredited in the prior year. Then the optional standards will be reviewed annually. Optional standards are divided into sections and a school must achieve 50% of the points in each section and 85% overall. If a school does not achieve the 50% or 85%, the school receives the Accredited Warned status. The citation must be corrected by the next accreditation review or the school will receive the Not Accredited status. Only the prior citation must be corrected (This includes falling below 85%). If a school has a citation in a different section then in the previous year, the school will remain Accredited Warned.

DPI has established a policy to notify schools of their accreditation status by March 31. An appeal process has been created for schools to use if they feel an incorrect accreditation status was received. A school must appeal by May 1 to the Superintendent of Public Instruction. The State Accreditation Committee (individuals from different educational associations) will review the decision and make a recommendation to the Superintendent. The Superintendent of Public Instruction issues a final decision by June 30.

Once the accreditation process is completed (June 30) the Elementary and/or Secondary Education units will inform the Superintendent of Public Instruction of all schools' accreditation statuses and request payment reduction from the accounting unit for each school Not Accredited. DPI's accounting unit withholds funds from the

schools' monthly payment. However, if the school meets accreditation standards during the next review period, the school will receive all the funds previously withheld.

Test Results

We reviewed 30 schools and found the accreditation process is lacking controls to ensure schools are meeting all the established accreditation standards. This lack of controls reduces the effectiveness of the accreditation program. The limitations listed below may have adverse effects on the integrity of the program.

- DPI does not review schools for Professional Growth Policies (worth 4 points), Library Expenditures (worth 2 points) or in the School Policies section (worth 8 points). Schools will automatically receive 14 points, achieving 100% of these standards, because this is not reviewed by DPI. Both the Secondary and Elementary Education Directors explained they do not have room to store school policy manuals, therefore they do not have them in their office. They added that sometimes they receive the manuals and send them back to the schools. DPI could not provide any evidence to support the review of these documents. Schools were required at one point to submit library expenditures on a separate form. However, many schools complained about the additional work which led to DPI eliminating this step. Schools are passing these standards even though DPI has little assurance that schools are meeting them.

- DPI has strong controls for determining teachers' qualifications. However, there was one instance where a school had a recurring citation in the Personnel Qualification standard and remained accredited warned for both years. The Personnel Qualification standard is a required standard, which means it may not be cited each year based on accreditation policies. It would appear that DPI is not following accreditation policies. Their policy states:

  > "Criteria which are identified as Required shall be reviewed annually. A school which is cited on a required criterion shall be accredited warned. Citations for Required Standards and Criteria must be removed by March 31 of the following school year or the school shall be not accredited."

  The Director's of Elementary and Secondary Education explained how this is reviewed on an individual basis. In other words, it may not be met every year and the school can remain Accredited Warned. Therefore, if an individual is not qualified to teach in one year, causing a citation, and that individual becomes qualified in the next year, however a different individual is unqualified, the school will remain Accredited Warned, due to a new citation from the second unqualified individual. DPI's accreditation standards and criteria should reflect the actual requirement and criteria.

- DPI may not be completing their accreditation reviews and notifying schools

of their accreditation status by March 31. Due to the lack of documentation in this area we were unable to test this requirement. However, Elementary Education staff informed us that not all schools were notified by the established deadline because of the lack of resources and procedure changes.

- DPI is not including all their standards, as stated in their accreditation standards manual, on their evaluation form. The accreditation standards require schools to submit a plan for standardized testing and a curriculum plan to DPI. The Directors of Elementary and Secondary Education stated these plans may be included in the school improvement plan but they do not require schools to submit a separate plan. They added that schools with a school improvement plan are visited every seven years by a team (which may include one individual from DPI) to review a school's improvement plan. We found little documentation of these visits or approval of the plan within a school's file (see the next paragraph for lack of documentation of school improvement plans).

- There is an overall lack of documentation for this process. When we reviewed school improvement plans, we noted 40% of our sample did not have a plan in their file or did not have a file. Also, there is no documentation that schools submit curriculum and testing plans, library expenditures, professional growth policies, attendance policies, promotion and retention policies and current school handbooks. The Director of Elementary Education explained that DPI has limited storage space, and as a result, there may not be adequate paper trails. Since accreditation results in public schools retaining all of their funding, DPI should maintain sufficient documentation to support their accreditation decisions.

- DPI does not monitor schools to verify data received. DPI receives data on subjects being taught, numbers of students in a classroom, number of minutes a subject is taught, time a principal or superintendent spends on their responsibilities and the time a librarian and guidance counselor spends on providing services to students. Some of these standards may only be verified by on-site visits. Here again, public schools who do not obtain the accreditation status receive a reduction of funds. Therefore, DPI should have controls in place to ensure that schools are meeting accreditation standards, thereby ensuring only those schools providing the additional process and services are retaining the $200 per student for their efforts.

- There is no formal policy for withholding school funds when a school is Not Accredited or for public high schools not meeting teacher qualifications or minimum curriculum. The Elementary and Secondary Education units inform the Superintendent of Public Instruction and request the accounting unit to reduce the school's funding. Due to the lack of a formal procedure, the

Director of School Finance and Organization is not notified when withholding occurs. The School Finance and Organization oversees the foundation aid program. Logically, it would be very difficult to keep track of school payments when the division is not being notified of reductions.

Some of the causes cited by DPI personnel for the issues listed above were; "this is a self-assessment process," "there is a lack of resources," and "there is a lack of storage space." Accreditation was developed in an attempt to maintain quality education in North Dakota schools. Public schools who do not achieve accreditation have their state aid reduced by $200/student. Since accredited public schools retain this funding, DPI should have adequate documentation and effective controls in place which ensure schools are meeting all the accreditation standards before receiving the accredited status.

Program Funding and Comparison With Other States

We identified related expenditures in an effort to determine program efficiency. We could not determine funding or expenditures for the approval and accreditation programs on a separate basis. Consequently, we calculated combined costs for these programs. We identified the inputs for these programs and allocated a cost to each input. The inputs are as follows:

- Elementary and Secondary Education staff time;
- Operating costs directly related to Elementary and Secondary Education units;
- Assistant Superintendent's time;
- Guidance and Counseling time for testing and credential verification; and
- Computer costs.

Cost determination was based on estimates identified by both the State Auditor's staff and DPI's staff. The approximate costs for the approval and accreditation programs based on 1993-95 expenditure data can be seen at Exhibit 5.

Exhibit 5
Approval and Accreditation Costs

	Total Costs	Total Cost Per School	Salaries Only Cost Per School
Annual	$329,000	$513	$339
Biennium	$658,000	$1,026	$678
State Funds (Biennium)	$539,000	$840	
Federal Funds (Biennium)	$119,000	$186	

We contacted 15 other states to perform a comparison and determine the efficiency of the program. Fourteen states provided information either over the phone or by submitting copies of their policies and procedures. Most states could not provide financial information pertaining to full-time equivalent positions (FTEs) and salaries for their programs.

We found it difficult to compare the other states' data. Other states' programs varied in design and the standards and the forms of compliance with the standards differed. The function and services provided by other states also varied. Some of the differences between the states include; some states perform an on-site monitoring evaluation, some states perform a desk review evaluation, some states only administer an approval program, some states only administer an accreditation program, some states administer both an accreditation and approval program, some states do not have an approval or accreditation program and other states have regional offices. Only four states were able to provide us with cost data (salaries only) and this data was not audited by us and involved the use of estimates. Our comparison with other states can be seen in Exhibit 6.

Exhibit 6
Comparison of Other States' Approval/Accreditation Programs

	Number of Schools	Number of FTE	Schools Per FTE	FTE Annual Salary Expenditure	Salary Cost Per School
West Virginia	862	5	172	$207,000	$240
Arkansas	1089	7.5	145	$263,000	$242
North Dakota	640	7	91	$217,000	$339
Iowa	650	6.4	102	$332,000	$511
Wyoming	402	6	67	$318,000	$791

Numbers rounded.

Improvements and Their Effect on the Programs

The accreditation standards should be reviewed and evaluated to determine which standards are necessary and appropriate for schools to be accredited. We found many instances where standards are not monitored. In fact we noted some are not even included on the accreditation evaluation form. In addition, criteria for "required standard" (professional qualification standards) should be reviewed and modified to reflect the actual procedure used for determining "Accredited Warned" and "Not Accredited" status. The accreditation standards were last modified in 1991.

The Elementary and Secondary units should establish a formal procedure for the reduction of foundation aid payments. This procedure should include notifying the School Finance and Organization unit whenever funds are to be withheld or reduced. A formal procedure would ensure individuals follow the same process and would provide consistency in cases involving the reduction of state aid.

The Elementary Education unit has cited their unit is lacking resources (staff) to complete the accreditation process timely. The Elementary Education unit has two program and two support staff, for a total of four full-time equivalents (FTE) and must review and evaluate 401 schools. This equates to 100 schools per FTE. In addition to approval and accreditation, Elementary Education administers the Math Count and Spelling Bee contests and the School Age Child Care program. The Secondary Education unit has one program and two support staff, for a total of three FTE and must review and evaluate 239 schools. This equates to 80 schools per FTE. By combining the units, workloads would average 91 schools per FTE.

We identified nine states that appear to be similar, to some extent, with North Dakota's programs. Seven of the nine states have one unit administering these programs. Elementary education spends 93% of their time on the approval and accreditation programs and secondary education spends 95% of their time on the approval and accreditation programs and it appears efficiency could be gained by combining these units.

In addition, DPI could increase the present accreditation cycle from the present annual review of "required standards" and biennial review for "optional standards" to three, four or five years to improve the use of limited resources. Of the nine states reviewed, we found accreditation cycles varying from one to five years. If the accreditation cycle was increased, DPI staff should have more time to perform a more thorough review which would provide more assurances that schools are evaluated properly. This should also increase the effectiveness of the program.

The last suggestion for improvement in this area is the inclusion of on-site monitoring in the process. On-site visits could aid DPI in reviewing all standards and laws required for approval and accreditation. The on-site visits could be implemented on a cyclical basis and would provide the best assurance that schools are complying with all required standards and laws. In addition, if adequately documented, on-site visits could help address the lack of documentation issue mentioned earlier and limit the amount of paper work retained in each unit. Of the nine other similar states reviewed, eight have on-site monitoring as part of their process.

Conclusion

It is our opinion that the effectiveness of the approval and accreditation processes could be improved. Our test revealed a lack of documentation and limited controls for ensuring the integrity of the programs. The overall effectiveness of both programs is questionable.

The overall efficiency could not be determined with any certainty. From the limited comparison to other states it appears DPI may be utilizing their resources efficiently. However, through the implementation of our recommendations, efficiency can be improved.

Recommendation 2.3

We recommend the Department of Public Instruction:

a) Combine the Elementary and Secondary Education units;

b) Increase the present accreditation review cycle from an annual process to a minimum of a biennial review cycle;

c) Perform on-site monitoring of local schools before determining approval and accreditation statuses. Monitoring can be performed on a cyclical basis and should be adequately documented;

d) Evaluate the *Accreditation Standards, Criteria and Procedures for the Classification of Elementary, Middle Level/Junior High, and Secondary Schools* manual and determine if modifications are necessary to reflect the actual procedures being followed;

e) Establish a formal procedure for the reduction of state aid to schools. The procedure should provide for notification to the Director of School Finance and Organization unit.

Management's Response

The Department of Public Instruction concurs with the recommendations of 2.3d and 2.3e. The first recommendation (2.3a) is currently being considered as part of the strategic planning process. The next three recommendations 2.3b, 2.3c and 2.3d will be considered as part of the process for the review of the state accreditation standards, criteria and procedures as indicated in recommendation 2.2. Recommendation 2.3e requiring the establishment of formal procedures for the reduction of state aid to schools will be completed by June 30, 1996.

Recommendation Regarding Revisions to NDCC Title 15

Some of the laws we reviewed for the approval and accreditation of schools and in other areas within Title 15 of the North Dakota Century Code (NDCC), appear to be contradictory, inequitable, inconsistent, unclear, redundant, outdated, and/or unnecessary. Examples of some of these laws and their effect include:

- According to DPI and an Attorney General's opinion, the term "approval" apparently has different meanings when it pertains to public and nonpublic schools.
- It appears DPI has the discretion to determine which statutes, applicable to schools, are significant and, as a result, the department only checks for compliance with those statutes.

- According to an Attorney General's opinion, when terminology such as "all teachers," "all schools," or "in every school" is used in statute, a case-by-case determination decides whether the section of law regulates nonpublic as well as public schools.
- The laws for approval of public and nonpublic schools appear to be inequitable.
- According to NDCC Section 15-40.1-06§2c & 2d, the year in which state aid is reduced when a school is not accredited appears to be inconsistent between elementary and high schools.
- NDCC Section 15-34.1-03§1 pertains to a school being approved and it references to NDCC Section 15-41-06 which pertains to a school being accredited. A school being approved and a school being accredited are not similar. School approval is mandatory and state accreditation is voluntary.
- NDCC Section 15-38-08 states the superintendent of public instruction is to determine the extent of the courses on the Constitution of the U.S.. However, NDCC Section 15-47-37 states the officers of school districts are to ensure that the Constitution of the U.S. is taught for at least a forty-five minute class period each week.
- Several laws appear outdated and should have been modified or repealed.

(These examples are discussed in detail below.)

Necessary legislation needs to be introduced to amend or repeal sections of law within Title 15 to address the issues cited above.

Meaning of Approval

DPI personnel stated they do not approve public schools. Instead, a statutory compliance review is conducted. However, NDCC Section 15-41-25 states:

> ". . . every teacher in any high school in this state teaching any of the course areas or fields mentioned in section 15-41-24 shall have a valid teacher's certificate and shall have a major or minor in the course areas or fields that the teacher is teaching *if the high school is to receive any approval* by the department of public instruction. . . ." (emphasis added)

This section was amended in 1979 to have the term "*approval*" replace the term "accreditation." In addition, NDCC Section 15-45-02 requires kindergartens to meet five requirements in order to be approved. The law states:

> ". . . Only *programs receiving approval* from the superintendent of public instruction may be called approved kindergartens." (emphasis added)

Also, NDCC Section 15-41-04 states:

> ". . . No moneys may be paid to any high school by the state until the director of secondary education has reported upon the school and *the work of the school has been approved* by the superintendent of public instruction." (emphasis added)

An Attorney General's opinion was requested to determine legislative intent for the approval of public schools. (A copy of this opinion can be seen in Appendix A.) In the opinion, the Attorney General states the NDCC contains approximately 200 sections that use the term "school" and some variation of the term "approve" in the same sentence. In addition, the Attorney General states:

> "I agree with the DPI contention because public schools have concerns about being an approved school that are different from the concerns that a nonpublic school has in being approved. . . . the DPI must effectively "approve" both nonpublic and public schools, but for varying purposes. Whether or not the process results in "approval" or a determination of statutory compliance is not critical."

Therefore, the term "approval" as interpreted by DPI and the Attorney General has different meanings when it pertains to public and nonpublic schools. DPI's procedures related to each statute are then based on these interpretations. Since no definition for the term "approval" could be found within the NDCC, legislative intent cannot be determined for public schools. We were unable to determine if the legislators intended the term to have different meanings for public and nonpublic schools. If each Chapter within Title 15 of the NDCC had contained a definition for the terms "approval" or "approved," we may have been able to determine legislative intent.

Determination of Significant Statutes

The Certificate of Compliance contains the approval requirements (Statutory Compliance requirements for public schools) for kindergartens, elementary schools, and secondary schools. It appears DPI has adopted the following requirements for approval purposes, even though the laws referred to do not specifically state they are required in order to be "approved."

- The secondary and elementary schools' sections on the certificate each contain four approval requirements. However, the NDCC establishes a minimum of four approval requirements for nonpublic schools (NDCC Sections 15-34.1-03 and 15-41-27) and only one requirement for approval of public high schools (NDCC Section 15-41-25). No approval laws for public elementary schools can be found within the NDCC. DPI has adopted nonpublic laws to pertain to public schools for approval purposes (apparently

for consistency and equity reasons). Of the four approval requirements for public elementary and high schools, three are directly related to foundation aid. The other requirement, which pertains to safety, is not.

- One approval requirement for secondary and elementary schools is the number of units of study. This requirement states that four units of study is the minimum number of units that must be made available for each grade (9-12). In addition, the requirement states all units are to be taught a minimum of forty minutes per day for at least 180 days and references to NDCC Section 15-41-06. This law states:

> ". . . work which is done by pupils in any school which does not conform to the requirements contained in this section *may not be accredited* by the superintendent of public instruction through state high school examinations or otherwise." (emphasis added)

The law pertains to a school being accredited but DPI has apparently adopted this law for approval purposes.

- One approval requirement for secondary and elementary schools is the length of the school year for compulsory attendance purposes. For public schools, the requirement references to NDCC Section 15-47-33. The law states that all elementary and secondary schools are to provide at least 180 days of classroom instruction. The law does not state this is needed for approval. However, DPI has apparently adopted this law for approval purposes.
- One requirement for elementary schools pertains to the subjects required to be taught. The requirement refers to NDCC Section 15-38-07 which states that the subjects cited must be taught in all public and private schools. The law does not state this is needed for approval. However, DPI has apparently adopted this law for approval purposes.

For the above areas in which laws have been apparently adopted by DPI for the approval of schools, an Attorney General's opinion was requested. In the response, the Attorney General states:

> "There is no need for the DPI to adopt approval standards, and no statutory section authorizes the adoption of such standards, because the relevant statutes are specific enough for the DPI to determine "statutory compliance" for the purposes for which compliance is important. For purposes of "approval" of public schools it is the statutory standards that are significant."

Therefore, according to the Attorney General, it appears DPI has the discretion to

determine which statutes are significant for schools to comply with. However, it is unclear as to which statutes can be deemed significant and which ones are deemed insignificant as well as why they are deemed insignificant. There are a number of laws within Title 15 which schools are to comply with which DPI has not adopted for approval requirements. Therefore, in order to comply with legislative intent for the approval of public schools, the statutes need to specifically state which laws are to be used for approval (or "statutory compliance"). Otherwise, according to the Attorney General, the Legislature is allowing DPI to determine which statutes are significant.

"All Schools," "All Teachers"

NDCC Section 15-47-46 states:

> "Except as provided in subsections 2 through 4 or section 15-29-08.4, *all teachers* teaching kindergarten through grade eight must hold a teaching certificate and . . ." (emphasis added)

Personnel within DPI contend when a law refers to "all teachers," "all schools," or "in every school," the law pertains to only public schools. They stated when the laws pertain to nonpublic schools, the law will specifically state it applies to private, parochial, or nonpublic schools. An Attorney General's opinion was requested to determine if the NDCC must specifically refer to private, parochial, or nonpublic schools in order for laws to apply to those schools. In the response, the Attorney General states:

> "Generally speaking, the Legislature has specified those statutes which it intends to apply to nonpublic schools. However, in the area of school approval for compulsory attendance purposes, statutes that don't specifically mention nonpublic schools are made applicable to those schools through the requirement for approval. Therefore, the determination on whether any individual section of the law regulates nonpublic as well as public schools must be left to a case-by-case determination."

In accordance with the Attorney General's opinion, it appears any law which is referenced in the compulsory attendance exceptions law (NDCC Section 15-34.1-03) will pertain to nonpublic schools and, with all other laws, a case-by-case determination must be made. Since NDCC Section 15-47-46 is not referenced in the compulsory attendance exceptions law, we cannot determine if DPI's interpretation is correct. Therefore, all statutes should clarify which school or teacher, public or nonpublic, it pertains to when using such terms as "all teachers" or "in every school." If this isn't accomplished, the Legislature should be aware the interpretation of whether statutes apply to nonpublic schools, when the above terms are used, is left

up to DPI.

Inconsistencies/Inequities

The laws within the NDCC for approval of public and nonpublic schools appear to be inequitable and inconsistent. For approval, nonpublic elementary and secondary schools must meet a minimum of four requirements contained in the NDCC Sections 15-34.1-03§1 and 15-41-27. According to the NDCC, public high schools must meet only one requirement for approval (NDCC Section 15-41-25). No laws were found which contained approval requirements for public elementary schools.

It is mandatory that all public kindergartens comply with the five requirements established in NDCC Section 15-45-02. However, it is voluntary for nonpublic kindergartens to comply with these same requirements.

The approval of public high schools, elementary schools, and kindergartens within the NDCC also does not appear equitable. Public kindergartens must comply with the five requirements in NDCC Section 15-45-02, high schools must comply with one requirement in NDCC Section 15-41-25, and no requirements were found within the NDCC for elementary schools to comply with in order to be approved.

Due to the apparent inconsistencies which exist between requirements in statute for public and nonpublic schools as well as among all levels of public schools, it should be determined if the Legislature intended to create the inconsistencies which exist in law for the approval of schools.

Another apparent inconsistency exists within NDCC Section 15-40.1-06§2(c, d) which provides for a reduction of state aid in the amount of $200 per student when a school is not accredited. According to NDCC Section 15-40.1-06§2(c):

> ". . . 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 . . .* " (emphasis added)

However, NDCC Section 15-40.1-06§2(d) states:

> ". . . 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 . . .* " (emphasis added)

This section of law for a school being unaccredited appears to be inconsistent between high schools and elementary schools. High schools will receive a reduction

in state aid in the second school year they are unaccredited while elementary schools will receive a reduction in state aid each year they are unaccredited. It should be determined if it was legislative intent to create the inconsistency which exists for unaccredited elementary and unaccredited high schools.

Contradictions

Two laws pertain to the teaching of the Constitution of the United States. NDCC Section 15-38-08 states:

> "In all public and private schools in the state, regular courses of instruction in the Constitution of the United States must be given, beginning not later than the opening of the eighth grade and continuing in the high school, to an extent to be determined by the superintendent of public instruction."

NDCC Section 15-47-37 states:

> "The officers of every school district shall ensure that all students from the seventh grade through the twelfth grade, inclusive, in every school within the district, shall receive the equivalent of at least a forty-five minute class period of study, each week, on the Constitution of the United States and the Constitution of North Dakota, for at least three of those six years. And that each morning . . ."

The two laws stated above appear in one respect to be redundant and also appear to contradict each other. NDCC Section 15-38-08 states the superintendent of public instruction is to determine the extent of the courses on the Constitution of the U.S. However, NDCC Section 15-47-37 states the officers of school districts are to ensure that the Constitution of the U.S. is taught for at least a forty-five minute class period each week. This section of law has determined the minimum extent to which the Constitution of the U.S. should be taught. One of the two laws should be amended to clarify the contradiction.

Another area of contradiction relates to an approval law referencing to an accreditation law. NDCC Section 15-34.1-03§1 relates to compulsory attendance exceptions and states:

> ". . . the child is in attendance for the same length of time at a parochial or private school approved by the county superintendent of schools and the superintendent of public instruction. No such school *shall be approved* unless the teachers therein are legally certificated in the state of North Dakota in accordance with section 15-41-25 and Chapter

> 15-36, the subjects offered are in accordance with sections 15-38-07, *15-41-06*, and 15-41-24, and such school is in compliance with all municipal and state health, fire, and safety laws." (emphasis added)

NDCC Section 15-41-06 pertains to high school courses and requirements and states:

> ". . . The work which is done by pupils in any school which does not conform to the requirements contained in this section *may not be accredited* by the superintendent of public instruction through state high school examinations or otherwise." (emphasis added)

The two laws contradict each other as one, NDCC Section 15-34.1-03§1, pertains to a school being approved and the other, NDCC Section 15-41-06, pertains to a school being accredited. A school being approved and a school being accredited are not similar. School approval is mandatory and state accreditation is voluntary. It should be determined if legislative intent for NDCC Section 15-41-06 is for approval or accreditation.

Outdated Laws

In addition to the laws mentioned above, there are a number of laws which appear to be outdated and for which DPI does not monitor to ensure there is compliance. For example, NDCC Section 15-38-11 states:

> "Oral instruction in the humane treatment of animals must be given in each public school."

This law was codified in 1905 and has remained unchanged since 1943. It appears DPI does not monitor or verify this law to ensure schools and teachers are complying with it.

NDCC Section 15-38-10 states:

> "Moral instruction tending to impress upon the minds of pupils the importance of truthfulness, temperance, purity, public spirit, patriotism, international peace, respect for honest labor, obedience to parents, and deference to old age, must be given by each teacher in the public schools."

This law was codified in 1890 and has remained unchanged since 1943. DPI neither monitors nor verifies if this law is complied with.

In addition, NDCC Section 15-41-03, which pertains to the appointment of the director of secondary education, may be outdated. The law was codified in 1895.

(See section entitled *Recommendation Regarding Compliance With Two Sections of the North Dakota Century Code* for additional information on this law.)

The above laws have been in the NDCC for a long time, were amended a number of times many years ago, and have since remained unchanged. The laws may be outdated and may need to be reviewed.

Conclusion

Numerous Chapters within Title 15 of the NDCC were codified in the late 1800's and early 1900's. Since then, there have been many amendments which have caused DPI's authority to change over time and may have also created the problems addressed in this section. However, all Chapters within Title 15 of the NDCC, especially pertaining to the approval and accreditation of schools, should be clear, consistent, equitable, and necessary. This would help ensure legislative intent for the approval and accreditation of schools and in other areas within Title 15 is clear. In addition, it would be easier to determine if this legislative intent was complied with by DPI.

Recommendation 2.4

We recommend DPI, in conjunction with appropriate legislative committees, review Title 15, paying particular attention to the problems noted above, and introduce the necessary amendments to the 1997 Legislature to modify or repeal the appropriate sections of Title 15 to make it clear, consistent, and equitable.

Management's Response

The Department of Public Instruction concurs with the recommendation to review chapter 15. However, a review of this magnitude requires significant resources and time. To accomplish this recommendation the Department of Public Instruction will identify necessary resources for a review and will seek legislative approval for interim committee involvement in the review process.

Recommendation Regarding Compliance With Two Section of the North Dakota Century Code

We identified legislative intent within NDCC Section 15-41-03 for the appointment of the Director of Secondary Education and within NDCC Section 15-21-07.2 for the regulations schools must follow for all contracts, agreements, or arrangements made and entered into with the federal government. We reviewed the two laws, the actions taken by the Department, and determined DPI may not have complied with legislative intent.

NDCC Section 15-41-03

NDCC Section 15-41-03 states:

> "The superintendent of public instruction, with the approval of the state board of higher education, shall appoint a director of secondary education. Such director must be . . ."

The law for the appointment of the Director of Secondary Education was codified in

1895. In 1943, the law was amended to have the appointment of the director approved by the state board of higher education instead of the board of administration. The reason for this change was due to the duties assigned to the director at the time. The law provides for the director to be assigned teaching duties at colleges during the summer terms. Since the board of administration was not associated with schools of higher education, the state board of higher education was given the authority to approve the appointment of the director.

The current director was appointed to the position in the summer of 1995. The Vice Chancellor for Administrative and Student Affairs of the North Dakota University Systems stated they had not approved the director's appointment. However, she did state they do not agree that they should be involved with the hiring of the Director of Secondary Education. DPI personnel contend the law is archaic. The director is not currently assigned any teaching duties at colleges during the summer.

NDCC Section 15-21-07.2

NDCC Section 15-21-07.2 states:

> "All contracts, agreements, or arrangements affecting public tax supported schools or school systems under the supervision of the state superintendent of public instruction which may be made and entered into with agencies of the federal government must be entered into in accordance with regulations prescribed by the superintendent of public instruction and in no other manner."

At the present time, no regulations have been prescribed by the Superintendent of Public Instruction which would apply to this statute. Representatives of the Department responsible for the grant management process were not aware of the section. They contend that the possible reason the section was not adhered to was it was outdated and the potential problems associated with local control would cause an undetermined amount of controversy if the section was complied with. This section was codified in 1949 and, except for slight grammatical changes, has remained unchanged to the present.

Conclusion

It is management's responsibility to ensure they are aware of all laws which pertain to their agency. Each agency is also responsible for complying with the requirements of law which pertain to their respective agency. In the event an agency believes laws are outdated or in need of change, they have the responsibility to propose legislation which would amend or repeal the law.

The impact of not having the Director of Secondary Education's appointment approved by the state board of higher education and the Superintendent of Public Instruction not prescribing the appropriate regulations may be interpreted as a noncompliance issue. The Department should comply with these laws until such time

as they are amended or repealed.

Recommendation 2.5

We recommend the Department of Public Instruction:

a) Review NDCC Sections 15-41-03 and 15-21-07.2 and determine the specific intent of each section;

b) Make a determination as to whether the sections of law are beneficial to the Department and the other entities the sections apply to; and

c) Take the necessary steps to comply with the sections of law or take the appropriate steps to initiate action for the amendment or repeal of the sections of the NDCC.

Management's Response

The Department of Public Instruction concurs with the recommendations for 2.5 a,b,c and will review and seek legislative action to revise the sections as appropriate.

4/10/99 #1

West River Special Services
2693 3rd Ave. West - Suite 102
P.O. Box 1575
Dickinson, North Dakota 58602-1575
Telephone: (701) 227-1257 Fax: (701) 227-1258

Clarke Ranum
Chairman of the Board

Russell Fletschock
Vice Chairman of the Board

Terry J. Tucker, Director of Special Services
Dorothy H. Martinson, Assistant Director

Gary Quintus
Executive Board Member

Melissa Will
Administrative Assistant

DATE: April 9, 1999

TO: Senator Pete Naaden

FROM: Terry J. Tucker
Director

RE: Senate Bill 2013

On behalf of the West River Special Services Unit, serving 20 school districts in Southwestern North Dakota, we have been pleased to see that special education issues, including funding, has facilitated such lively discussion. This legislative session hopefully has developed a better understanding of the concerns local school districts have with financing and providing special education services required under federal law.

A great concern with public school districts in our area, is the contemplated revamping of the special education contract formulas without **public** input (basically no hearings). I have received a significant number of calls from school administrators as well as parents in regards to "what does this mean to my district or for my child's services". Along with the displeasure with the contemplated student contract changes, is the concern about establishing a "new board" to distribute $500,000. These are major concerns with schools in southwestern North Dakota and we are requesting that the changes being considered be placed in the hands of an interim committee for further study.

In summary, West River is asking that the contract formula stay as is in Century Code language and that any additional financial supports to either the ADM formula or current contract formula be considered. As a side note, the North Dakota Special Education Study Council has already established a committee to study similar issues and should be an effective support to any legislative interim committee.

Thank you for your consideration on these major concern issues and if I can provide any additional assistance or information, please do not hesitate to contact me at 701/227-1257 or fax 701/227-1258 or e-mail at wriver@goesp.com.

TOTAL CONTRACTS 1997-98 (INCLUDING AGENCY PLACED AND SCHOOL PLACED) INCLUDES BOARDING CARE, Extend School Year and TUITION BEFORE CUTS

4/9/99 # 1

1997-98 SPECIAL EDUCATION CONTRACT COSTS

UNIT	AVERAGE DAILY MEMBERSHIP	TOTAL CONTRACT BOARDING CARE, TUITION/ESY	COST PER ADM	
BISMARCK TOTALS	10,396.17	$362,585.17	$34.88	
BUFFALO VALLEY TOTALS	3,563.85	$177,024.08	$49.67	
BURLEIGH TOTALS	334.57	$49,870.49	$149.06	*
DICKEY/LAMOURE TOTALS	1,635.27	$9,900.60	$6.05	
DICKINSON TOTALS	2,996.16	$125,721.55	$41.96	
DIVIDE TOTALS	427.16	$0.00	$0.00	
EAST CENTRAL TOTALS	1,395.08	$78,322.92	$56.14	
EMMONS COUNTY	800.20	$6,776.71	$8.47	
FARGO TOTALS	10,949.65	$689,525.69	$62.97	
FT TOTTEN TOTALS	141.50	$60,070.00	$424.52	*
GRAND FORKS TOTALS	9,849.89	$349,360.08	$35.47	
GST TOTALS	3,235.30	$98,132.56	$30.33	
LAKE REGION TOTALS	5,257.04	$240,740.55	$45.79	
LONETREE TOTALS	2,804.47	$109,153.88	$38.92	
MORTON-SIOUX TOTALS	5,238.92	$313,152.30	$59.77	
NORTHERN PLAINS TOTALS	918.61	$2,629.67	$2.86	
OLIVER/MERCER TOTALS	2,677.25	$86,965.42	$32.48	
PEACE GARDEN TOTALS	3,523.66	$161,303.08	$45.78	
PEMBINA TOTALS	1,935.25	$75,104.11	$38.81	
RURAL CASS TOTALS	1,939.21	$140,985.42	$72.70	
S CENT PRAIRIE TOTALS	1,645.99	$51,965.00	$31.57	
SHEYENNE VALLEY TOTALS	2,636.71	$230,573.01	$87.45	
SOURIS VALLEY TOTALS	14,486.80	$679,856.53	$46.93	
SOUTH VALLEY TOTALS	3,550.18	$240,432.45	$67.72	
SOUTHWEST	989.76	$67,956.49	$68.66	
TURTLE MT TOTALS	1,741.95	$36,087.74	$20.72	
UPPER VALLEY TOTALS	3,685.14	$138,487.24	$37.58	
WAHPETON TOTALS	1,688.67	$26,831.52	$15.89	
WEST FARGO TOTALS	4,661.02	$415,298.89	$89.10	
WEST RIVER TOTALS	3,725.96	$74,426.16	$19.98	
WILMAC TOTALS	5,321.42	$161,526.53	$30.35	
	114,152.81	$5,260,765.84		

*Includes high cost contracts to the Anne Carlsen Center
**Does not include payment of $277,785 to the Adolescent Center
***Special Education ADM payment of $128.00

Provided to Senator Holmberg for conference committee 4-9-99

TOTAL CONTRACTS 1996-97 (INCLUDES AGENCY PLACED AND SCHOOL PLACED) INCLUDES BOARDING CARE, EXTENDED SCHOOL YEAR AND TUITION BEFORE CUTS

1996-97 SPECIAL EDUCATION CONTRACTS

UNIT	AVERAGE DAILY MEMBERSHIP	TOTAL CONTRACT BOARDING CARE/ TUITION/ESY	COST PER ADM	
BISMARCK TOTALS	10,352.53	$290,511.32	$28.06	
BUFFALO VALLEY TOTALS	3,538.49	$215,210.36	$60.82	
BURLEIGH COUNTY TOTALS	324.30	$27,978.59	$86.27	*
DICKEY/LAMOURE TOTALS	1,695.34	$4,657.50	$2.75	
DICKINSON TOTALS	2,973.03	$186,415.61	$62.70	
DIVIDE COUNTY TOTALS	438.99	$0.00	$0.00	
EAST CENTRAL TOTALS	1,406.67	$116,129.79	$82.56	
EMMONS COUNTY TOTALS	799.18	$23,355.37	$29.22	
FARGO TOTALS	10,749.85	$557,433.66	$51.86	
FT TOTTEN TOTALS	93.26	$47,187.79	$505.98	*
GRAND FORKS TOTALS	9,972.42	$327,036.25	$32.79	
GST TOTALS	3,243.20	$108,919.02	$33.58	
LAKE REGION TOTALS	5,376.97	$255,748.85	$47.56	
LONETREE TOTALS	2,848.48	$85,322.31	$29.95	
MORTON TOTALS	5,289.98	$394,277.22	$74.53	
NORTHERN PLAINS TOTALS	972.39	$6,411.31	$6.59	
OLIVER/MERCER TOTALS	2,687.53	$113,283.17	$42.15	
PEACE GARDEN TOTALS	3,539.65	$178,587.54	$50.45	
PEMBINA TOTALS	1,955.18	$62,005.41	$31.71	
RURAL CASS TOTALS	1,881.37	$128,634.28	$68.37	
SHEYENNE VALLEY TOTALS	2,682.23	$246,662.97	$91.96	*
SOURIS VALLEY TOTALS	14,687.22	$638,442.38	$43.47	
S CENT PRAIRIE TOTALS	1,749.54	$50,601.98	$28.92	
SOUTH VALLEY TOTALS	3,557.59	$272,276.03	$76.53	
SOUTHWEST TOTALS	1,010.59	$55,219.94	$54.64	
TURTLE MT TOTALS	1,632.75	$32,093.37	$19.66	
UPPER VALLEY TOTALS	3,676.32	$132,623.05	$36.07	
WAHPETON TOTALS	1,711.67	$38,851.50	$22.70	
WEST FARGO TOTALS	4,596.18	$336,056.17	$73.12	
WEST RIVER TOTALS	3,776.82	$82,737.54	$21.91	
WILMAC TOTALS	5,389.86	$124,686.85	$23.13	
	114,609.58	5,139,357.13		

*Includes high cost Anne Carlsen Contracts
**Does not include payment of $328,997 to the Adolescent Center
***SPECIAL EDUCATION ADM PAYMENT OF $112.82

4/13 #3

Special Education

2013

Rep. Carlson

(1) 3 times rather than 2.5

$ 11.5 m Contracts (15% Increase)

80% - 20% - Co Pay

20% Stays in contracts to redistribute

Establish Critical Needs Board.

$ 500,000 Funding for Critical Needs Pool

(*) If no Board or Pool - $ 500,000 goes to A.D.M.

(2) Create Contingency Fund of $5.0 m from foundation aid line item

(*) Only to be used if we could not fully fund the full payment the second year of the biennium.

No redistribution of excess Foundation Aid!

(3) Remove 8 FTE's as per House Amendments

From: Jerry Bartholomay@jbarthol on 02/22/99 01:33 PM

To: Ole L. Aarsvold/NDLC/NoDak@NoDak
cc:
Subject: NDETC

Ole,

Thanks for agreeing to testify in our behalf. We struggle in deciding who could be most effective in supporting our position, and I know that the committee members respect your input.

In a nutshell:

1. Our kids need to be trained in the use of tools of technology, and they need to be connected to the same resources that are available to kids in other states and countries.

2. The NDETC funds provide dollars earmarked for technology and not for other District needs - just like Building Funds.

3. NDETC funds provide a few more dollars to small schools to accommodate the same cost for a computer or router at Fargo and at Regent. NDETC has also helped large schools by giving them a large share of the Federal Literacy funds.

4. NDETC funds in the last biennium helped connect kids in our smallest and most remote schools to the Internet and provided equipment and inservice to teachers in all of our schools. Without NDETC funding, many of our kids would still not be connected and many of our teachers would not have the skills necessary to implement technology in their classrooms.

5. It is critical that we continue to connect all schools. 1) Some Districts would not initiate technology programs without NDETC funding. 2) With every new school connected, our network benefits. Their are kids, teachers and administrators with great ideas in all of our schools. If they are not connected, we do not benefit from their knowledge. Our listservs are filled every day with messages from educators, and many of those messages contain advise to help us run our schools and classrooms more effectively and efficiently.

Thanks,

Let me know if I can offer more info.

Jerry

Jerry Bartholomay (W) (701) 436-4360
Hillsboro Public Schools (H) (701 0 436-5528
jbarthol@sendit.nodak.edu Fax: (701) 436-4362

5.

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
FEBRUARY 24, 1999
Educational Telecommunications Council
By Robert M. Tollefson, Superintendent of Washburn Public School

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Mr. Chairman and members of the committee:

The North Dakota Educational Telecommunications Council was established in 1989 as a successor to the ND Educational Broadcasting Council. Its role was expanded to include a wider span of technology and grant recipients. Since 1989 the Council has provided over $16 million in grants to educational entities in North Dakota. Accomplishments over that time are the statewide programs of Send-it (K-12 computer network), the Center for Innovation in Instruction and televised educational programming. Many local school/library/consortium projects in interactive television, computer systems, Internet connections etc. were also funded.

The 1997 Legislature reorganized the ETC and redefined its powers and duties. Since then the ETC has combined its funding with funding from the Department of Public Instruction to create a program called the Learning Technology Support Program. The goal of the program is to give all ND Students the opportunity available through the use of technology. Specific goals of the program are to:

- Connect all classrooms to the Internet, with special emphasis on small and isolated schools

- Provide training and support for all K-12 teachers and administrators
- Provide modern computers for all teachers and students
- Provide effective and engaging software and online resources for every school curriculum

In the first phase of the program requests were received from 181 schools and 163 were funded. In the second phase CII provided technical assistance to those who were unsuccessful or did not apply and in December 1998 further assistance was provided, with the assistance of ISD, to read proposals and provide assistance to those who applied in the grant round just completed last week. The ETC/DPI partnership has awarded over $5 million in this program. This past week 28 school districts, which had not received funds before, were awarded grants. A minimum of $5,000 was reserved for even the very smallest school districts. This amount would provide at least one computer, necessary connections and software so that educational opportunity is available to the smallest and the most isolated.

This program is very important to the students of North Dakota because it evens the playing field for all. In previous biennium's, when NDETC dollars were distributed perhaps 20 of the approximately 230 schools received funding. Under the new focus of the NDETC, almost 200 schools have shared in the revenue for technological advancements.

In a recent ETC survey of school administrators, 95% of the respondents approved of the program and indicated support for continued funding of the ETC program. Educational technology offers our students a great opportunity to access the learning opportunities that are only offered through technological innovations. It is important for North Dakota to be committed to the technological infrastructure of our schools and even though we have accomplished a lot, we have a great deal left to do.

Over the past two biennium's, I have witnessed the emphasis from our elected leader's in the legislative branch of government for the use of technology, as you have exchanged the massive paper wielding bill books on your desks to laptop computers. Also, the need for training and updating or enhancement of equipment was evident. These needs parallel those of the educational community and without the financial support of the legislature, our needs will not be met.

This program is important to ND students and it is important for ND to invest in its students. While there have been federal funds provided, those funds are limited and are not a guarantee. If we are truly committed to providing educational opportunity to North Dakota students, we need to invest the dollars allocated in the Governor's budget by restoring the $5 million, which was removed by the Senate.

The ETC survey, as was previously referenced, addressed specific needs by a number of the respondents totaling between $10 to $12 million:

- Bowman needs $25,000 to purchase training and to upgrade equipment.
- New England needs to provide networking of the school building etc. at a cost of $50,000
- Ashley needs $20,000 to upgrade computers and retire equipment that is no longer usable.
- Regent projects that $15,000 for new hardware and training will go far to the technology program for that school.
- Emerado wants $10,000 to help replace old computers and
- Lisbon schools are in need of funds to access the Internet and to buy in-service training for staff members.

These are just a few of the needs expressed by districts throughout North Dakota. The ETC survey I referred to is available from the committee clerk.

Legislative Survey

The North Dakota Telecommunications Council (NDETC) was restructured during the last legislative session and is conducting this survey for the purpose of gathering input from North Dakota K-12 schools.

1. Are you satisfied with the way that the NDETC distributed funds for technology during this past grant round?

Yes 70 **No** 4

Comments:

No:

If each school was allocate a certain dollar amount of funds, why then did each school have to submit a proposal to obtain the funds. And if the proposal wasn't satisfactory to a reading committee the funding isn't made.

I don't' like competitive grants—distribute funds on a per pupil basis—generally satisfied with funds received.

Not really, why should the large schools have to wait for their second half portion of funds. It's nice to be able to reimburse when expenses occur.

We were denied funds. We are supposed to receive grant money in 98-99.

Yes:

Very satisfied

Extremely satisfied.

Yes?? This was hard to answer, as the Medina School has not received any funds.

Very satisfied

Very pleased.

I was satisfied because we had a need to acquire computers and other equipment. However, we now have a pretty good system in place. I would like for leeway in how we use the funds now.

The process was competitive, but you were assured that if you met all the guidelines you would eventually receive the grant.

The ETC funding seemed to have a fair formula for all schools involved. Less paperwork on the next granting allocation would be greatly appreciated.

Is one ever satisfied?

I feel that all students had the opportunity.

As we do not get a lot of children to apply for free or reduced meals we are left out of a lot of funding. We have a need but cannot quality to the low free meal count.

Moneys were distributed on an ADM basis, which was fair to all schools.

It seemed to be a process that had planning.

I would recommend, however, that all schools get a portion of the funding if they meet the specified criteria based on enrollment.

Because our schools were able to use it where we thought our greatest need is.

With plan, ADM is fair and efficient.

It appeared to be equitable, appropriate and efficient.

We are very satisfied with the manner in which ETC distributed funds for technology. We have discussed whether these grants would be looked at in a more competitive manner involving more teacher training and Internet use and other technology use.

Very Simple, yet effective.

2. Do you believe that the NDETC should be allocated funds again for the next biennium?

Yes 70 No 4

Comments:

No:

Why not through per pupil foundation payments?

Yes:

Yes, but give each school their share without attaching any strings.

I believe any type of financial assistance that can be provided for schools should be done. If the legislature wants to allocate them towards technology, then that is fine with our school district, and I believe it would be with others.

Definitely, provided that the funds are distributed to all schools on a fair and equitable system as the last go around.

If it is distributed on ADM or per pupil as last spring's round.

This has proven to be a real asset to school districts such as mine.

I know that we have identified other equipment, such as projection equipment, that would be nice to have. I think the ETC should be allocated funds to distribute to ALL school districts on the basis of enrollment.

The funds from the ETC allowed us to advance in our technology plan faster than our budget could provide.

If used for school grants again.

Provided the application process remains similar to the last round.

With the probability that E-rate funding will not cover any of the wiring of buildings, many schools were placed into a bind financially because they went ahead with their wiring anticipating E-rate reimbursement.

Certainly—This program is very beneficial and is the future for education in ND.

All schools should receive some funding in relationship to student enrollments/needs.

These funds will be needed to make it possible for schools to keep up with our changing technology.

I believe that $ should be allocated for general use, not for specific programs. Realize this is difficult to achieve.

If they are distributed in a similar fashion as last year.

There exists a great technology. Perhaps the $12 million allocated could be returned to schools via ADM.

This is the only way a school like ours can get equipment and train staff, otherwise we are too broke!!

With the success observed in this session, it appeared that this would continue.

Definitely yes! These funds provide an excellent vehicle for distributing technology grant moneys. It is fantastic that all schools in our state can access these funds to improve their schools.

As long a funds are made available to all schools, not solely based on economic need or other restricting factors.

It should be ongoing.

Absolutely.

3. If NDETC is allocated funds for the next biennium and your school would be allowed to request grant funds for technology, what would your needs be and what do you estimate the costs? Please list all estimated needs and costs below. (Use the back of this sheet if necessary)

Zeeland – Our immediate funding would be more hookup costs and the purchasing of newer technology equipment. Estimated costs could be up to $30,000.

Midway – Our School District will need to complete our LAN network wiring - $20,000. Computers (IBM compatible) needed for classrooms and upgrading - $50,000.

Jamestown – Jamestown Public School has spent approximately $250,000. Each year over the last 3 years to get its technology program where it is today. Needs would be anywhere from salary and benefits, equipment, repairs, inservice, etc. I think the requirement of how funds are to be spent needs to be done by all schools, like an approved technology plan, or some state goals me be defined. Jamestown can expect to spend at least $250,000 per year to maintain the existing technology program. This amount is probably to low of an estimate.
The current NDETC grant has gone well and Jamestown Publics appreciate the effort and work by DPI in this area. Any questions or concerns please let me know, and I am willing to become more involved for all school districts in ND. Joe Sykora, Business Manager.

Lisbon – Internet lease – T1-$16,800.00, Hardware (computers)-$25,000.00, Staff inservice-$8,500.00, Software- (CAD, Science, etc.)-$8,000.

Turtle Lake/Mercer – I would prefer funds go to Foundation Aide

Gackle/Streeter – Our staff inservice for this year and next year has already been taken care of through funding of the ETC, Goals 2000 and local contributions. What our school needs to do is to get more "modern" computers into the hands of our staff and students. Total estimate cost would be as follows: two bundles of I Mac's - $11,998.00, Choices Software - $600. Software to coincide with textbooks. The I Macs would replace 5 Mac Classics, 3 Mac LC, 3 Mac LCII, and 2 Mac LCIII.

Ashley – Eight computers to establish a computer lab in the business education room. Total cost $12,760. Four computers to establish a mini lab in our secondary school library. $6,380. 1 print controller, Type I, 1 16mb SIMM Printer memory, 1 AXES print server. The above items need to be attached to our digital copier so that it can be used as a printer. This printer could be accessed for use by any computer in our building, which is networked. Total cost $2,850.

Adams – Wiring of school - $8257.70, Network server - $2,363.00, Tape backup - $916.00, APC 700VA Smart UPS - $375.00, Hubs - $1,253.00, NIC cards - $1808.00, Network Operating System and site license - $223.00, Labor costs - $1,800.00, Technical Support $1,200.00, WAN equipment $2,453.00. Applied for e-rate funds for some of the above.

Emerado School – Update computers in classrooms and technology labs. Update technology throughout the school. $10,000.00.

Wing – We are connected to the Internet, and we have received teacher training through a Goals 2000 grant. We do need more Internet capable computers. $1,500.00 - $2,000.00 yearly.

New Town – Software updates/upgrades (site licenses, etc.) for computer labs - $10,000.00, staff development training - $5,000.00, upgrade computers/technology - $25,000.00, Internet assistance - $10,000.00, upgrade of technology peripherals $10,000.00.

Billings County Schools - Continued teacher training (?)

Bowman - Technology Training 80%- $20,000.00; Technology Upgrades 20% - $5,000.00.

Rhame - Technology Training 80%- $20,000.00; Technology Upgrades 20% - $5,000.00.

Hettinger - Inservice - $5,000.00; reading/writing software - $2500.00; updated computers -$15,000.00.

Killdeer - Software, CD Roms, etc., teacher inservice and training.

New England - Needs would be networking, line fees, etc. - $50,000.00.

Reeder - Continued teacher training, additional computers and additional printer.

Regent - Hardware and teacher training - $15,000.00

Richardton - Staff development.

Grafton - Our present estimate would be between $50,000.00 and $75,000.00. It would be used to wire and equipment our new elementary building which will be ready for occupancy in June 1999.

Larimore - Dedicated server, wire 3rd lab, purchase additional computers - $80,000.00

Neche - We appreciated the effort of the legislature and ETC in making money available this past biennium for schools. The following items would help make our program more effective for the students. We could use any amount available. Four computers @$1,800.00 - $7,200.00; staff inservice/training - $2,000.00

Park River - Our needs would be to update some computers. Pay for the installation of our local area network and for the line charges for the fractional T1 line we put in. We need to network the new elementary school that we are building also.

Northwood - The biggest need in technology remains. That is purchasing hardware - $16,000.00, staff inservice - $3,500.00, cost of connecting and remaining connected - $6,500.00. Thank you for asking for input from school administrators.

Lakota - We would continue our program of increasing our number of computers, upgrading older equipment and staff development.

Medina - Technology inservice - $2,500.00; Update computers in Business room (20 x $1200) - $24,000.00; Refurbish and use the most modern computers in the elementary classrooms - $500.00; Purchase six new I-Macs for elementary (6 x $1200) - $7,200.00. This is estimated, bidding may reduce the cost of the equipment. The school was just wired this fall for the Internet so funds at this time would not be needed. However, the staff needs to be inserviced in the use of the Internet.

Edinburg - We need to upgrade & purchase new computers to use on our new network we got with this year's grant. The cost will be about $6,000.00. We now need to inservice our teachers on the use of the Internet and LAN. This may be about $2,000.00. If the E-rate is dead we may need more for other areas as well.

Dakota Prairie - We are still in the stages of staff development, and the completion of new labs, wiring each classroom, and learning to integrate technology into each classroom. I would estimate that our technology plan would require approximately $45-$50,000.00 to continue the efforts that have been achieved in the past two years. We also have a real need for the position of Technology Coordinator.

St. Thomas - IBM computers (7 @$1400) - $9,800.00; Basic software - $686.00; Zip drives (8) - $1,120.00; Ram memory to upgrade - $320.00; Scanner - $120.00; Modems (4) - $320.00.

Pembina - We will be in our new school next year, so all areas of technology will be a priority.

Walhalla - If the legislature believes that ND ETC is necessary or that categorical funding is required to keep us all honest, everyone must remember that there is more to technology than just computers. Most districts have or are in the process of using funds for computers and associated materials. Some have even completed their initial networking, etc. The use of technology funding should also allow its use for other technology and updates. I would personally rather have the funding made on a per capita or pupil unit basis, and allow the districts to use its share for technology at the districts discretion. Since I have seen very little direction from ND ETC, I question whether the council is necessary. If the council would provide coordination and leadership, it would have more purpose than just serving as a "gatekeeper" for the expenditure of delegated funds. Walhalla Public School needs funds each year to replace technological items, obtain technological services, and to update current systems. This district is paying back a loan for $80,000.00 of its owns funds to provide computer capability.

Mohall - As I said, I prefer grants that don't have too many strings attached; but I do understand that these are technology grants. We have now identified some needs after we got the Internet and networking installed. Projection equipment - $3,500.00; Replacement computers - $7,500.00; "Electronic library" subscription - $2,000.00; Additional Printers - $3,000.00; Copiers - $15,000.00

Ellendale - Inservice for teachers and wages for trainers - $6,000.00; Replacement for older PC Work Stations and addition of New Work Stations - $18,000.00; Additional hubs for networking - $400; The ability to hook our interactive television consortium to other consortiums and possibly a North Dakota University - $8,000.00

Fairmount - 18 computers @$1400.00 – these computers would allow each classroom to have two computers. The computers would have Internet accessibility.

Parshall - Complete placing computers in classrooms $22,000.00; Cabling - $4,500.00; Digital Cameras - $800.00; Scanners - $800.00

Harvey - Computers (15) - $13,500.00; Printers (5) - $2,000.00; Professional development - $5,000.00

Oriska - IBM computers with Internet capability (6) - $9,000.00; Installation costs (additional wiring) - $7,500.00; Telecommunications (phone lines and circuit costs) - $2,400.00; Contracted services (ND School Net) - $1,200.00; Total cost $20,100.00

Midkota - Televisions to hook up to classroom computers - $9,000.00

Fessenden-Bowdon - Computers for classrooms. Our building is wired for Internet, however we do not have computers capable of accessing Internet in each room. Estimated cost (10 computers @ $1700) - $17,000.00

New Salem - We would like to see some type of reimbursement for wiring our two buildings through grant funds. The commitment was made by our board to go ahead with the hookup for Internet with some anticipation the E-rate funding would eventually come through,. We would request reimbursement on wiring as well as funding to complete our computer hardware update. The amount would be in the range of similar funding that was approved on this last ETC grant. Without the ETC grant, most schools would take years to get local funding to complete their Internet wiring projects. Thanks to ETC funding, our district hopes to complete our goals set forth in our technology plan by the end of this school term. We would concentrate on computer hardware and staff inservice when we update our technology plan when the committee meets this school term to assess our three-year plan. The district has mainly Macintosh computers at the current time; our goal is to put in about 12 IBM compatible computers in the computer lab so those students may experience both platforms at the HS level. We are also working on automating our HS library for electronic access as well as introducing high technology into the Social Studies Department using laser disc presentations. It is anticipated that the above three items will be our goal for next school term should we receive ETC funding. Best estimate of costs was using the same amount of funding as our last ETC grant, approximately $21,050. The amount would significantly higher, should we be allowed to seek reimbursement for the wiring of the high school building and the elementary building over the past 2-3 summers.

Grenora - Computers (10) - $15,000.00; more Internet access - $5,000.00

Underwood - Computers (12) - $15,000.00; Printers (12) - $2,400.00; Technology Classroom modules (4) - $8,000.00; Rental of technology equipment for instruction - $5,000.00; Interactive technology costs, Internet, Class room etc. - $27,000.00

Verona - Our present hook -up to the Internet involves a number of separate lines. We would replace the present system with one line and distribution mechanism. $8,000.00 - $10,000.00 estimated cost.

Tappen - Networking of HS and Elem. for computer upgrade. Upgrade identified as Internet-grading-communications school wide - $15,000.00 (actual expected total based on bid quote $14,289.00).

Alexander - We plan to place eight Macintosh G3 computers in our library as part of our networking project. $10,630.00 total cost.

LaMoure - Automated library - $8,000.00; Professional development - $5,000.00; Purchase multimedia equipment - $15,000.00; Upgrade ITV technology $15,000.00; Update obsolete computers - $15,000.00

Edgeley - We did a lot of connection work this past year. We need to upgrade hardware in the future. Our ITV system needs to be connected to the IVAN system for our teachers, patrons and students.

Lidgerwood - Update on new computers (1/2) - $4,000.00; Help with new grading software (1/2) - $2,000.00; Help with teacher training and staff development (1/2) - $1,000.00; Help with providing computer accessory equipment for multimedia curriculum—i.e. scanners, digital cameras (1/2) - $2,000.00

Milnor - Update computers in the classroom $36,000.00; Computers (18 @ $1800) - $36,000.00

Sargent Central - Wire our school for networking and Internet - $23,000.00; Set up our LAN - $7,000.00; Set up our WAN - $5,500.00; New classroom computers $28,000.00; Computer software $2,000.00; ITV Services - $19,000.00; Computer furniture - $3,000.00. All these projects will have to be phased in, as the technology support will only come from the general fund moneys.

Bismarck - Additional computers in schools. We have a technology plan that identifies our needs. It is available on request.

Kulm - Staff training—funds to supplement "ND Teaching with Technology Initiative" - $3,000.00; Computer hardware/peripheral devices - $7,000.00; Software/curriculum –Cisco Networking Academy - $14,000.00

Beulah - We are in need of replacing computers that are outdated. We also will need to continue to provide inservice to all of our staff in the computer area.

Linton - Purchase Internet ready computers for all connected rooms. Approximately 45 computer units @$800-$1000.00 each.

Wilton - Wiring in the school building - $2,000.00; Additional hardware - $5,000.00; Additional software - $2,000.00

Tuttle-Pettibone - To wire our school the cost would be about $10,000.00.

Litchville-Marion - Professional development - $4,000.00; Equipment & technology to have the access between our two schools - $12,000.00—possibly satellite dish or better equipment for connecting.

Mandan - Need about $300,000.00/year for Internet access, hardware/software replacement and upgrade, staffing for technology, technology training, ITV, networking/wiring of all schools.

Stanton - Upgrade equipment (computers) - $5,000.00; Train personnel (teachers) - $2,000.00. If the grant allows we might consider sharing a technology coordinator with surrounding schools. Thanks for what you've done so far.

Enderlin - Updating equipment - $10,000.00; Training - $5,000.00; New equipment such as scanners, cameras, projection devices, etc. - $5,000.00; Software - Hyperstudio - $1,500 - $3,000.00 and Pagemaker - $3,500-$5,000.00.

Oakes - Additional computers (30) - $60,000.00; Upgrade to a T1 line from 56K - $15,000/yr. Total cost $75,000.00

Richland #44 - Software - $5,000.00; Hardware - $15,000.00; Inservice - $2,000.00. Total cost $22,000.00

Hankinson - Our tech committee will have to meet to prioritize needs. Possibilities—Tech person to possibly be shared, additional hard/software.

Valley City – 20 computers for each lab (40 total computers) - $44,000.00, Networking costs - $5,000.00, Lab supervision - $5,000.00, Training of staff - $10.000.00. Total - $64,000.00.

Carrington – Computers – G3 - $80,000.00, Presentation equipment - $20,000.00, Software (Curriculum) - $20,000.00, Inservice - $10,000.

Central Cass – Technology is costly and upgrades are always needed to stay current and updated. We have a Technology Committee that meets monthly and submits a budget proposal to the School Board. The past two years budgets have been $120,000.00+ for each year. This includes updating of equipment and installation and development of new technological projects. With the life expectancy of equipment probably not exceeding five years, whether that be because of wearing out or becoming obsolete, it would require us to spend about that amount each year to stay at our present level of implementation

Maple Valley – Updat lab-computers, Scanner &Printers, Classroom computers - $50,000.00 - $60,000.00.

Hatton – We need to update our router, modems, and hubs in our JH/SH lab. We also need to purchase a NT server for our elementary lab.

North Central of Barns - The rapidly changing nature of technology requires more frequent upgrades in hardware, software and training, therefore ourschool district is constantly in need of funding for technology. ETC funds supplement our existing technology budget would be very beneficial to our school district. We propose that ETC supplemental funds of al least $2,000.00 each year for teacher training, $1,500.00 per year for hardware would help our district meet it and maintain its technology goals.

MayPort/C-G – Updates – Hardware and software - $100,000.00.

Hazen – Network upgrades - $13,000.00, Teacher worstation upgrades - $14,000.00, Curriculum software - $6,000.00, Inservice and training - $8,000.00.

4/13 SB2013 #1

TECHNOLOGY INNOVATION CHALLENGE GRANT

This is a U.S Department of Education grant program that is awarded to a local education agency via an application process. In the case of North Dakota, the Bismarck School District is the applicant and the fiscal agent.

"The objective of the North Dakota Teaching with Technology Initiative is to provide instruction and assistance that will enable North Dakota teachers, students, and staff to effectively integrate technology as a teaching and learning tool in the K-12 curriculum. Curriculum development will be based on NCATE standards for teacher education programs, and pre-service teachers will be included. Certification will be offered at three levels of proficiency. A variety of state and regional entities will partner to insure the quality and success of the project."

The grant is a **5-year, $7.3 million** federal program with no matching requirements.

The grant budget period began **October 1, 1998.**

Special emphasis will placed in areas of the state that have a higher percentage of students eligible for free or reduced lunches which generally fall into two categories: (1) reservation schools and (2) small isolated schools.

The grant funds **are not** distributed as sub-grants to schools. Over $4 million of the funds will go to pay for teacher substitutes or stipends for educators participating in approved initiative activities.

Regional educational technology staff will be hired through the grant and housed by schools in each of the eight regions of the state. The individuals will spend approximately 50% of their time managing and coordinating the project within their region. The remainder of their time will be spent on direct training activities with school technology personnel.

A copy of the 5-year budget plan is attached.

Information Inquiries:
Tanna Kincaid - 328-1720

Dan Pullen - 845-7435

5-Year Budget Summary

Budget Item

YEAR 1

	Requested	Support by LEA or other sources	Total
A. *Direct Costs*			
Salaries (professional & clerical)	180000	164400	344400
Employee Benefits	48600	41688	90288
Employee Travel	66400	3200	69600
Equipment (purchase)	80000	2505000	2585000
Materials & Supplies	134000	8000	142000
Consultants & Contracts	207600	26500	234100
Other (equipment, rental, printing, etc.)	35200	14316	49516
Total Direct Costs	751800	2763104	3514904
B. *Indirect Costs*	37590	0	37590
TOTAL	789390	2763104	3552494

YEAR 2

	Requested	Support by LEA or other sources	Total
A. *Direct Costs*			
Salaries (professional & clerical)	240000	169332	409332
Employee Benefits	64800	45720	110520
Employee Travel	64800	3200	68000
Equipment (purchase)	24000	2500000	2524000
Materials & Supplies	119600	9600	129200
Consultants & Contracts	1092000	26500	1118500
Other (equipment, rental, printing, etc.)	23200	12316	35516
Total Direct Costs	1628400	2766668	4395068
B. *Indirect Costs*	81420	0	81420
TOTAL	1709820	2766668	4476488

YEAR 3

	Requested	Support by LEA or other sources	Total
A. *Direct Costs*			
Salaries (professional & clerical)	247200	174412	421612
Employee Benefits	66744	47091	113835
Employee Travel	64800	3400	68200
Equipment (purchase)	24000	2500000	2524000
Materials & Supplies	9600	9600	19200
Consultants & Contracts	1092000	26500	1118500
Other (equipment, rental, printing, etc.)	23200	12316	35516
Total Direct Costs	1527544	2773319	4300863
B. *Indirect Costs*	76377	0	76377
TOTAL	1603921	2773319	4377240

YEAR 4

	Requested	Support by LEA or other sources	Total
A. *Direct Costs*			
Salaries (professional & clerical)	254616	179664	434280
Employee Benefits	68746	48504	117250
Employee Travel	64800	3400	68200
Equipment (purchase)	24000	2500000	2524000
Materials & Supplies	9600	9600	19200
Consultants & Contracts	1086000	26500	1112500
Other (equipment, rental, printing, etc)	23200	12316	35516
Total Direct Costs	1530962	2779984	4310946
B. *Indirect Costs*	76548	0	76548
TOTAL	1607510	2779984	4387494

5-Year Budget Summary

Budget Item

YEAR 5

	Requested	Support by LEA or other sources	Total
A. *Direct Costs*			
Salaries (professional & clerical)	262254	185054	447308
Employee Benefits	70809	49965	120774
Employee Travel	64800	3400	68200
Equipment (purchase)	24000	2500000	2524000
Materials & Supplies	9600	9600	19200
Consultants & Contracts	1042400	26500	1068900
Other (equipment, rental, printing, etc.)	23200	12316	35516
Total Direct Costs	1497063	2786835	4283898
B. *Indirect Costs*	74853	0	74853
TOTAL	1571916	2786835	4358751

Barbara Knight, Library
S.B. 2013

Testimony
to Senate Appropriations Committee
1-8-99

Chairman Nething, and members of the Committee, my name is Barbara Knight, from Grand Forks. I am president of the North Dakota Library Association and am representing its 389 members who are librarians and library supporters from both large and small communities throughout the state.

State Library

Attached to my testimony is a fact sheet outlining the associations legislative concerns.

The members of the North Dakota Library Association support full funding for continuation of Library Vision 2004 at $250,000 as specified in the Governor's Executive Budget. The funding that we are requesting for Library Vision 2004, will increase the inter-connectivity of ALL libraries throughout the state, thereby allowing equitable access of all library materials located within the state.

Our members would also like to encourage funding State Aid to Public Libraries at 1.6 million. The Governor's Executive Budget recommends $887,300. This funding would increase the quality of materials available statewide.

Thank you for your time and attention.

Barbara Knight, President NDLA

NDLA Fact Sheet -- January, 1999

WHO ARE WE:
NDLA, the North Dakota Library Association,
is the North Dakota affiliate of ALA, the American Library Association.

*The purpose of the organization is to exercise professional leadership and to promote library services and librarianship. Our **membership** is open to any person or organization interested in supporting the purpose of the Association.*

How many are we: 389 members belong to NDLA and its 10 divisions which represent: public libraries, school libraries, small libraries, academic & special libraries, health science information, government document information, information technology, technical services, new member services, and library trustees.

What is unique about us: Each of us represents an individual library with similar and yet unique missions. Because of that we sometimes see issues from a view point representative of our unique customers - much like legislators view issues from different perspectives.

Why are you hearing from us: At NDLA's 1998 annual conference the membership voted to adopt the following resolutions, which represent priority concerns of the membership:

Resolutions:

* Recommend full funding for the 1999-2001 biennium in legislation to support statewide library networking and services outlined in Library Vision 2004 and communicate this position to the Governor's Office.
Info: This biennium the State Library asked for $125,000 as a line item and an additional $125,000 in its supplemental budget request to continue LV2004 goals and objectives. The Governor's Executive Budget accepted both, recommending $250,000. This will allow us to begin implementation of Phase 2 of Library Vision 2004.

* Encourage the North Dakota Legislative body to fully fund State Aid to Public Libraries at $1.6 million in the 1999-2000 legislative session.
Info: The State Library requested $1 million; the Governor's Executive Budget recommends $887,300.

* Encourage the Office of Management and Budget, the chairs of the House and Senate appropriations committees, the Lieutenant Governor, and the Governor to appropriate funds for the inclusion of the holdings of the State Archives and Historical Research Library in the ODIN database.

* Ask the Legislative Council to study the issues of preservation and extended access to state publications in electronic format and report its findings and recommendations, together with any implementing legislation, to the Fifth-seventh Legislative Assembly.

* Encourage the North Dakota legislature to retain mill-levy funding.

* Maintain that the school library media specialist's credential guidelines and rules remain high or be raised even higher.

??More Information??

NDLA web site at **http://ndsl.lib.state.nd.us/ndla/**
or contact *Barb Knight*, bknight@medicine.nodak.edu, *NDLA President* at
Box 9002 University of North Dakota in Grand Forks, ND 58202-9002 (701) 777-2166

BISMARCK PUBLIC LIBRARY
515 North Fifth Street
Bismarck, North Dakota 58501

January 8, 1999

To: SENATE APPROPRIATIONS COMMITTEE

By: THOMAS T. JONES, LIBRARY DIRECTOR
BISMARCK VETERANS MEMORIAL PUBLIC LIBRARY
(serving Bismarck and Burleigh County)

Re: STATE LIBRARY PORTION OF SB 2013

This bill is extremely important for library service in the state. I support it generally with reservation as to the decreased amount included for State Aid for Public Libraries.

The portion directly applicable for Bismarck Public Library (Bismarck and Burleigh County) is listed (p. 2 "Grants" on line 11) and detailed (p.5 Section 10) as including $888,745 for the state aid to public libraries formula (NDCC 54-24.2). THIS IS REDUCED 5% OVER THE CURRENT BIENNIUM. I am concerned about the erosion of state aid dollars which impacts established local library services. We worked very hard in the last session to achieve the existing level.

For the current year BPL has received $34,196 under the city portion of the formula and $13,191 for Burleigh county service for a total of $47,387. We use these dollars for the purchase of needed new library materials: books (regular and large print), books on tape (very popular), compact discs, and videotapes.

A group of public librarians, including myself, asked the State Library to seek full funding of the formula (which would double the amount we currently receive locally) instead of the 5% reduction this proposed budget allows.

The Bismarck-Mandan Chamber of Commerce coalition agenda also supported funding of the state aid formula which takes pressure off the need for any local tax increase.

Thank you for your consideration.

COMPARATIVE DATA WITH SIMILIAR LIBRARIES

From: 1998 COMPARISON WEST-NORTH CENTRAL STATES FOR PUBLIC LIBRARIES (class 2)

(survey compiled by St. Charles City-County Library, Missouri)

BISMARCK PUBLIC LIBRARY PER CAPITA		$17.29 *
average per class	$28.11	
BISMARCK BUDGET PERCENT NEW MATERIALS		16.8%
average per class	14.9%	
BISMARCK PERCENT FOR STAFF		56.2%
average per class	60.1%	

* OTHER PER CAPITA COMPARISONS:

Grand Forks PL	$15.49
Fargo PL	$17.15
Iowa City, IA	$39.70
Sioux Falls, SD	$22.53
Rochester, MN	$33.16
Ramsey County, MN	$29.77
Hennepin Cty, MN	$40.89

PRICES OF BOOKS (from BOWKER ANNUAL, 1998)

Note: the average price (hardcover) increased 11% + from 1994 to 1997 or more than $5.00 per book.*

Sample hardcover average prices:

Fiction:	$22.32
Technology	$46.33
Travel	$30.01
Education	$42.65
Agriculture	$30.15
General works	$42.76

* Paperback books (mass market) have increased at a higher rate from $5.51 average (1995) to $8.16 (1997) .

1310-9th St. So.
Fargo, N. D. 58103
January 18, 1999

To Senator Nothing and Members of the Senate Appropriations Committee:

This is a letter of support for S.B. 2013, the 1999-2001 appropriation for the North Dakota State Library. I am sorry to miss the meeting today originally scheduled for January 8.

Somehow we all tend to take our libraries for granted. As the citizen representative (and only non-librarian) member of the North Dakota Library Co-ordinating Council (formerly Advisory Council) since 1994 I have gained need knowledge, understanding and appreciation for the libraries throughout our state. Like our teachers, North Dakota librarians are generally overworked and underpaid. They are also dedicated, committed and loyal to the citizens and constituencies they serve.

The Information Age has arrived and has put excessive demands on time, effort and finances in every facet of our society. The North Dakota Library staff has spearheaded efforts to bring all libraries in our state into this Information Age following the plan of Library Vision 2004 passed by the Legislature in 1997. Much progress has been made, but even more remains to

achieve the goals established just two years ago.

We hope that your Committee will support the Executive Budget as presented by Mike Jaugstetter, State Librarian. These funds are vital if the North Dakota State Library is to continue to develop an information network providing connectivity for all state libraries — large and small — with our main library, with each other and thence to the whole wide world!

Sincerely,

Rita Traynor
Citizen Representative
North Dakota State Library
Coordinating Council

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
January 18,1999
By Mike Jaugstetter, State Librarian
701-328-2492
North Dakota State Library

Mr. Chairman and members of the committee:

My name is Mike Jaugstetter and I am the State Librarian of North Dakota. I am here today in support of SB 2013, the 1999-2001 appropriation for the North Dakota State Library. The North Dakota State Library is a service agency for citizens and all types of libraries. Our product is access to information. We provide information access to the citizens of North Dakota, to the library community, to state government and state employees. We are an advisor to libraries and local government, a facilitator and coordinator for statewide services and new ideas, and a catalyst for the use of new technology in the delivery of information. The extent of our service is demonstrated by the attachment documenting the location of our patrons and number of requests by library and town.

The proposed executive budget maintains traditional library services at the 95% level while requesting additional funds to continue Library Vision 2004 as requested by the Statewide Library Coordinating Council. The Governor's budget does not include an increase in State Aid to Public Libraries to one million dollars as requested, but representatives of the library community will address that concern in the following testimony.

I will begin with a description of the longstanding role of the State Library.

Interlibrary Loan

Coordinating the sharing of books and other library materials is the most important and well used service of the State Library. From the box of books delivered to the local train station to the out-of-state book that comes in the mail, the provision of the actual book has been a vital service in resource-poor libraries and towns. But the world is changed and continues to change and the State Library, along with the entire library community, has committed itself to change and progress.

In addition to providing material, the State Library's critical role is to ensure that all materials, wherever located in the state, are accessible to every North Dakotan. Technology assists in this process. The addition of records to the statewide database, the full text magazine database and Internet access is making it more feasible and economical for libraries to request directly from the holding library. This trend is demonstrated by the decrease in the number of requests for materials experienced by the State Library. In working with the library community to develop LV 2004, direct borrowing was the goal and the State Library has taken this opportunity to improve other State Library services. One full time position has been transferred from Interlibrary Loan to Services for the Disabled which includes Talking Books and the Dakota Radio Information Services – both growing services in our state due to our aging population. Our goal is to meet the information needs of disabled North Dakotans.

Reference and Technical Assistance

Technology is only a tool, like the book or the card catalog; knowledge of its use is imperative for the delivery of current and accurate information. The State Library has developed staffing philosophies to reflect the commitment to provide excellent reference service and training opportunities to the librarians and citizens of the state. Each staff person is a representative of the State Library as well as an employee in a particular division. Our professional librarians work in many areas. They catalog materials, provide reference services, plan and deliver training programs and provide technical assistance in the field to train local staffs, governmental officials and boards. Education and training opportunities are the main reasons for this cross training. We now have eight professionals assigned to assist in local training rather than two as a few years ago. Each of these staff persons are familiar with the entire program of service at the State Library and can provide comprehensive technical assistance. This month staff will have completed 14 training sessions in 12 communities on the use of the Legislative Council's Bill Status program and in February will provide 4 sessions in 4 communities on the collection and use of statistics.

Services to State Agencies

The publications of state agencies are an important source of information and document the history of state government and the state as a whole. The State Library's State Document Depository Program ensures that publications intended for the citizens of the state are collected and cataloged and that catalog is made accessible on the Internet. Every state agency has a State Library liaison to address their technical assistance needs. Ten State agencies, as diverse as the Water Commission and the Prevention Resource Center, have their collections cataloged and maintained by the State Library to ensure the

accessibility of their information and materials.

Services for the Disabled

Senior citizens are an important and fast growing segment of the state's population and the trend continues. The Services for the Disabled program provides talking books free of charge and no postage costs to over 2,300 vision impaired or dyslexic residents and circulates over 65,000 volumes a year. The Dakota Radio Information Service, serving over 500 people, provides daily local and national news. These services provide an invaluable service to the vision impaired by acting as their lifeline to the community. Local news, senior center activities and lunch menus as well as obituaries and grocery adds allow disabled citizens to remain attached to normal life. The most impressive part of this program is that it is run with the assistance of volunteers providing thousands of hours a year. As there is a growing demand, staff and resource of the Library have been reallocated from mature programs. Plans in the coming biennium include a greater effort in awareness of and participation in this service.

Library Vision 2004

There are many aspects of Library Vision 2004, North Dakota's plan for a coordinated statewide system of information and resource sharing, but today I will present highlights which demonstrate that the plan is working and that it has had a positive impact on library services and citizen's lives.

Internet Access

LV 2004 provided $70,000 in state funds this biennium which were matched by local funds, for Internet access grants. Twenty-five libraries across the state utilized this grant money. Let me give you some examples of how these grants have had an effect on people's lives.

*A woman in western North Dakota has no phone. Through the Internet access at the county library, she communicates by e-mail with her out-of-state children.

*A businessman reads a newsletter over e-mail each week at the same county library enabling him to get up-to-date information for his business.

*A high school senior, with the assistance of the librarian, finds the college code necessary to complete an application for financial aid.

*A high school finds a site that helps them design a new gymnasium floor.

*And, in more than one community, high school students are working with senior citizens on their Internet skills – in one case to produce family histories.

Building the Statewide Database.

State and local funds totaling $155,000 are being used to add the records of stand-alone libraries to the accessible databases of existing statewide networks. This means an additional 125,000 items have been made available to every citizen either through a library or through their home computer.

And, I am happy to report to the committee, this aspect of Library Vision 2004 is well on its way to eliminating the past divisiveness of the library community. The

major networks in the state, ODIN and INFOLYNX, have subscribed to the interlibrary loan systems of the other and communicate and borrow from each other regularly. More importantly, as both must migrate their records to a new software in the near future, each network has formally agreed to work together to search for a new vendor for the sake of economy and efficiency.

Advocacy

Maintaining a strong corps of library advocates takes tremendous coordination and communication. To help establish this human network, the State Library has secured a grant from the Libraries for the Future Foundation of New York to conduct Library Advocacy training in four North Dakota communities: Ellendale, Hillsboro, Rugby and Dickinson. In each community, public meetings are to be held. Experienced library advocates from across the nation will help local libraries and their patrons determine their future needs and discuss how to gain support for meeting these needs. The Foundation provides a nation-wide network of advocates and a toll-free number for assistance after the program. A successful Ellendale program has been completed to date.

Statistics

While not the most exciting part of the plan, statistics are necessary to help document accountability and plan for the future. The State Library has recently purchased a statewide license of software that allows public libraries to compare their program activities with similar libraries in the state and nationwide. Additionally the program instantly produces any format of graphs and tables. The busy public librarian will now be able to produce easily comprehensible presentations for patrons and funding bodies.

The State Library is proud of the library community's progress during the current biennium and asks your support by funding the State Library at the level recommended in the Executive budget. The scope and progress of Library Vision 2004 has made North Dakota a leader not only in library and information services but in collaboration among various types of agencies and libraries. Please support us in continuing to develop a first rate information network. A network that supports – in every corner of the state – the quality of rural life, economic development, cooperation and educational opportunities to maintain a nationally recognized superior workforce.

Thank you for your consideration today. I would be pleased to answer any questions.

CONTACT STATE LIBRARY FOR A COPY OF THIS DOCUMENT

NORTH DAKOTA STATE LIBRARY

REQUESTS FOR INFORMATION

JULY 1996 THROUGH JUNE 1998

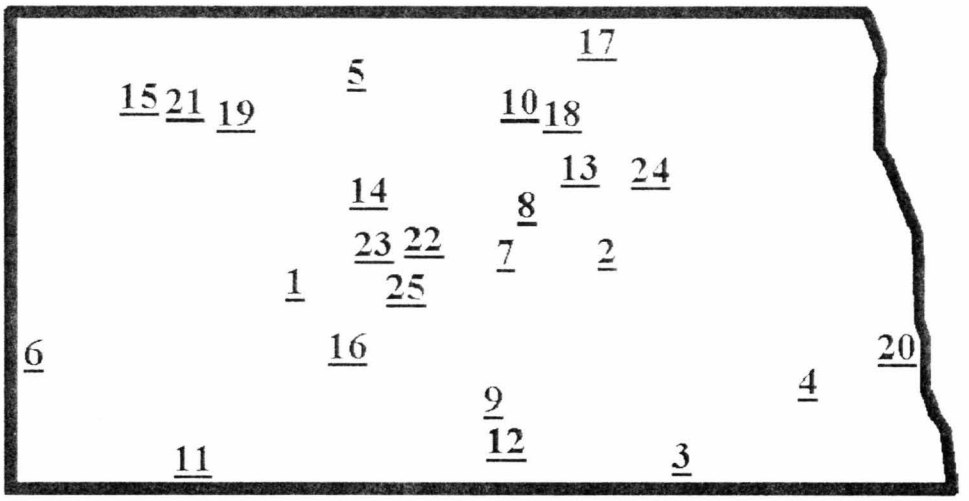
LIBRARY LV 2004 VISION

North Dakota's Plan for a Coordinated Statewide System of Information and Resource Sharing

The 1997 Legislature appropriated $125,000 to the North Dakota State Library to begin the implementation of Library Vision 2004 to ensure all citizens convenient and timely access to information for education, work and recreation. The results of the expenditure of that appropriation as well as federal Library Services and Technology funds are detailed below.

Funding requests for 1999-2001 include $250,000 for Internet connectivity and to add four to six libraries per year to the statewide database.

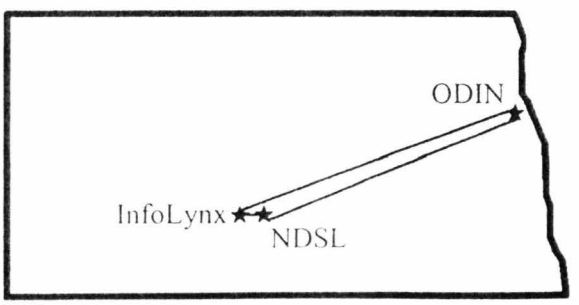
* $70,000 in state funds, plus local matching funds, connected the following libraries to the Internet:



1 Beulah Public Library
2 Carrington Elementary School Library
3 Ellendale Public Library
4 Enderlin Public Schools Library
5 Glenburn School Library
6 Golden Valley County Library, Beach
7 Goodrich Public School Library
8 Harvey Public Library
9 Hazelton-Moffitt-Braddock High School Library
10 Heart of America Public Library, Rugby
11 Hettinger Public School Library
12 Linton Public School Library
13 Maddock Community Library
14 Max Public School Library
15 New Dimensions Information Authority (Tioga School/Public Library)
16 New Salem Public School Library
17 Rolla Public Library
18 Rugby School Library
19 Stanley Community Public School Library
20 St. Anthony Middle School Library, Fargo
21 Tioga High School Library
22 Turtle Lake Public Library
23 Underwood Public Library
24 Valerie Merrick Memorial Library, Fort Totten
25 Washburn Public Library

* $55,000 in state funds has allowed InfoLynx, the Online Dakota Information Network (ODIN) and the North Dakota State Library (NDSL) to communicate across different operating systems in phase one.

Phase 1

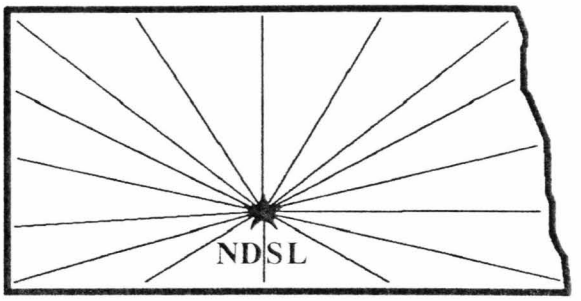


(continued on back)

LIBRARY VISION 2004 (continued)

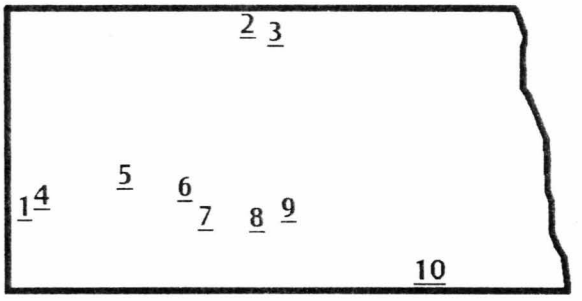
* Phase two, permitting individual patron access to these systems with one search, will be underway in the fall of 1999.

Phase 2



* Federal funds are adding approximately 125,000 records to the statewide database from the following libraries:

1 Beach Public Schools Library
2 Bottineau County Public Library
3 Bottineau Public Schools Library
4 Golden Valley County Library, Beach
5 Halliday Public School Library
6 Hazen Public Library
7 New Salem Public School Library
8 North Dakota State Penitentiary Library, Bismarck
9 St. Mary's High School Library, Bismarck
10 Trinity Bible College Library, Ellendale



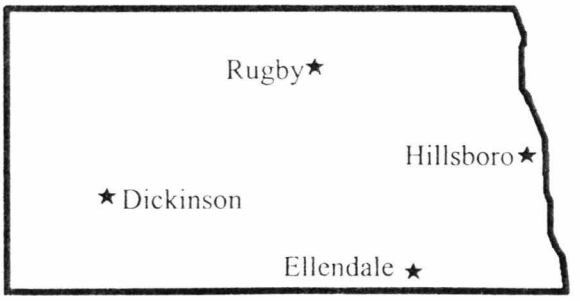
Progress on other priorities within Library Vision 2004 include:

* **LITERACY**

The State Library in cooperation with the Department of Public Instruction and Literacy North Dakota have begun to revitalize communication and coordination among local literacy groups. This will be accomplished through statewide forums along with print and electronic means.

* **ADVOCACY**

The State Library has secured private foundation funds to allow four communities to receive professional library advocacy training. These communities will provide the foundation for a statewide library advocacy initiative. The demonstration communities are Hillsboro, Ellendale, Dickinson, and Rugby.

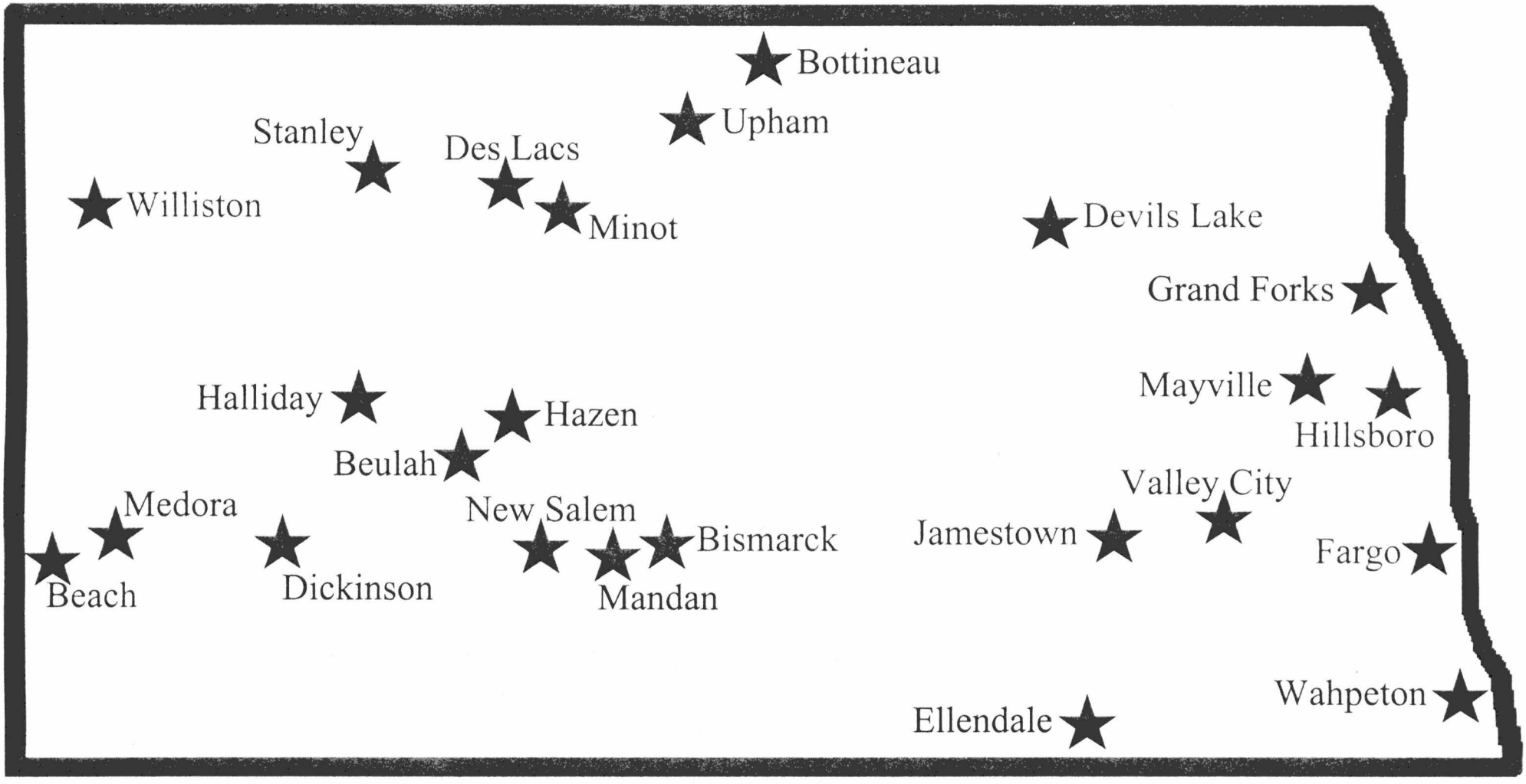


* **TRAINING**

The State Library has provided training in technology and basic library services to 593 North Dakotans through 25 workshops in 19 locations throughout the state. For more information contact Rodney Bornemann at (701) 328-1825 or 1-800-472-2104.

LIBRARY VISION 2004

Statewide Database 1998



(libraries listed on back)

LIBRARY VISION 2004

Statewide Database Libraries 1998

BEA Beach High School Library
GVC Golden Valley County Library
BEA Lincoln Elementary School Library

Beulah Public Library

BIZ Bismarck Public Schools (23)
NBJ Bismarck State College Library
BPL Bismarck Veterans Memorial Public Library
NDS Business Information Center
ND Division of Emergency Management
ND Geological Survey
ND Health Department-Division of Health Promotion and Education
ND Learning Resource Center
ND Prevention Resource Center Library
ND Protection and Advocacy Project
ND State Library
NDSP ND State Penitentiary Library
NDS ND Water Commission
BQR Q&R/Medcenter One Health Sciences Library
SA3 St. Alexius Medical Center Library
St. Mary's High School Library
DKT Supreme Court Law Library
United Tribes Technical College Library
NDM University of Mary Library

BOC Bottineau County Public Library
BPS Bottineau Public Schools Library
BSF MSU Bottineau Campus Library

DHS Des Lacs High School Library

NDS ND School for the Deaf
LRJ UND Lake Region Library

DIZ Dickinson High School Library
DIP Dickinson Public Library
NDI Dickinson State University Library

TBI Trinity Bible College Library

DHF Dakota Heartland Health System Library
NFG Fargo Public Library
FSH MeritCare Medical Center Library
VAH VA Medical Library

GFH Altru Medical Library
NGF Grand Forks Public Library
NCR ND Vision Resource Center/School for the Blind
UND UND Chester Fritz Library
UNE UND Law Library
UNF UND Health Sciences Library

HAL Halliday School Library

HAZ Hazen Public Library

HIZ Hillsboro High School and Public Library

NJA Alfred Dickey Public Library
NDJ Jamestown College Library
JSH ND State Hospital Library

NMD Mandan Public Library

NMY Mayville State University Library

DIP Billings County Schools
DIP Theodore Roosevelt Collection

NMI Minot State University Library
MTM Trinity Medical Center Library

NEW New Salem High School Library

SHS Stanley Community Public School Library

UHS Upham Schools

NDV Valley City State University Library

NDW ND State College of Science Library

UNW UND Williston Library

LIBRARY VISION 2004

Through the statewide community of libraries all citizens of North Dakota will have convenient and timely access to information for education, work and recreation.

NORTH DAKOTA GOVERNOR'S ADVISORY COUNCIL ON LIBRARIES

APPROVED MAY 1996

INTRODUCTION

Vision 2004 is intended to provide a broad framework for statewide planning activities, as well as provide North Dakota librarians, library policy makers, and legislative funding authorities with a framework for local, regional, and statewide library planning efforts. These recommendations are of statewide benefit and will require additional State funds.

Erik Sakariassen, Chairman of the Governor's Advisory Council on Libraries, at the urging of members of the Legislative Research Interim Committee and members of the library community, initiated a planning process that would analyze current library service in North Dakota in the year 2004 and beyond.

In the fall of 1995 Mr. Sakariassen appointed a steering committee to review prior library studies, solicit grassroots participation from the North Dakota library community and develop a vision for 2004.

STEERING COMMITTEE

Erik Sakariassen, Chairman
Governor's Advisory Council

Cheryl Bailey, Director
University of Mary Library
John Beecher, Director
N.D. State University Libraries
Doris Daugherty, Asst. State
Librarian, N.D. State Library
Mark England, Asst. Director
Information Technology and
Planning, N.D. State
University Libraries
Bruce Haugen, Executive
Assistant, N.D. University System
Thom Hendricks, Director
Mandan Public Library
Nann Blaine Hilyard, Director
Fargo Public Library
Thomas Jones, Director
Bismarck Veterans Memorial
Public Library
Jerry Kaup, Director
Minot Public Library
Lee Lampert, Director
Divide County High School
Library
Joseph Linnertz, Assistant
Superintendent, Dept. of
Public Instruction
Bonnie MacIver, Director
Leach Public Library (Wahpeton)
Val Morehouse, District Library
Media Director, Bismarck
Public Schools
Dennis N. Page, Director
Grand Forks Public Library
Lila Pedersen, Director
Harley French Library of
the Health Sciences, UND
Melissa Shaffer, Asst. Director
Information Technology and
Document Delivery Services
N.D. State University
Lillian Sorenson, Information
Technology Librarian
Dickinson State University
Tony Stukel, Director
ODIN
Charlene Weis, Librarian
United Tribes Tech. College

REFERENCES

The following documents were used to compile this report;

LAND "Library Automation for North Dakota" 1985
LEND "Library Excellence in North Dakota" 1988
DIALS "Direct Individual Library Access" 1988
PEAQ "Partnership to Enhance Academic Quality" 1989
VISION 2003 "Maine Library Commission" 1995
North Dakota Century Code
North Dakota Governor's Advisory Council on Libraries Minutes

PRIORITY # 1

Create a statewide community of strong libraries working together to achieve Vision 2004.

Libraries must rely on cooperation and networking of all material, staff, and electronic resources to meet the information needs of North Dakota citizens in order to face the growing challenges of global interdependence and global competition; the ever-increasing information explosion; the continuing evolution in computer and communications technologies; and the increased need for lifelong learning, job retraining, and recreation.

OBJECTIVES:

Develop a comprehensive statewide electronic bibliographic database.
Promote statewide resource sharing.
Promote networking among all types of libraries.
Provide assistance to library staff and citizens in using information technologies.
Provide document delivery to libraries and citizens.

RECOMMENDATIONS:

1. Provide seamless, unmediated direct access to a comprehensive database* of conforming bibliographic records from North Dakota libraries.

2. Implement the hardware and software that will allow concurrent searching of multiple databases to provide seamless, unmediated direct access.

3. Secure startup and continuation funding from the State necessary to achieve the "Common Objectives for a Statewide Library Database." cc. Appendix 1

4. Establish protocols for electronic connectivity, communication, bibliographic format (USMARC), document delivery, interlibrary loan compensation, and Internet access.

5. Provide the ability to search a library, subset of libraries, or the entire bibliographic database using a common set of commands with access to serial control, interlibrary loan, and full-text files with indexing.

6. Build on existing structures and networks to achieve LIBRARY VISION 2004.

* comprehensive database = a single database or group of databases configured so that all citizens of North Dakota can access the holdings of North Dakota libraries with one seamless unmediated search.

PRIORITY #2

Strengthen the North Dakota State Library in its role of coordination, extending, and improving library service in the State.

The State Library must be proactive in extending library services to meet the goals of Vision 2004. It will be necessary for all information resources to be accessible to all North Dakota residents.

OBJECTIVES:

The State Library should assess the needs of its constituents and adapt services and training to meet those needs.

The State Library should take the lead in encouraging and assisting the development of multitype library cooperatives and consortiums for regional and statewide resource sharing, upgrading of library services, and fiscal efficiency.

The State Library should define the basic level of service that should be available to all people of North Dakota and develop standards and guidelines defining the library's and citizen's basic obligation.

RECOMMENDATIONS:

1. Secure optimum funding to support State Library programs.

2. Strengthen the State Library's role in training and education of staff statewide and their governing entities.

3. Assist local libraries in determining priorities for collection development and encourage collection specialties to reduce unnecessary duplication.

4. Request state funding for retrospective conversion of library bibliographic records for the statewide database.

5. Create a coordinating body representative of the library community, citizens, and the State Library to define, assess, and report on basic library service and ways to extend it to all citizens of the state.

6. Establish standards for city, county, and school district support for participation in the statewide system.

7. Assist in the development of local library services where none exist.

8. Facilitate the development of regional library services.

9. Develop and implement a long-range strategic State Library plan based on constituent needs assessment.

10. Coordinate statewide resource sharing and facilitate planning and implementation of a statewide document delivery system.

PRIORITY #3

Support and strengthen regional library cooperatives in their role of extending and improving all library service in the state.

Regional library cooperatives (including multitype library authorities) must work individually to facilitate regional sharing of all library resources and work together to effect statewide networking and resource sharing in accordance with the State Library to meet the goals of Vision 2004.

OBJECTIVES:

Regional cooperatives should assess the needs of their member libraries and patrons and adapt services and training to meet those needs.

Regional cooperatives should act to facilitate better communication across library types and should act as hubs for better communication between libraries statewide.

Regional cooperatives should work to ensure participation by their member libraries in regional collection development, resource sharing, information technology, and the statewide electronic bibliographic database.*

RECOMMENDATIONS:

1. Secure funding to support regional cooperatives in meeting the goals of Vision 2004.

2. Regional cooperatives will participate in the statewide interlibrary loan and document delivery system.

3. Provide, in cooperation with the State Library, training and education used in determining priorities for collection development and encourage regional specialties to reduce unnecessary duplication to their member libraries.

4. Assist the State Library in implementing statewide networking and the development of the statewide comprehensive database.*

5. Provide, in cooperation with the State Library, training and education to their member libraries.

PRIORITY #4

Involve the people of North Dakota in promoting Vision 2004 and educate funding authorities regarding the library's role in assuring equitable access to both information technology and basic library service.

Citizens must be aware of the important role libraries play in the world of changing information needs. Funding programs and services for the common good must become a priority to maintain an informed citizenry.

OBJECTIVES:

Equivalent library and information access and services for all citizens regardless of age, economic status, location, or physical handicap.

Interlibrary communication will continue.

Public awareness of the changing role of libraries and librarians in the information age.

RECOMMENDATIONS:

1. Make Internet access, including the World Wide Web, available to all libraries.

2. Provide ongoing training in Internet and other searching procedures to assure information competency.

3. Promote library collections and services available to the disabled.

4. Establish local public awareness campaigns to promote North Dakota libraries.

PRIORITY #5

Support literacy projects for all ages.

Literacy is of paramount importance to the individual and to society for survival in an information age.

OBJECTIVES:

Collaborate with local literacy educators and volunteer providers to develop and deliver services.

Provide ongoing education and training to library staff to develop programs and services that support literacy.

Design programs to promote literacy awareness and education.

RECOMMENDATIONS:

1. Encourage libraries to provide space for literacy tutoring and collections for adult readers.

2. Promote library-sponsored family literacy programs.

3. Include English as a second language in literacy programs.

PRIORITY #6

Coordination of statewide library services.

All types of libraries and all areas of the state will be represented by the coordinating body which will provide continuity in library services. The responsibilities of the North Dakota Governor's Advisory Council on Libraries and the Multitype Library Authority Statewide Planning Committee will be transferred to the coordinating body.

OBJECTIVES:

The coordinating body will provide a structure to plan, evaluate, and implement statewide library services.

RECOMMENDATIONS:

1. Assure representation from all regions of the state; from public, academic, school, special libraries, and the State Library; by librarians and laypeople.

2. Provide a mechanism for presenting a unified voice for State funding.

3. Provide a forum to enable the library community to discuss and plan for new issues affecting library and information services as they emerge.

4. Direct the distribution of funding for coordinated statewide library services to be administered by the State Library or other appropriate agency in accordance with legislative intents and the priorities of Vision 2004.

5. Direct the implementation of the statewide comprehensive database.*

* comprehensive database = a single database or group of databases configured so that all citizens of North Dakota can access the holdings of North Dakota libraries with one seamless unmediated search.

APPENDIX 1

COMMON OBJECTIVES FOR A STATEWIDE LIBRARY DATABASE

Rev. 5-1-96

The Statewide Library Study Steering Committee recommends that the State of North Dakota support one comprehensive library database* to include the bibliographic records, in USMARC format, of North Dakota libraries of all types.

We agree on the following common objectives for the libraries of the state, which can be achieved by building one comprehensive library database:

1. **That the catalogs of all libraries in the state be electronically accessible to all citizens.**
2. **That users be provided with unmediated, seamless and direct access to the library catalogs in the state.**
3. **That users be able to search library catalogs with a common interface and a common set of commands.**
4. **That users be able to search the library collections of the entire state at one time, as well as the collection of the local library by itself or the collections of a regional or special group.**
5. **That libraries be able to retain local options for policies and practices, such as setting their own circulation loan periods and interlibrary loan policies.**
6. **That the comprehensive database will facilitate local libraries' collection development to best meet the needs of their constituents.**
7. **That resource sharing be required and facilitated by adopting an efficient statewide interlibrary loan system.**
8. **That economies of scale be realized by channeling state resources so that funding and personnel are used efficiently.**
9. **That incentives be offered to encourage libraries to contribute their bibliographic records to a common database.**
10. **That Internet connectivity be provided to the citizenry through local libraries.**

* comprehensive database = a single database or a group of databases configured so that all citizens of North Dakota can access the holdings of North Dakota libraries with one seamless unmediated search.

SENATE APPROPRIATIONS COMMITTEE

David E. Nething, Chairman

1999-01 BUDGET HEARING

NORTH DAKOTA SCHOOL FOR THE DEAF

SB 2013 Agency 252

JANUARY 8, 1999

Rocklyn G. Cofer, Supt.

SB 2013

NORTH DAKOTA SCHOOL FOR THE DEAF

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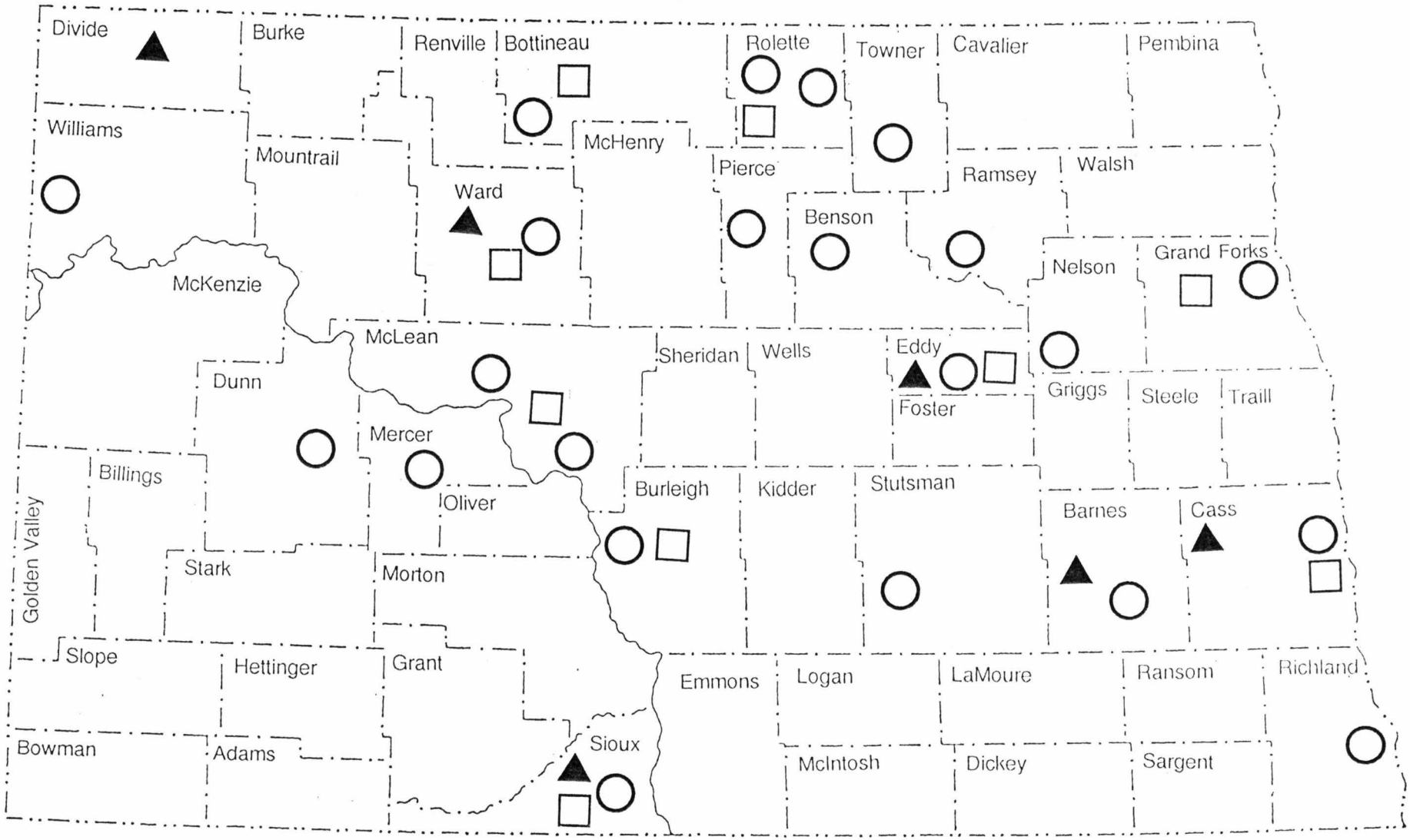
North Dakota School for the Deaf
Geographical Distribution
of Students/Families
January 1, 1999



○NDSD (43 Students)

□Parent/Infant Program/Outreach (14 Families)

▲PIP/Outreach Assessment/Consults (10 Students)

NORTH DAKOTA SCHOOL FOR THE DEAF

PROGRAM

The North Dakota School for the Deaf established in 1890 by the North Dakota Constitution and located in Devils Lake is under the direction, control, and management of the Department of Public Instruction. The school is an educational institution for the education of children with severe to profound hearing loss. To be eligible for enrollment, children must be between the ages of 0 and 21 and must be residents of North Dakota. Out-of-state students are accepted on a tuition basis.

The North Dakota School for the Deaf is a school using specialized methods of instruction for hearing impaired youth. The school provides a comprehensive academic program covering a broad range of disciplines including traditional academic offerings, vocational education, special studies, physical education, and art. Further educational opportunities are presented through residential, athletic, and recreation programs. A major emphasis throughout all programs is development of language, receptive and expressive skills. NDSD is fully accredited by the Department of Public Instruction, North Central Accreditation and the Conference of Educational Administrators Serving the Deaf.

In order to educate hearing impaired children in accordance with Individualized Education Plans, students participate in mainstream programs with their hearing peers for part of the day in Devils Lake Public Schools including academic and vocational classes. Hearing students from the Devils Lake Public Schools also attend selected classes at NDSD in a reverse mainstream program. NDSD also offers sign language instruction to Devils Lake High School students for foreign language credit. In addition, children from NDSD participate regularly in community activities and in co-op athletic programs with the public schools.

The school supports a parent/infant program for hearing impaired children from birth to three years. Through this program children and their families from throughout North Dakota are receiving specialized instruction in the homes.

As an outreach/resource center, NDSD provides assessment, evaluation, and consultation services to local education agencies. It also provides information, assistance, and referrals to many other state agencies, the medical/health individuals and/or groups.

In addition, through summer programming, hearing impaired children from local school districts throughout the State of North Dakota are given the opportunity to develop self-esteem, self-help, and socialization skills during summer camps at NDSD.

Through programming provided by the North Dakota School for the Deaf, hearing impaired students in North Dakota have the opportunity to grow intellectually, socially, and emotionally in a 24-hour-per-day language rich environment so they will have the necessary skills to integrate into society as productive citizens.

NORTH DAKOTA SCHOOL FOR THE DEAF

PHILOSOPHY

Through a caring, nurturing 24-hour residential and academic program, NDSD provides educational and social opportunities which advance all students to their fullest potential, emphasizes positive values and good health, and encourages all students to view learning as a lifelong endeavor in an ever changing world.

The primary emphasis of each child's program is the development of functional language which includes both expressive and receptive skills-speech, speech reading, manual communication (sign language and finger spelling), reading, writing, and auditory processing. Each child's program stresses development of positive social and emotional attitudes, achievement in academic areas, vocational exploration, and development of life long independent living skills.

Through the cooperative efforts of the academic and residential living programs, progress towards maximizing each child's potential will be made in:

- development of communication skills for interacting with both hearing and deaf members of society.
- development of skills in identifying problems, thinking effectively about them and acting constructively in developing solutions.
- development of positive attitudes about self and their deafness and their role in their families and society.
- productive use of leisure time such as the acquisition of a broad range of interests, appreciation of recreational reading, hobbies, games, physical skills, fine arts, and extracurricular activities.
- learning self-control in concert with society's standards and development of lasting values of self-esteem, honesty, truthfulness, and respect for authority.
- exploration of prevocational, vocational, and post secondary educational alternatives.

NORTH DAKOTA SCHOOL FOR THE DEAF

MISSION STATEMENT

Through residential and day programming, the North Dakota School for the Deaf will provide optimum educational, social/emotional, and cultural experiences for deaf and hard of hearing children ages 0-21 and will serve as a resource center for outreach services for all North Dakota citizens.

MAJOR GOALS

Within the scope of local, state, and federal laws and regulations:

- provide hearing impaired children of North Dakota with comprehensive services designed to promote educational, vocational, and personal/social development.
- develop individual abilities toward self-sufficiency in society.
- provide services and training to parents of deaf children so they can be informed, active participants in their children's educational process.
- provide an outreach program which assists local education agencies with assessment, evaluation, consultation, and resources.
- serve as a state-wide resource center providing information, material, assistance, and referrals to many state agencies, health/medical organizations, parents, families, and a variety of other interested individuals and/or groups.

NORTH DAKOTA SCHOOL FOR THE DEAF

MAJOR PROBLEMS FACING THE SCHOOL

Staffing - Recruiting qualified staff remains one of the greatest challenges. Once hired, the challenge involves planning and providing adequate professional development activities to bring new staff up to speed and to keep all staff abreast of issues and methods which are critical locally, at the state level and, very importantly, at the national level. This requires regular national level training for the majority of the educational staff.

Salaries for highly specialized staff with expertise in their area, plus deafness, sign language, etc., is barely minimal and not competitive enough to draw people to Devils Lake, North Dakota. We recruit on a nationwide basis given no special or very limited numbers of professionals with specialized training in North Dakota. The recruitment process is difficult and some potential candidates accept other more lucrative positions at the last minute. Devils Lake does not offer post graduate classes for professionals to continue their education or to maintain licensure. Consequently, people must commute to Grand Forks or Minot for evening classes and/or summer classes. For deaf individuals, there is limited deaf culture and deaf club activities in Devils Lake due to the small number of deaf people in the area and diversity of ages.

Professional development is and will continue to be paramount for staff growth. This includes the need for upgrading technology skills.

Families' Needs - Added to the considerable stresses which today's families experience, parents and families of deaf children face the formidable challenge of accepting and adapting to their child's deafness. Assisting them early on and consistently through their child's development and all of the related and complicated social and educational issues, is critical. This requires a strong outreach/parent-infant component and adequate linkage with community and state service agencies.

(MAJOR PROBLEMS FACING THE SCHOOL, continued)

Curriculum - Though NDSD has developed a solid planning base for curriculum review and revision, finding the time and resources to bring educational staff together, do the review, and make the revisions has been very difficult. Summer development seems most workable and logical but requires additional funding.

Technology - NDSD has a technology plan which will help address many of the historical disadvantages created for the deaf people by the widespread use of the telephone AND to overcome the curriculum and professional development limitations created by a low enrollment. Additional hardware, software, and technical assistance to discover and to employ existing technology for students and staff is important. The advent of Internet communication has enabled the deaf to open doors of communication not available before. The development of skills in the area of computer/technology is a high priority for the staff and students.

Outreach - Responding to NDSD's expanded resource center responsibilities requires additional outreach services such as evaluations, consultation, inservice training, and interpreting-related training, evaluation, and referral. Adequate response requires input and involvement of many NDSD professionals who are scheduled into direct services to NDSD students all day, every day during the school term.

NORTH DAKOTA SCHOOL FOR THE DEAF

TRENDS

The National Association of the Deaf, the Conference of Educational Administrators Serving the Deaf, and the National Association of State Directors of Special Education are working on plans whereby each state will develop a comprehensive plan of action on services for deaf students. Based on the Commission on Education for the Deaf report, deaf students should be placed according to individual factors and not the least restrictive environment (LRE) meaning closest to home. Emphasis will also be placed on certification of specialized staff, programming, and communication. Consequently, The superintendent predicts that during the 1999-01 biennium NDSD should have about 50 students on campus and 15 in outreach programs.

Another very significant trend in education of deaf children is the incorporation of bilingual-bicultural philosophy of language, communication, and culture. This places emphasis on using American Sign Language (ASL) along with other sign systems for communication. Consequently, NDSD staff will need classes and ongoing training in ASL. All staff will need to know and use ASL at various levels depending on their job description and responsibilities. Levels of competency will need to be established. An evaluation team, video tapes, and measurement tools will be established. All staff will need to be evaluated and reevaluated at different time intervals. Sign classes will need to be ongoing for staff at various levels. The NDSD Communications Coordinator will set up the programs, teach classes, and conduct evaluations. This will take additional time and effort, but the benefits of all staff being able to sign to deaf children will increase the children's language level. Language is the basis for thinking, reading, writing, and all academic areas.

NDSD is participating in an Interpreter Training Program being sponsored by DPI - Front Range Community College in Colorado, and UND-Lake Region. This project is to train educational interpreters in the area of child language and development and is for Interpreters currently working in school systems.

NORTH DAKOTA SCHOOL FOR THE DEAF

MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS

Salary Administration Plans - A comprehensive salary administration plan for nonfaculty staff continues to be updated and utilized by the business administration staff.

The teachers were removed from classified status by the state and are participating in the Combined Schools Advisory Council (CSAC) which includes teachers and administrators from NDSD, School for the Blind and Youth Correctional Center. This past year, CSAC asked Central Personnel to conduct a teacher salary survey of schools in North Dakota and western Minnesota to provide information for a new Target Salary Schedule for teachers. NDSD, as a member of CSAC, used this new salary schedule as a guide in developing the teacher salaries for the biennium. CSAC functions as an advisory group to the Superintendent of the Department of Public Instruction and the Director of Juvenile Services.

Restructuring - The Superintendent and Director of Education positions were combined beginning March of 1998 in an effort to be more efficient in the administrative area. The FTE was then available for the Deaf/Blind Project coming to NDSD.

Strategic Plan - NDSD's strategic plan as developed and implemented by staff and administration is the foundation for budget and program decisions. NDSD will be working with a consultant to update the school's strategic plan during the first part of 1999.

Outreach/PIP Program - In August 1997 the Outreach/Parent Infant Coordinator was relocated from Fargo back to Devils Lake. Regional Outreach/PIP staff were placed in Fargo and Minot as well as Bismarck. This allows the school to provide better coverage statewide. The Outreach/PIP staff have expanded services to include assessments for Hearing Impaired students throughout the state. Assessment by qualified staff is essential to the overall appropriateness of programming for Hearing Impaired students. A plan to expand educational and informational services to parents and professionals statewide through classes, inservices and group meetings is being implemented.

Risk Management Programs - The school's written risk Management Program with the Workers Compensation Bureau, approved in the previous biennium, continues to be followed and includes training of new staff and annual retraining of incumbent staff.

NORTH DAKOTA SCHOOL FOR THE DEAF

(MAJOR ACCOMPLISHMENTS & CHANGES, continued)

The school is complying with the OMB Risk Management Program also. All insurance coverage has been reviewed through OMB, formats for agreements for use of facilities have been reviewed and revised, contracts are being reviewed and approved by an assistant attorney general, and steps are being taken to identify and minimize other risks.

Technology - A crucial, comprehensive 5-year information technology plan has been developed by the staff and administration to address immediate and future educational technology needs of the students and staff. This plan is regularly reviewed and updated as priorities change and as equipment is added.

Significant Accomplishments to date - new server installed, CD ROM tower installed, new back-up system installed, Internet training for students and staff continues, computers upgraded in the business area, computer lab, dorms and some classrooms. NDSD participates in the GOALS 2000 Project for technology training with other Devils Lake area schools.

Other Accomplishments - A comprehensive Language Curriculum for pre-school through 12th grade has been developed and integrated into classroom and dormitory programs. A computer generated IEP has been developed and updated. NDSD is in full compliance with IDEA.

NDSD is in the third year of a 3-year professional development plan for staff. A new 3-year plan will be developed. Sign language classes for staff were continued for all departments at the school. The Policies and Procedure Manual for staff and the Parent/Student Handbook have been rewritten.

NDSD's share of the settlement in an asbestos case was used for an asbestos abatement and restoration project in the school building in the spring/summer of 1997. The entire school building is now asbestos free.

Physical Plant - Fire protection was extended to the school and vocational buildings, condensate return system improved (steam lines previously underground now run through a tunnel providing easier access and less energy loss), road repairs were completed including paving for additional parking, new fencing installed around pond and along north property line of campus to improve safety and security, and an additional automatic door opener was installed to improve accessibility.

NORTH DAKOTA SCHOOL FOR THE DEAF

STATUS OF THE CURRENT APPROPRIATION

Adjustments to the 1997-99 appropriation include 1) carry forward of $136,670 in Capital Improvements for asbestos abatement, fire protection and pool repair projects 2) Emergency Commission transfer of $25,000 from Salaries & Wages to Operating Expenses for audiology services provided by an independent contractor during 1997-98. The funded audiology position could not be filled due to salary level and availability of candidates.

The 97-99 appropriation appears adequate. A deficiency is not anticipated, but a request for line item transfers may become necessary for contracted audiology services during 1998-99 and for the school wide organizational studies.

Salaries & Wages represent 77.1% of the current appropriation and the school's most important resource--its specialized staff.

Staff members have received the increases authorized by the 1997 Legislative Assembly providing an average of 3% with a minimum of $30 per month with the balance to be used for equity for each year of the biennium.

The equity dollars were distributed in accordance with legislative intent and through salary administration plans developed and approved by the staff, the administration, and the Department of Public Instruction. The staff appreciated the improvement in the inequities which had developed in recent years. The administration hopes that similar discretionary dollars will be included in future appropriations.

The school has experienced several extended vacancies during the biennium (math/computer science teacher, educational interpreters, audiologist). A national shortage of professionals with specialized training to serve deaf students exists and recruitment to North Dakota remains difficult with the salaries available.

NORTH DAKOTA SCHOOL FOR THE DEAF

(STATUS OF THE CURRENT APPROPRIATION, continued)

Operating Expenses represent 17.9% of the current appropriation. Major costs are for the weekend Transportation Program (motor pool mileage, air charter, misc. travel), Utilities, Educational Supplies, Food, Bldg. & Grounds Mtce. Supplies, Misc. Supplies and Repairs.

A line item transfer from Salaries & Wages to Operating Expense may need to be requested later in the biennium for Administration and the Outreach/Parent-Infant program.

Equipment funding represents 1.9% of the current appropriation. Equipment in the school's technology plan is a major portion of the current equipment appropriation.

Capital Improvements funding including the carry forward from the 95-97 appropriation represents 3.1% of the current appropriation. Current projects are scheduled for completion by the end of the biennium.

NORTH DAKOTA SCHOOL FOR THE DEAF

1999-01 BUDGET REQUEST

The School for the Deaf, its staff, students and parents are grateful to the Governor, legislators and taxpayers of North Dakota for their unfailing support received during its more than 109 years of providing quality educational services to deaf students.

For 1999-01 the school presented a 95% general fund budget request in accordance with executive guidelines. In addition the school presented a substantial continuation request (enhancements) needed to maintain and improve its educational services.

The budget request was for $4,972,792--a 5.1% decrease from the current appropriation. Late in the budget process NDSD agreed to house the Deaf-Blind project. Project costs which will be Federally funded were included in the Executive Recommendation. The following comments relate to the base request.

Salaries & Wages - The 4.2% decrease reflects turnover savings and the elimination of funding for all temporary salaries and overtime except for lifeguards and weekend drivers.

Operating Expenses - The 3.2% increase reflects anticipated increases in travel (mostly for weekend transportation and Outreach/PIP services), utilities, and food services.

Equipment - 68.2% decrease-equipment needs are requested in the base budget for Auxiliary Services, Resident Living, and the Outreach/PIP programs. All other equipment needs including technology equipment are requested in the continuation request (enhancements).

Capital Improvements - All Extraordinary Repairs are requested in the continuation request (enhancements). The capital improvement request is a 38.1% decrease from the 97-99 appropriation. The 99-01 request for $100,000 is for an independent living cottage for students.

NORTH DAKOTA SCHOOL FOR THE DEAF

(1999-01 BUDGET REQUEST, continued)

The unit would replace the upstairs quarters in the old apartment building as independent living quarters. It would provide an opportunity for high school students to live "independently", cook meals, do laundry, grocery shop for necessities, wake up and attend school on time with minimal supervision by adult staff.

The school's construction needs have been reprioritized as shown below.

PROJECT	1999-2001	2001-2003	2003-2005
Independent Living Cottage	$100,000		
Student "Family" Cottage		$120,000	
Replace Classroom Bldg.			$4,000,000

1999-01 CONTINUATION REQUEST (ENHANCEMENTS) - TOTAL $446,512

Salaries & Wages - $200,356 requested for the following, including fringe benefits:

1) Restore Temporary S&W and Overtime to approximately the current level - $193,681
   Executive Recommendation included $185,465 to restore Temporary & Overtime

2) .08 FTE to expand the Director of Student Life position from 11 months to 12 months annually - $6,675

Operating Expenses - $62,329 requested to restore funding cut from base request and/or to provide additional funding needed for the following:

1) Travel and Professional development for Education Program - $7,123
   Executive Recommendation included $7,123 for Travel & Prof. Development

NORTH DAKOTA SCHOOL FOR THE DEAF

(1999-01 CONTINUATION REQUEST (ENHANCEMENTS), continued)

2) Carpeting Student residence lobby & halls - $6,000

3) Professional Supplies & Materials for educational program - $5,041

4) Technology Program - $17,800

   a. Equipment under $750 - $1,900
   b. Software - $7,700 for educational software and staff applications
   c. Staff training $3,200
   d. $5,000 for library automation

5) Prof. Not Classified - $2,500 for professionals to assist staff with curriculum updates

6) Equipment under $750 for Resident Living, Education, and Outreach/PIP - $7,160

7) Repairs - $500 for repairs to equipment

8) Architectural services to develop 10-year master facilities plan - $12,000

9) Periodicals/subscriptions/books for the library - $3,100

10) Operating Fees & Services - $1,105

Equipment - $114,000 requested to provide funding for equipment needed for the following:

1) Workstation - $1,400 for staff ergonomic requirements
   Executive Recommendation included $1,400 for the workstation

2) Technology Program - $112,600 for computers, printers, captioner, Satellite dish-Digital system, ITV Studio

NORTH DAKOTA SCHOOL FOR THE DEAF

(1999-01 CONTINUATION REQUEST (ENHANCEMENTS), continued)

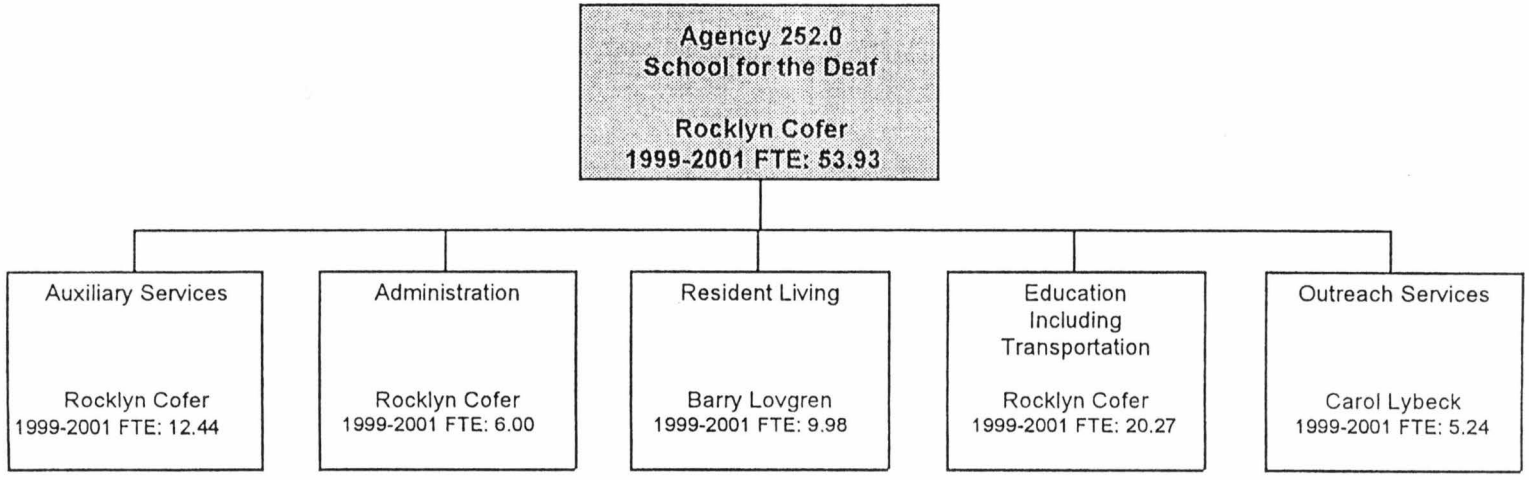
Capital Improvements - $69,827 requested to fund the following Extraordinary Repairs:

1) Re-roof Smith Adm Building - $18,327
   Executive Recommendation included $18,327 to re-roof building

2) Road Maintenance $18,000 - regular maintenance and repairs to over a half mile of the campus roads (repair breaks, fill cracks, chip seal, and 1" overlay on oldest sections)
   Executive Recommendation included $18,000 for road maintenance

3) Asbestos Removal-Powerplant $22,500 - provides for removal of asbestos to make the powerplant asbestos free. Repair costs would be lower with no asbestos.

4) Door Access Control $11,000 - Provide access controls for 7 main entrances for added security for students and property



Statutory Authority – North Dakota Constitution, Article 19, Section 12; North Dakota Century Code Chapter 25-07.

Mission Statement – Through residential and day programming, the North Dakota School for the Deaf will provide optimum educational, social/emotional, and cultural experiences for deaf and hard of hearing children ages 0-21, and will serve as a resource center for outreach services for all North Dakota citizens.

Executive Budget Recommendation -

- Restores $185,465 for temporary and overtime salaries.
- Provides $25,000 for capital improvements to re-roof the administration building and road maintenance.
- Provides $100,000 to replace the independent living cottage.
- Adds funding for a federal training program which is a pass through program from the Department of Public Instruction.
- Provides funding to align teachers' salaries with Central Personnel's schedule.
- Denies funding to restore equipment and technology plan items cut to meet the 95% budget request.
- The general fund recommendation, excluding the compensation package, is $101,742 over the 1997-99 budget.

NORTH DAKOTA SCHOOL FOR THE DEAF

1999-01 EXECUTIVE RECOMMENDATION

The school is pleased that the executive recommendation allows 109.8% of the present general fund appropriation.

It appreciates the general salary increases, the restoration of $185,465 in temporary salaries and overtime but would ask for some flexibility with this amount due to agency wide studies being considered that recommend changes that could eliminate the need for some of the funding in this area.

The school also appreciates the funding of the following: $7,123 in travel & professional development, $1,400 for an ergonomic workstation, re-roofing of the smith Bldg $18,327, and $18,000 for road maintenance.

We have needs in the area of technology equipment and several other areas and hope we can restore some of these items through the trade-off process with the temporary salaries and overtime.

NORTH DAKOTA SCHOOL FOR THE DEAF

CURRENT APPROPRIATION & 1999–01 BUDGET REQUEST ANALYSIS

	1	2	3	4	5	6	7	8	9	10	11	12
	1997–98 EXPENDED	1998–99 ESTIMATED	1997–99 APPROP	1999–01 BASE REQUEST	% OF CHANGE	1999–01 CONTINUATION REQUEST (Enhancements)	1999–01 TOTAL REQUEST	1999–01 EXEC RECOMMEND	CHANGE IN EX REC FROM BUDGET REQUEST	% OF CHANGE FROM BUD REQUEST	CHANGE IN EXEC REC FROM 97–99 APPRN	% OF CHANGE FROM 97 APPRN
LINE ITEM												
S&W	$1,953,928	$2,085,457	$4,039,385	$3,950,764	−2.2%	$200,356	$3,816,879	$4,347,330	$530,451	13.9%	$307,945	7.6%
OPR. EXP.	443,888	495,070	938,958	1,008,335	7.4%	62,329	989,934	1,015,458	25,524	2.6%	76,500	8.1%
EQUIP.	52,954	47,046	100,000	37,824	−62.2%	114,000	115,800	39,224	(76,576)	−66.1%	(60,776)	−60.8%
CAP. IMPRV.	145,418	16,253	161,671	100,000	−38.1%	69,827	264,300	136,327	(127,973)	−48.4%	(25,344)	−15.7%
RISK MGT.	0	0	0	0		0	16,864	0	(16,864)	−100.0%	0	0.0%
TOTAL	$2,596,188	$2,643,826	$5,240,014	$5,096,923	−2.7%	$446,512	$5,203,777	$5,538,339	$334,562	6.4%	$298,325	5.7%
FUNDING												
GEN. FUNDS	$2,314,253	$2,257,212	$4,571,465	$4,442,892	−2.8%	$446,512	$4,621,762	$4,880,162	$258,400	5.6%	$308,697	6.8%
FED. FUNDS	43,890	71,063	$114,953	239,631	108.5%	0	105,090	243,777	138,687	132.0%	128,824	112.1%
SPEC. FUNDS	238,045	315,551	$553,596	414,400	−25.1%	0	476,925	414,400	(62,525)	−13.1%	(139,196)	−25.1%
TOTAL	$2,596,188	$2,643,826	$5,240,014	$5,096,923	−2.7%	$446,512	$5,203,777	$5,538,339	$334,562	6.4%	$298,325	5.7%
MAJOR PROGRAM												
AUXILIARY SVC	$706,396	$552,868	$1,259,264	$1,235,182	−1.9%	$107,502	$1,342,684	$1,331,967	($10,717)	−0.8%	$72,703	5.8%
ADMINISTRATIO	400,818	390,853	791,671	593,568	−25.0%	66,116	659,684	675,575	15,891	2.4%	(116,096)	−14.7%
RESIDENT LIVIN	335,776	354,620	690,396	647,898	−6.2%	48,555	696,453	722,681	26,228	3.8%	32,285	4.7%
EDUCATION	975,970	1,101,115	2,077,085	2,050,606	−1.3%	206,714	2,257,320	2,198,842	(58,478)	−2.6%	121,757	5.9%
OUTREACH SVC	177,228	244,370	421,598	569,669	35.1%	17,625	587,294	609,274	21,980	3.7%	187,676	44.5%
TOTAL	$2,596,188	$2,643,826	$5,240,014	$5,096,923	−2.7%	$446,512	$5,543,435	$5,538,339	($5,096)	−0.1%	$298,325	5.7%

HOUSE APPROPRIATIONS COMMITTEE

EDUCATION AND ENVIRONMENT DIVISION

Janet Wentz, Chairman

1999-01 BUDGET HEARING

NORTH DAKOTA SCHOOL FOR THE DEAF

SB 2013 Agency 252

MARCH 1, 1999

Rocklyn G. Cofer, Supt.

WITH EXCEPTION OF ATTACHED PAGES TESTIMONY READ THE SAME AS GIVEN IN THE HOUSE

NORTH DAKOTA SCHOOL FOR THE DEAF

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(1999-01 BUDGET REQUEST, continued)

The unit would replace the upstairs quarters in the old apartment building as independent living quarters. It would provide an opportunity for high school students to live "independently", cook meals, do laundry, grocery shop for necessities, wake up and attend school on time with minimal supervision by adult staff.

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Salaries & Wages - $200,356 requested for the following, including fringe benefits:

1) Restore Temporary S&W and Overtime to approximately the current level - $193,681
   $149,865 allowed in SB 2013 as passed by Senate

2) .08 FTE to expand the Director of Student Life position from 11 months to 12 months annually - $6,675
   Not approved in SB 2013

Operating Expenses - $62,329 requested to restore funding cut from base request and/or to provide additional funding needed for the following:

1) Travel and Professional development for Education Program - $7,123
   $7,123 allowed in SB 2013

NORTH DAKOTA SCHOOL FOR THE DEAF

(1999-01 CONTINUATION REQUEST (ENHANCEMENTS), continued)

2) Carpeting Student residence lobby & halls - $6,000

3) Professional Supplies & Materials for educational program - $5,041

4) Technology Program - $17,800

   a. Equipment under $750 - $1,900
   b. Software - $7,700 for educational software and staff applications
   c. Staff training $3,200
   d. $5,000 for library automation

5) Prof. Not Classified - $2,500 for professionals to assist staff with curriculum updates

6) Equipment under $750 for Resident Living, Education, and Outreach/PIP - $7,160

7) Repairs - $500 for repairs to equipment

8) Architectural services to develop 10-year master facilities plan - $12,000

9) Periodicals/subscriptions/books for the library - $3,100

10) Operating Fees & Services - $1,105

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1) Workstation - $1,400 for staff ergonomic requirements
   Funded in SB 2013 as passed by the Senate

2) Technology Program - $112,600 for computers, printers, captioner, Satellite dish-Digital system, ITV Studio
   $35,600 for computers, printer, captioner funded in SB 2013 thru transfer from temporary & overtime as passed by the Senate

(1999-01 CONTINUATION REQUEST (ENHANCEMENTS), continued)

Capital Improvements - $69,827 requested to fund the following Extraordinary Repairs:

1) Re-roof Smith Adm Building - $18,327
   Funded in SB 2013 as passed by the Senate

2) Road Maintenance $18,000 - regular maintenance and repairs to over a half mile of the campus roads (repair breaks, fill cracks, chip seal, and 1" overlay on oldest sections)
   Funded in SB 2013 as passed by the Senate

3) Asbestos Removal-Powerplant $22,500 - provides for removal of asbestos to make the powerplant asbestos free. Repair costs would be lower with no asbestos.
   Not funded in SB 2013

4) Door Access Control $11,000 - Provide access controls for 7 main entrances for added security for students and property
   Not funded in SB 2013

NORTH DAKOTA SCHOOL FOR THE DEAF

1999-01 SB 2013 AS PASSED BY THE SENATE

The school appreciates the general salary and fringe benefit increases, and the restoration of $149,865 for temporary salaries and overtime. Also for restoration thru transfer of $35,600 from temporary salaries and overtime to technology equipment (computers, a printer and captioner).

The school is pleased that the Senate has funded the following Capital Improvements:

-$18,327 for re-roofing the Smith building
-$18,000 for road maintenance

The school is also appreciative for the funding of $100,000 in recognition of the need for a new independent living cottage.

NORTH DAKOTA SCHOOL FOR THE DEAF

CURRENT APPROPRIATION & 1999–01 BUDGET REQUEST ANALYSIS

	1	2	3	4	5	6	7	8	9	10	11	12
	1997–98 EXPENDED	1998–99 ESTIMATED	1997–99 APPROP	1999–01 BASE REQUEST	% OF CHANGE	1999–01 CONTINUATION REQUEST (Enhancements)	1999–01 TOTAL REQUEST	SB2013 AS PASSED BY THE SENATE	CHANGE IN SB2013 FROM BUDGET REQUEST	% OF CHANGE FROM BUD REQUEST	CHANGE IN SB2013 FROM 97–99 APPRN	% OF CHANGE FROM 97 APPRN
LINE ITEM												
S&W.	$1,953,928	$2,085,457	$4,039,385	$3,950,764	−2.2%	$200,356	$4,151,120	$4,275,930	$124,810	3.0%	$236,545	5.9%
OPR. EXP.	443,888	495,070	938,958	1,008,335	7.4%	62,329	$1,070,664	1,015,458	(55,206)	−5.2%	76,500	8.1%
EQUIP.	52,954	47,046	100,000	37,824	−62.2%	114,000	$151,824	74,824	(77,000)	−50.7%	(25,176)	−25.2%
CAP. IMPRV.	145,418	16,253	161,671	100,000	−38.1%	69,827	$169,827	136,327	(33,500)	−19.7%	(25,344)	−15.7%
TOTAL	$2,596,188	$2,643,826	$5,240,014	$5,096,923	−2.7%	$446,512	$5,543,435	$5,502,539	($40,896)	−0.7%	$262,525	5.0%
FUNDING												
GEN. FUNDS	$2,314,253	$2,257,212	$4,571,465	$4,442,892	−2.8%	$446,512	$4,889,404	$4,845,170	($44,234)	−0.9%	$273,705	6.0%
FED. FUNDS	43,890	71,063	$114,953	239,631	108.5%	0	$239,631	242,969	3,338	1.4%	128,016	111.4%
SPEC. FUNDS	238,045	315,551	$553,596	414,400	−25.1%	0	$414,400	414,400	0	0.0%	(139,196)	−25.1%
TOTAL	$2,596,188	$2,643,826	$5,240,014	$5,096,923	−2.7%	$446,512	$5,543,435 $0	$5,502,539	($40,896)	−0.7%	$262,525	5.0%
MAJOR PROGRAM												
AUXILIARY SVC	$706,396	$552,868	$1,259,264	$1,235,182	−1.9%	$107,502	$1,342,684	$1,321,830	($20,854)	−1.6%	$62,566	5.0%
ADMINISTRATIO	400,818	390,853	791,671	593,568	−25.0%	66,116	659,684	660,497	813	0.1%	(131,174)	−16.6%
RESIDENT LIVIN	335,776	354,620	690,396	647,898	−6.2%	48,555	696,453	709,805	13,352	1.9%	19,409	2.8%
EDUCATION	975,970	1,101,115	2,077,085	2,050,606	−1.3%	206,714	2,257,320	2,209,388	(47,932)	−2.1%	132,303	6.4%
OUTREACH SVC	177,228	244,370	421,598	569,669	35.1%	17,625	587,294	601,019	13,725	2.3%	179,421	42.6%
TOTAL	$2,596,188	$2,643,826	$5,240,014	$5,096,923	−2.7%	$446,512	$5,543,435	$5,502,539	($40,896)	−0.7%	$262,525	5.0%

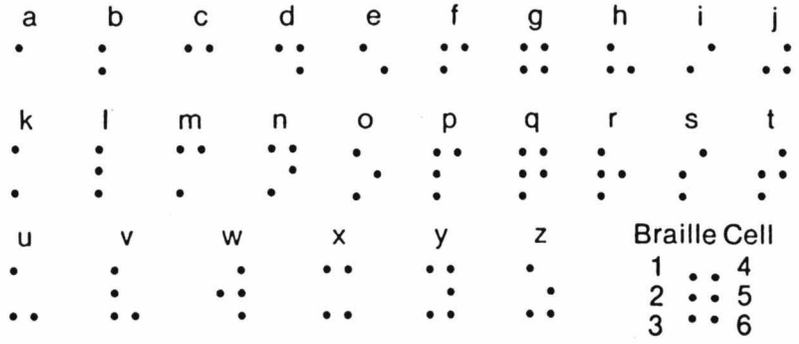
Carmen Grove Suminski
SB 2013

North Dakota Vision Services/School for the Blind

Testimony to the SENATE Appropriations Committee

January 8, 1999

BRAILLE ALPHABET



North Dakota Department of Public Instruction

North Dakota Vision Services School For The Blind

TESTIMONY ON SENATE BILL 2013
SENATE APPROPRIATIONS COMMITTEE
January 8, 1999
by Carmen Grove Suminski, Superintendent
North Dakota Vision Services/School for the Blind
(701) 795-2708

Mr. Chairman and Members of the Committee:

My name is Carmen Grove Suminski, and I am the Superintendent of the North Dakota School for the Blind. I am here to provide information regarding the School for the Blind.

Introduction

North Dakota Vision Services/School for the Blind (NDSB) has significantly expanded its outreach services and functions as a statewide, comprehensive resource center. The NDSB works cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

The School for the Blind is not a building located in Grand Forks but rather a service and resource. Our campus is statewide.

We have undergone major transition – in 1993, the Legislature voted to eliminate the residential component. We are the only school for the blind nationally that has undergone this change. We are truly the outreach center; yet have maintained housing for short-term placement for school age and adults. This has enabled the state of North Dakota to offer a full continuum of services ensuring that vision specific skills are provided. These skills include Braille, Braille music, technology, orientation and mobility, daily living skills, vocational/careers, and recreation/leisure.

Services Provided

The map and graphs illustrate the eight regions, persons served, and contact personnel for each region. The coordinator functions as a lead person in communication with local personnel, students, and families in that specific geographical area. The coordinator also facilitates the services and has other job responsibilities. All staff travel statewide based on their specialization. In the upcoming biennium the NDSB will have full-time staff working out of offices based in Bismarck, Devils Lake, Fargo and Minot. The NDSB also has part-time staff that are based in Dickinson and Williston.

The specific services are described in the Outreach Manual.

1997-99 Accomplishments

1. In December, 1998, the former pool building, now known as the East Wing, was renovated to include two suites and two apartments plus an instructional center, conference room, two offices, and a commons area.

   In addition, in 1995, portions of the facility used by the day school and the dormitory were renovated. The area was transformed into the following: modern outreach service centers for vision resources, adaptive technology, vocational training and

evaluation, music, and daily living skills, plus office areas for outreach and administrative staff.

The renovation projects implemented a design that meets ADA standards and adds features specific to persons who are blind or have low vision. These features include high contrast large print and Braille signage, guide rails, tactual markings, insertions of hard tiles as orientation cures, bright low glare lighting, and color contrast.

2. Addition of a regional office in Bismarck.

3. Expansion of inservice training on a regional basis. In 1998, there were two inservices conducted -- one in Devils Lake and a second in Bismarck. Projections are to base this specific training in Williston and Jamestown in 1999 and in Dickinson, Minot and Fargo in 2000.

4. Expansion of the Store. The Store enables the NDSB to purchase vision specific adaptive aids, devices and appliances, which cannot be found locally, and resell them to blind and visually impaired North Dakota citizens.

5. Presentations at International Conferences in Orlando, Atlanta and St. Louis.

6. Participation on the accreditation team at the Florida School for the Blind.

7. Expansion of a family support via a Family Weekend held in Bismarck.

8. Implementation and utilization of a data collection system.

9. Collaborative long-distance education summer training program with the University of Northern Colorado for vision personnel to obtain their certification in Orientation and Mobility. Eleven persons will complete the program by the year 2000.

10. Facilitated the University of North Dakota vision teacher-training program with 11 teachers completing the program in 1998 and 10 teachers in 1999.

Program Deletion

The News Voice program, which was established in February 1997, enabled daily access to the Grand Forks Herald via the telephone. The program was predominantly funded by grant dollars. Based on the mandate of Governor Schafer, this program has been eliminated from the funding request for the 1999-2001 budget, and will discontinue as of June 30, 1999. The consumer response was not what we had anticipated, and the toll free line charges were not cost effective. The program itself is more conducive to an urban area where all telephone coverage would be local.

General Projections

1. Increase the number of students and adults attending short-term programs at the center.

2. Increase in the need for inservice training for families, teachers, paraprofessionals, vocational rehabilitation counselors, direct care providers, and related personnel.

3. Increased required vision services statewide. Examples of such vision services are as follows: evaluations, consultations, adaptive materials, and technological equipment.

4. The NDSB is planning to create a Braille Access Center in the upcoming biennium. Currently, NDSB produces information in alternative formats, however, it is on a very limited basis.

   Since approximately 90% of a sighted person's learning occurs through visual sense, a blind or visually impaired person must obtain this information in another format. The other format choices are as follows: Braille, audiotape, computer speech, or large print. With these choices, however, only Braille will duplicate print and allow the person to acquire literacy skills that a sighted person acquires through print. This is especially crucial for the child who is blind and is learning to read, write, spell, paragraph, punctuate, research and study.

   Braille skills are essential, but unfortunately, it is difficult and expensive to obtain Braille textbooks and instructional materials. A Braille textbook can cost anywhere from $300 to $1,600. Also, other than the American Printing House for the Blind (APH) and a few other national vendors, the only other source the NDSB has is to obtain a book from another Instructional Resource Center (IRC).

   An example of the difficulty in obtaining books occurred at the beginning of the 1998-99 school year. A student who reads Braille needed eight textbooks for the school year. NDSB was able to obtain three of the books from the APH and most of the others by borrowing them from other IRCs. However, due to the age of the textbooks, there were a couple that could not be located. In the future, if a textbook cannot be located, the NDSB will have the capability, with the Braille Access Center, to Braille the portions of the book that the student would need.

   Federal law requires that Braille instruction and appropriate materials be provided. Therefore, it is imperative that this service be available to the consumers of our state. Our customer base will not only include students, but will also provide Braille transcription service for government documents, college information, newsletters, elections ballots, brochures, higher education, and private consumers. The equipment required to provide this service is available, and a fee for service structure will be developed.

1999-2001 Budget Request

The North Dakota School for the Blind (NDSB) has submitted a 95% general fund budget request, which is in compliance with Governor Schafer's budget guidelines. The NDSB has not submitted any optional adjustment packages.

The 1999-2001 Executive Recommendation for the NDSB is $3,216,150, which is a 2.7% decrease from the 1997-99 appropriation. The following chart outlines the changes.

Line Item	1997-99 Appropriation	1999-2001 Budget Request	1999-2001 Executive Recommendation
Salaries and Wages	$2,099,986	$2,294,523	$2,415,801
Operating Expenses	$ 652,154	$ 678,059	$ 678,059
Equipment	$ 81,900	$ 70,500	$ 70,500
Capital Improvements	$ 471,945	$ 51,790	$ 51,790
Total	$3,305,985	$3,094,872	$3,216,150

Salaries and Wages

The North Dakota School for the Blind (NDSB) budget request for salaries reflects an increase of 9.3% (the executive recommendation includes dollars to cover the proposed salary increases for 1999 and 2000, which is why there is a 15% increase). The NDSB is requesting to stay at the same level of FTEs – 28.

There are two main factors for the increase. The first factor relates to teacher salaries. The teachers at the NDSB are considered non-classified employees, and therefore, do not follow the salary schedule that was developed by Central Personnel for the classified employees. The issue of the salary schedule was addressed in the prior biennium when the Combined Schools Advisory Council (CSAC), requested Central Personnel to develop a salary schedule for the non-classified teachers. (The CSAC is made up of the NDSB, the North Dakota School for the Deaf, and the Youth Correctional Center – all three agencies have non-classified teachers) To develop this salary schedule, Central Personnel surveyed a variety of public schools in North Dakota and compiled an average salary schedule based on years of teaching service and educational level. Central Personnel then adjusted the numbers down to reflect the amount that classified salaries lag behind the market. Central Personnel updates this salary schedule every two years (once a biennium). The latest Central Personnel teacher salary schedule went into effect for the 1998-99 school year. Of the salaries and wages dollars included in the 1999-2001 budget request, approximately $48,865 is for non-classified teacher increases.

The second factor relates to programming at the NDSB. Currently, the NDSB runs a 9-month school year, with two 1-week programming sessions in the summer (1 week of Summer Adventure and 1 week of Independent Living). In addition to the formal summer programming the NDSB also offers, on a referral basis only, some limited training with pre-school, school-age and adult clients. Starting in the summer of 2000, the NDSB is planning to extend its summer programming. The programming is planned to include the following:

1. Three weeks of Summer Adventure -- it is a summer camp geared to children grades 1 – 12.
2. Three weeks of the Independent Living Program – the program is geared to high school age students – it involves learning daily living skills and job experience.
3. Provide adult services during the months of July and August – training ranging from orientation & mobility to daily living skills.
4. Provide infant and family services during the months of June, July and August
5. One week of specialized training for educators and support staff.
6. A two-day technology training course for vision teachers.

The additional summer programming would allow the NDSB to be available year round for all types of services. Due to the climate of North Dakota and the school-age students' schedules, it is often times more convenient for the client or student to be available for training during the summer months rather than to arrange training during the winter or school year. It is projected that to extend the programming to include the additional summer schedule it will amount to approximately $95,715.

Operating Expenses

The North Dakota School for the Blind (NDSB) is requesting and additional $25,905, which is a 4.0% increase. The main factors that contribute to this change are as follows: Travel (+$34,104), Utilities (-$19,999), Telecommunications – ISD (+$6,878) and Food & Clothing ($+5,045).

The NDSB is requesting $34,104 in additional dollars in the travel line item. The main reason for this increase is due to the extended summer programming that was discussed above in Salaries and Wages. With additional people working during the summer months there will be higher travel costs.

The NDSB is projecting that utility costs will be $19,999 less than in the current biennium. One of the reasons for the decrease is the better heat efficiency in the building due to the re-roofing of the gymnasium and the East Wing that has taken place during the 1997-99 biennium.

The NDSB is requesting an additional $6,878 in the telecommunication – ISD line item. This increase is due to additional telephones in the NDSB facility and increased usage.

The NDSB is requesting an additional $5,045 in the Food & Clothing line item. This also relates to what was discussed above in Salaries and Wages. With additional summer programming, where students will be staying at the School for extended periods of time, there will be additional costs for food expenses.

Equipment

The North Dakota School for the Blind (NDSB) is requesting $70,500 for equipment, which is a decrease of $11,400 (14%). Of this amount, $40,000 is for computers, which correlates to the information that the NDSB included in the NDSB Technology Plan (the NDSB is on a three-year cycle for computer replacement) that was submitted to ISD. The rest of the dollars are for vision related equipment (i.e. CCTV's, scanners, etc.).

Capital Improvements

The North Dakota School for the Blind (NDSB) is requesting $51,790 in for capital improvement dollars for the 1999-2001 biennium. The project descriptions are as follows:

1. Replace the roof that connects the two main buildings -- $16,270.
2. Re-pave the NDSB parking lots -- $15,050.
3. Replace a portion of the NDSB sidewalk that surrounds the newly renovated portion of the NDSB building to meet ADA requirements -- $8,200.
4. Install an air conditioning unit in a room that is being utilized as an office for a staff member (the room was originally slated for a storage space) -- $3,845.
5. Construct a storage room in the gymnasium for tables, chairs, etc. -- $3,000.
6. Replace a reducer valve in the steam building -- $3,000.
7. Replace lighting fixtures and re-carpet two rooms on the upper level of the facility -- $2,425.

Special Revenue

The North Dakota School for the Blind anticipates generating $613,630 during the 1999-2001 biennium. The main sources for revenue are as follows:

1. Rental Income
   The rental income is projected to be $316,000, which is $8,294 more than the 1997-99 biennium. The NDSB is planning to rent to the same entities as in the current biennium – the Grand Forks Public Schools, HECN, Child Care Resource & Referral and the University of North Dakota.

2. Land Department Income
   The income from the Land Department is projected to be $250,400. This revenue amount is the same level as the 1997-99 biennium. Per discussions with Land Department personnel, this figure could increase, but they do not know what the return on their revenues will be in the upcoming biennium.

3. Adult/Client Services
   It is anticipated that adult/client fees will generate $37,600, which would be an increase of $9,741. It is difficult to predict this number as the majority of these fees are based on referrals from the Office of Vocational Rehabilitation.

4. Donations
   It is projected that the NDSB will received $2,585 in donations. This amount is $33,069 less than the current biennium. During the 1997-99 biennium the NDSB received a $20,000 donation from Bremer, and a $7,500 donation from a private benefactor. It is not anticipated that the NDSB will receive any significant donations during the 1999-2001 biennium.

5. Sales of Products/Fees for Services
   It is anticipated that the NDSB will generate $7,045 in miscellaneous fees/sales. The majority of the fees will come from the aforementioned Braille Access Center (i.e. providing information in Braille, large print, audio, etc.).

Federal Fund Revenue

The federal fund income for the 1999-2001 biennium is projected to be $57,079. The sources of NDSB federal funding are as follows: (1) Human Services – IPAT ($42,079) and (2) Human Services – Part H Grant (birth – 3 expenditures only) ($15,000).

Conclusion

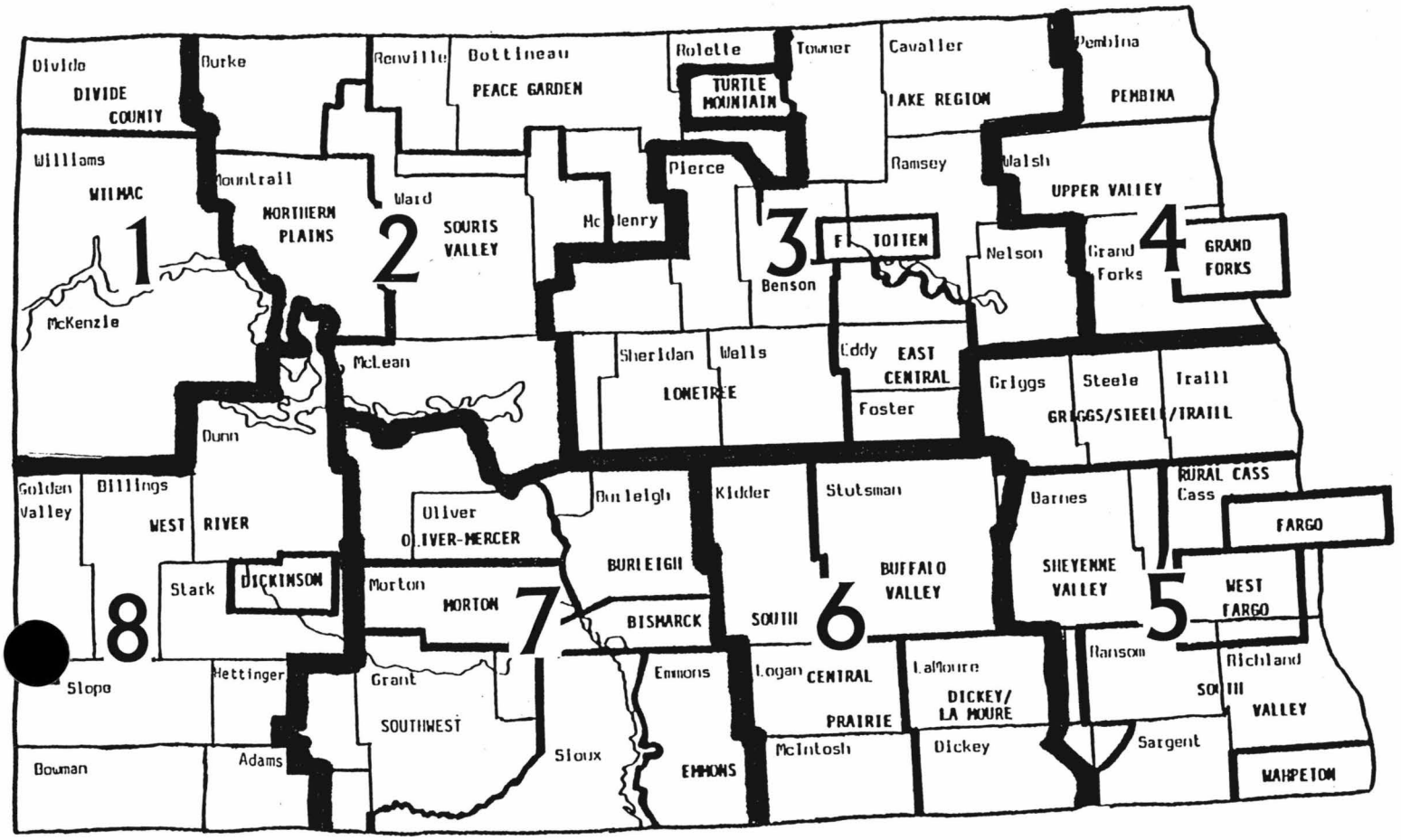
1998 marked 90 years since the establishment of the North Dakota School for the Blind, which was located in Bathgate. We commemorated this with an All School Reunion in August and an Open House in December. There have been numerous transitions and changes, however, the mission to serve person with visual impairments has remained constant. The heritage of these ninety years is crucial as services continue to evolve statewide.

I am committed to continue to address the needs of the consumers and work collaboratively with related entities to make our services the best that they can be. You as a legislative body are important to making this possible to enable North Dakota Vision Services/School for the Blind meet the ever increasing needs of person of all ages.

Carmen Grove Suminski, Superintendent
North Dakota Vision Services/School for the Blind

January 8, 1999
Date

NORTH DAKOTA VISION SERVICES
SCHOOL FOR THE BLIND



Outreach Coordinator
Colleen Sanford 795-2721

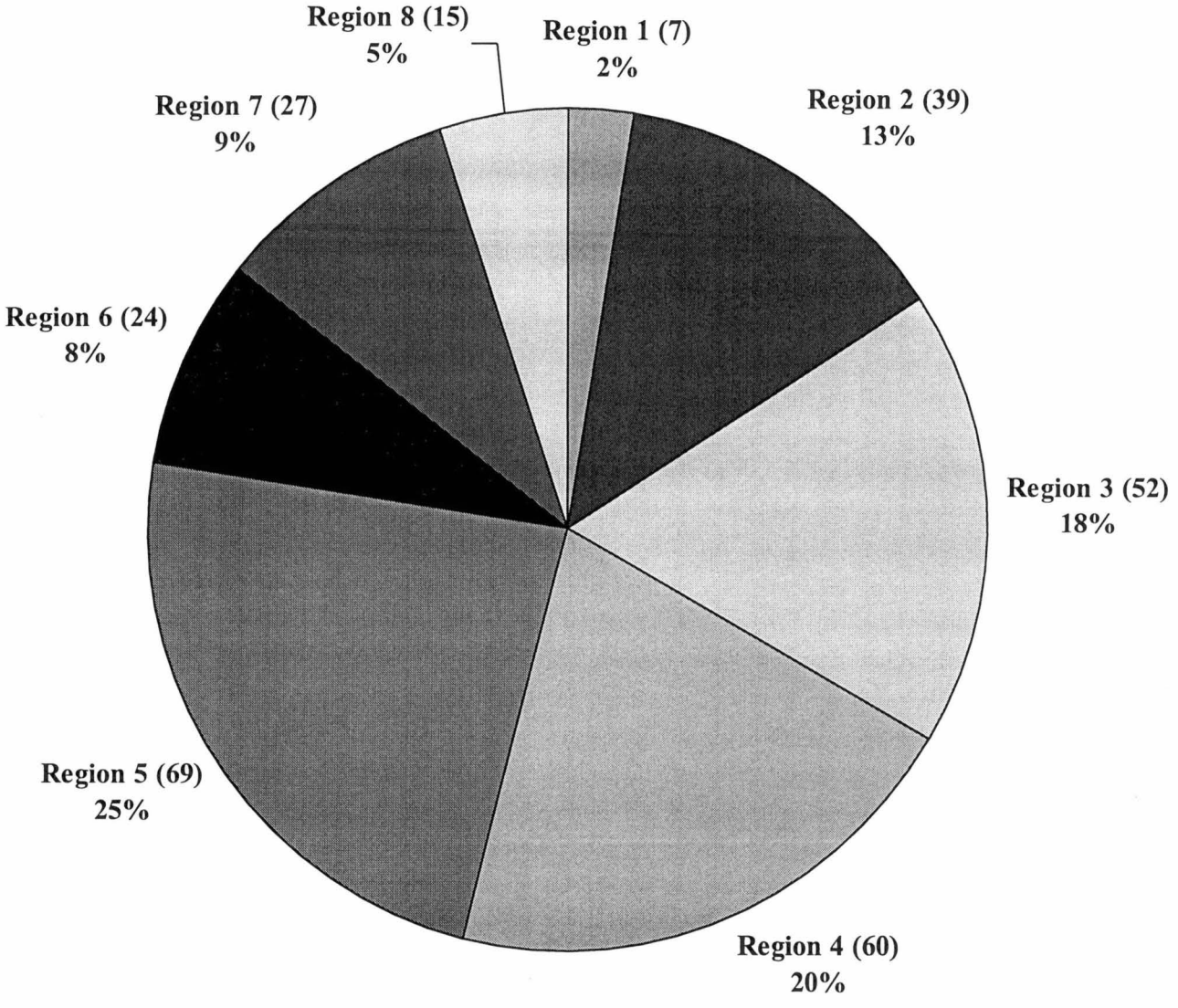
Regional Coordinators

Region 1	Paul Olson	795-2717
Region 2 & 3	Dianne Giessinger	549-2606
Region 4	Diane Mihulka	795-2722
Region 5	Marie Topp	298-4428
Region 6	Pat Hill	795-2718
Region 7 & 8	Katrina Wendel	328-3497

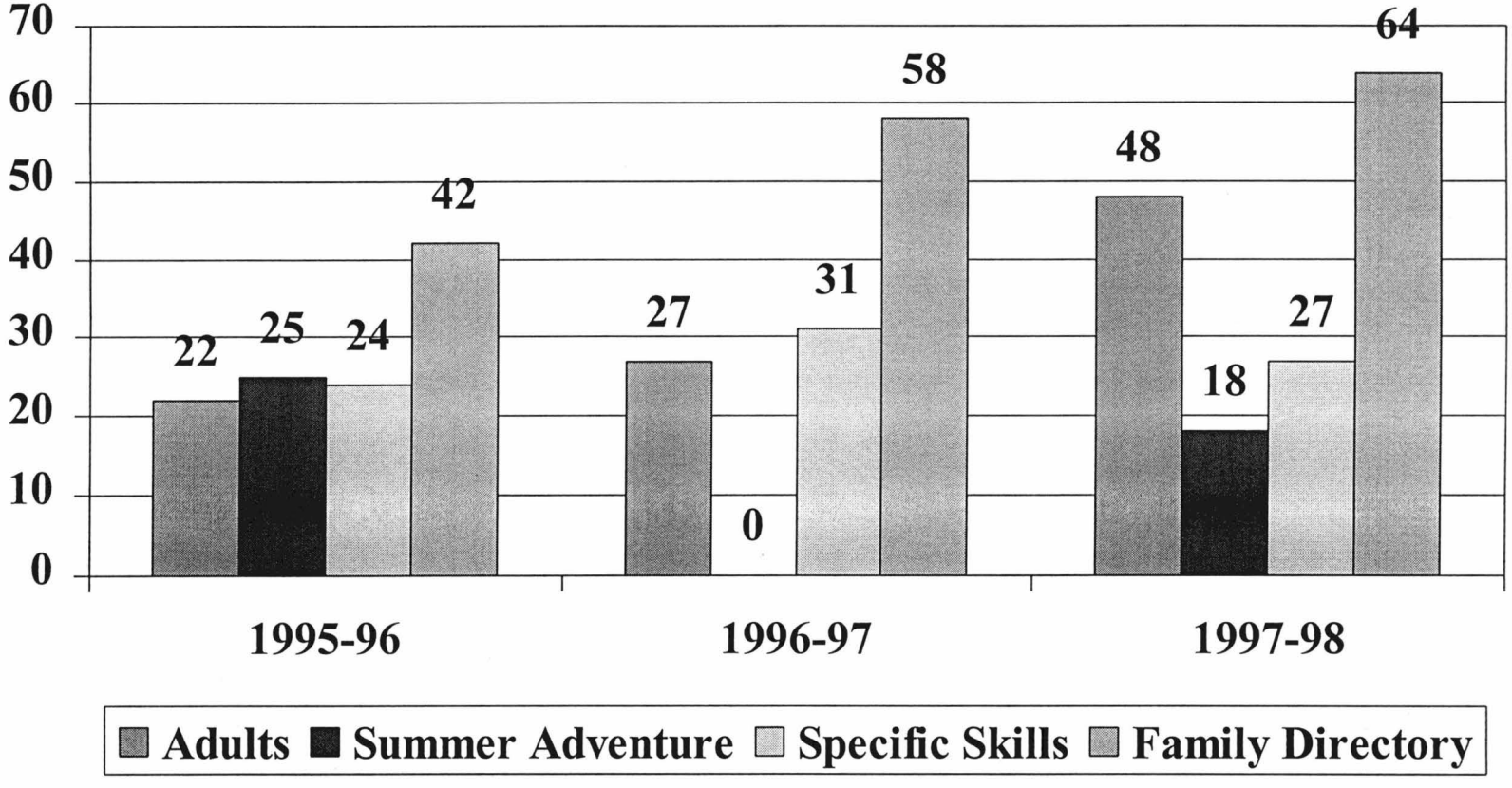
Parent Infant Service Providers

Region 1, 2, 7	Phyllis LeDosquet	572-6757
Region 3, 4, 6	Kari Chiasson	795-2714
Region 5	Marie Topp	298-4417
Region 8	Darlene Henning	225-3172

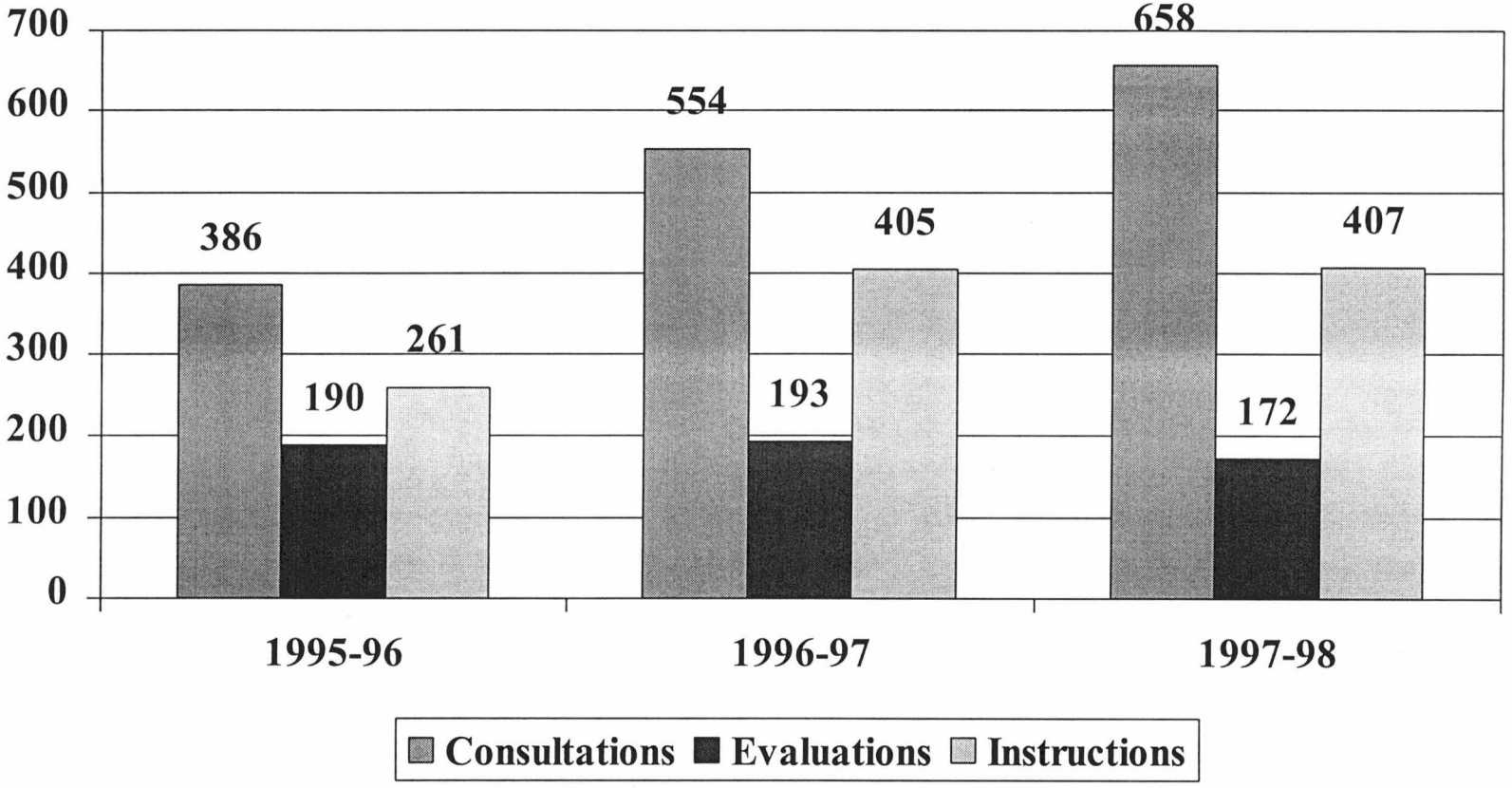
NORTH DAKOTA SCHOOL FOR THE BLIND
1997-98 CLIENTS SERVED BY REGION



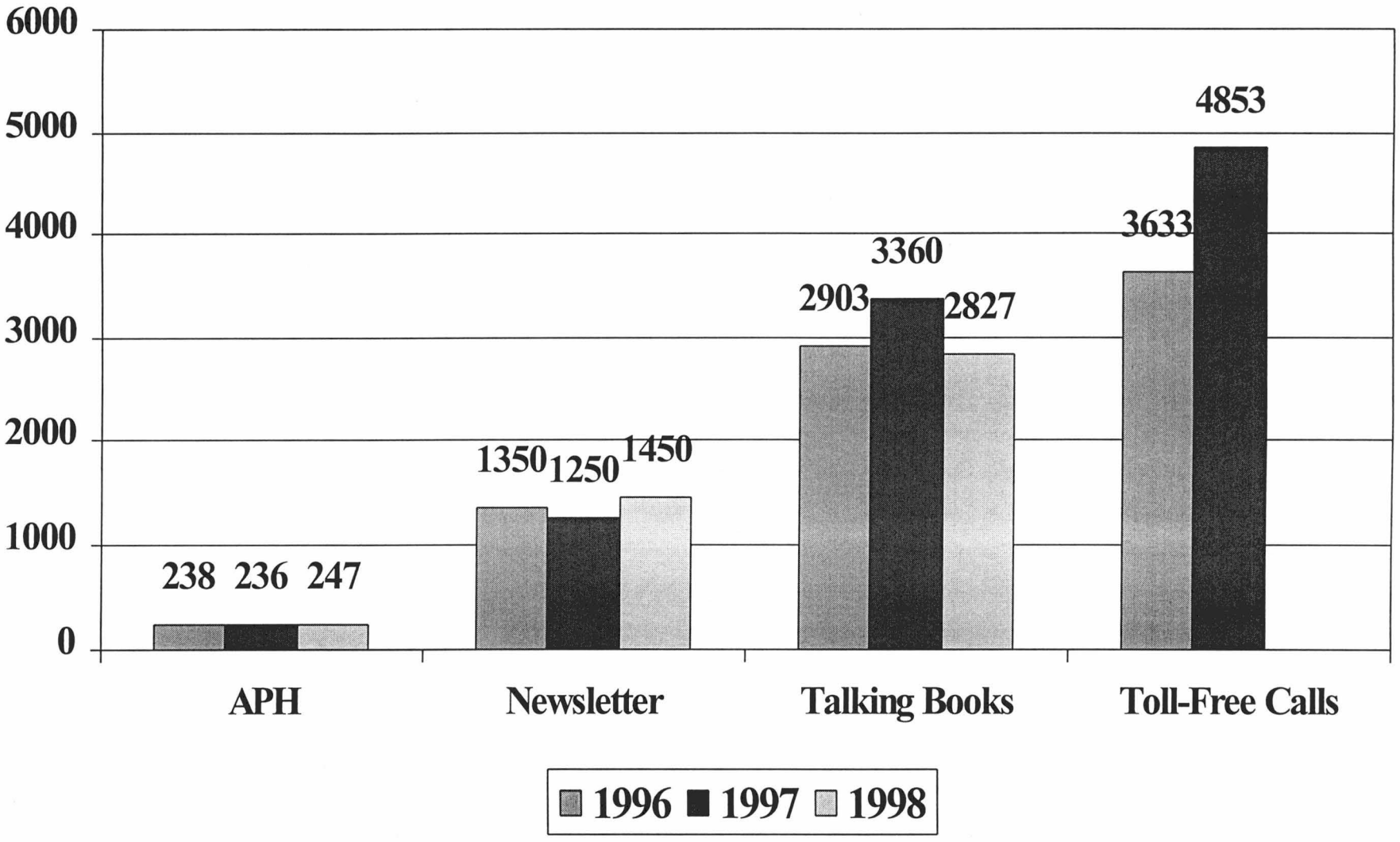
NORTH DAKOTA SCHOOL FOR THE BLIND
CLIENT SERVICES



NORTH DAKOTA SCHOOL FOR THE BLIND
CLIENT SERVICES



NORTH DAKOTA SCHOOL FOR THE BLIND
VISION RESOURCE CENTER SERVICES

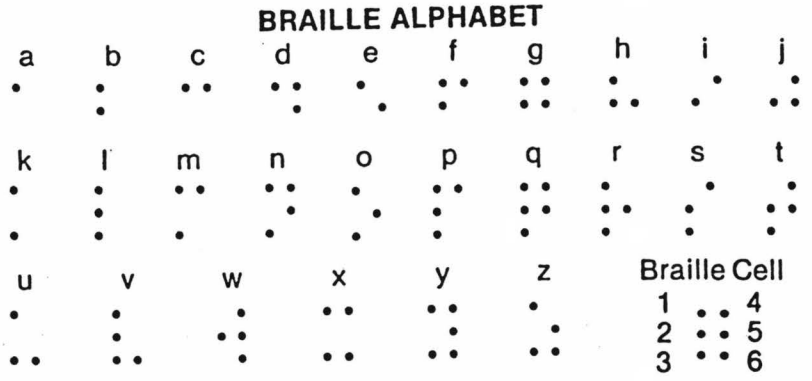


WITH THE EXCEPTION OF THE ATTACHED PAGES THIS TESTIMONY WAS THE SAME AS GIVEN TO THE HOUSE

North Dakota Vision Services/School for the Blind

Testimony to the House Appropriations Committee

March 1, 1999



North Dakota Department of Public Instruction

North Dakota Vision Services School For The Blind

1999-2001 Budget Request

The North Dakota School for the Blind (NDSB) has submitted a 95% general fund budget request, which is in compliance with Governor Schafer's budget guidelines. The NDSB has not submitted any optional adjustment packages.

The 1999-2001 Executive Recommendation for the NDSB is $3,216,150, which is a 2.7% decrease from the 1997-99 appropriation. The following chart outlines the changes.

Line Item	1997-99 Appropriation	1999-2001 Budget Request	1999-2001 Executive Recommendation
Salaries and Wages	$2,099,986.00	$2,294,523.00	$2,415,801.00
Operating Expenses	$652,154.00	$678,059.00	$678,059.00
Equipment	$81,900.00	$70,500.00	$70,500.00
Capital Improvements	$471,945.00	$51,790.00	$51,790.00
Total	$3,305,985.00	$3,094,872.00	$3,216,150.00

Line Item	1999-2001 Executive Recommendation	Senate Changes	Engrossed Senate Bill
Salaries and Wages	$2,415,801.00	$(24,345.00)	$2,391,456.00
Operating Expenses	$678,059.00	$0.00	$678,059.00
Equipment	$70,500.00	$0.00	$70,500.00
Capital Improvements	$51,790.00	$0.00	$51,790.00
Total	$3,216,150.00	$(24,345.00)	$3,191,805.00

As the above chart reflects, the Senate Appropriations Committee reduced the NDSB Salaries and Wages line item by $24,345. This was the only change that was made to the budget. The reduction in Salaries and Wages is due to the decrease from 3% per year salary increases, as was proposed by the Governor, to 2% per year.

Salaries and Wages

The North Dakota School for the Blind (NDSB) budget request for salaries reflects an increase of 9.3% (the executive recommendation includes dollars to cover the proposed salary increases for 1999 and 2000, which is why there is a 15% increase). The NDSB is requesting to stay at the same level of FTEs – 28.

There are two main factors for the increase. The first factor relates to teacher salaries. The teachers at the NDSB are considered non-classified employees, and therefore, do not follow the salary schedule that was developed by Central Personnel for the classified employees. The issue of the salary schedule was addressed in the prior biennium when the Combined Schools Advisory Council (CSAC), requested Central Personnel to develop a salary schedule for the non-classified teachers. (The CSAC is made up of the NDSB, the North Dakota School for the Deaf, and the Youth Correctional Center – all three agencies have non-classified teachers) To

develop this salary schedule, Central Personnel surveyed a variety of public schools in North Dakota and compiled an average salary schedule based on years of teaching service and educational level. Central Personnel then adjusted the numbers down to reflect the amount that classified salaries lag behind the market. Central Personnel updates this salary schedule every two years (once a biennium). The latest Central Personnel teacher salary schedule went into effect for the 1998-99 school year. Of the salaries and wages dollars included in the 1999-2001 budget request, approximately $48,865 is for non-classified teacher increases.

The second factor relates to programming at the NDSB. Currently, the NDSB runs a 9-month school year, with two 1-week programming sessions in the summer (1 week of Summer Adventure and 1 week of Independent Living). In addition to the formal summer programming the NDSB also offers, on a referral basis only, some limited training with pre-school, school-age and adult clients. Starting in the summer of 2000, the NDSB is planning to extend its summer programming. The programming is planned to include the following:

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The additional summer programming would allow the NDSB to be available year round for all types of services. Due to the climate of North Dakota and the school-age students' schedules, it is often times more convenient for the client or student to be available for training during the summer months rather than to arrange training during the winter or school year. It is projected that to extend the programming to include the additional summer schedule it will amount to approximately $95,715.

As stated above, the NDSB is requesting that the current level of 28 FTEs be maintained for the 1999-2001 biennium. Currently, the NDSB has 1.4 vacant FTEs, however, before the end of the year, it is intended that there will be no vacant FTEs.

Previously, under the heading "General Projections," it was noted that with the commencement of the upcoming biennium, the NDSB will hire a full-time braillist. The NDSB is planning to use .5 aforementioned vacant FTE positions, along with the .5 FTE that is now assigned to the person that operates the News Voice program (see above under the heading "Program Deletion" -- this program will be discontinued as of June 30, 1999).

The remainder of the vacant FTEs (.9) is due to four staff members that are currently working on a part-time basis. One of the four staff members works in the Vision Resource Center as an Administrative Clerk, and the other three are teachers.

Due to the increased role of the Vision Resource Center (VRC) in the overall activities of the NDSB, this position will need to be staffed full-time as of the commencement of the 1999-2000 school year. Within the past year, the VRC has seen a significant increase in the circulation of Braille and large print materials, adaptive technology, the professional library, the talking book machines, and other vision specific equipment. Also, the VRC is in the process of implementing ODIN, which will increase the awareness of the NDSB collection of materials, and ultimately, the circulation.

The remainder of the vacant FTEs (.65) is due to three members of the teaching staff who are currently working on a part-time basis due to personal circumstances. These three positions were budgeted as 1.0 positions because if there would be a change in staff the positions would be filled as full-time. However, if these three staff members do not sign contracts to work full-time in the upcoming school year, the NDSB will hire someone to fill the .65 position due to the current demand for services. It is not an option to require staff members to work on a full-time basis or discontinue employment due to the highly specialized qualifications needed to fill the positions, and therefore, the NDSB facilitates the needs of the current persons in these positions.

Operating Expenses

The North Dakota School for the Blind (NDSB) is requesting and additional $25,905, which is a 4.0% increase. The main factors that contribute to this change are as follows: Travel (+$34,104), Utilities (-$19,999), Telecommunications – ISD (+$6,878) and Food & Clothing ($+5,045).

The NDSB is requesting $34,104 in additional dollars in the travel line item. The main reason for this increase is due to the extended summer programming that was discussed above in Salaries and Wages. With additional people working during the summer months there will be higher travel costs.

The NDSB is projecting that utility costs will be $19,999 less than in the current biennium. One of the reasons for the decrease is the better heat efficiency in the building due to the re-roofing of the gymnasium and the East Wing that has taken place during the 1997-99 biennium.

The NDSB is requesting an additional $6,878 in the telecommunication – ISD line item. This increase is due to additional telephones in the NDSB facility and increased usage.

The NDSB is requesting an additional $5,045 in the Food & Clothing line item. This also relates to what was discussed above in Salaries and Wages. With additional summer programming, where students will be staying at the School for extended periods of time, there will be additional costs for food expenses.

Equipment

The North Dakota School for the Blind (NDSB) is requesting $70,500 for equipment, which is a decrease of $11,400 (14%). Of this amount, $40,000 is for computers, which correlates to the information that the NDSB included in the NDSB Technology Plan (the NDSB is on a three-year cycle for computer replacement) that was submitted to ISD. The rest of the dollars are for vision related equipment (i.e. CCTV's, scanners, etc.).

Mary Harris

UNIVERSITY OF UND NORTH DAKOTA

SB 2013

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
P.O. BOX 7189
GRAND FORKS, NORTH DAKOTA 58202-7189
(701) 777-2674
FAX: (701) 777-4393

TO: North Dakota Legislative Assembly
Senate Appropriations Committee

Mary Harris

FROM: Mary Harris, Treasurer, North Dakota Teacher Center Network

RE: Funding for North Dakota Teacher Center Network

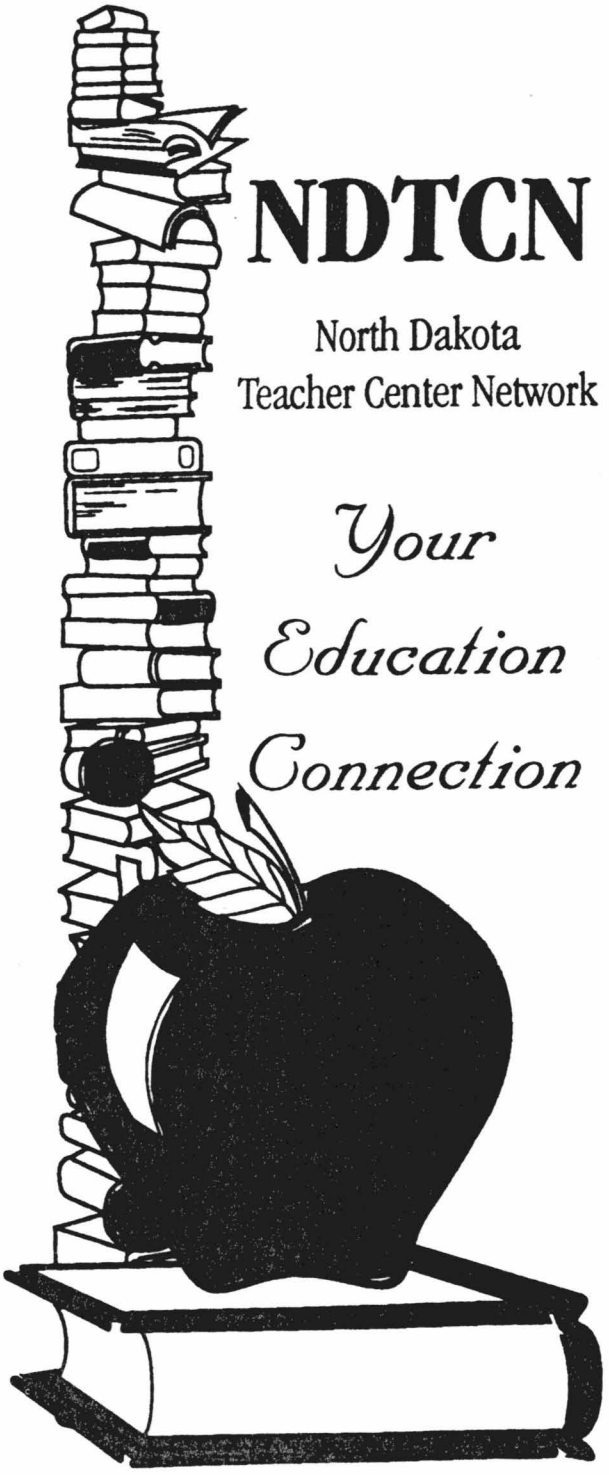
DATE: January 8, 1999

As treasurer of the Teacher Center Network, I assemble on an annual basis reports from each of the ten centers of services provided and use of resources. My 1997-98 report is attached. It shows that the total income of the ten centers was $370,992, with an annual state appropriation of $93,000 as its single largest component. Of the $100,000 allocated, the remaining $7,000 was used to support the network, as distinct from the ten individual centers, each of which received $9,300. The teacher centers have been allocated $100,000 annually since 1986 and have effectively used his state investment to lever other funds.

I view $100,000 as the minimum state allocation needed for continuation of the centers and ask you to assure that at least this amount is made available for expenditures in an unrestricted manner which can serve as match for other funds. In addition, I strongly urge your support of additional funding for the teacher centers.

UND is an equal opportunity/affirmative action institution

S.B. 2013 1/8/99 Deb Sisco, Minot Teacher Learning Center



NDTCN

North Dakota
Teacher Center Network

Your Education Connection

I appreciate the opportunity to speak on behalf of the North Dakota Teacher Center Network.

The Teacher Learning Center is the Education Connection. We are the best thing for teachers from a piece of paper to a $17,000 portable planetarium system. There are 10 Teacher Learning Centers strategically placed throughout the state of ND.

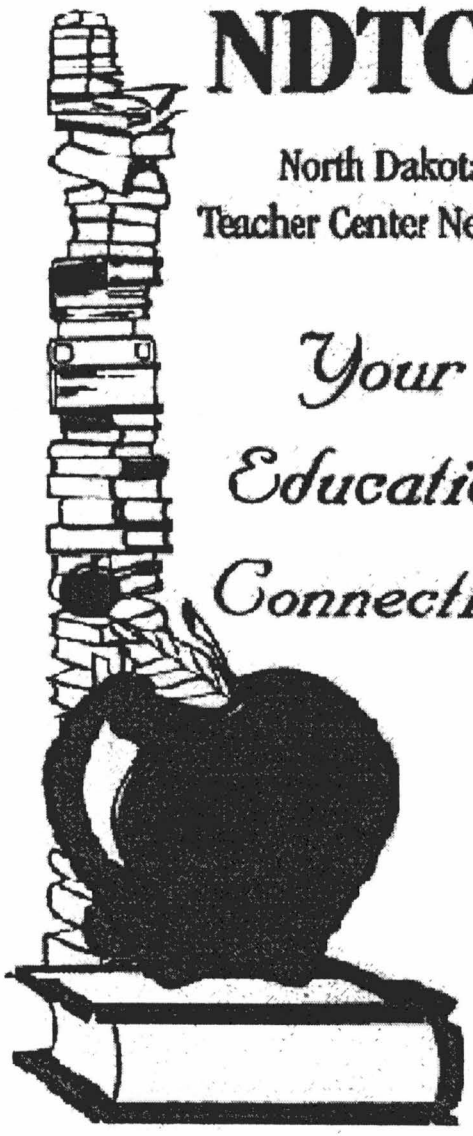
We serve as a clearing house for resources and professional development for 57 constituents. We have also developed several working partnerships with agencies such as School to Work by receiving grant money for training, externships, and job shadowing. We work with The Health department of DPI to offer teachers HIV/AIDS trainings and provide materials for use in the classroom. ND Fish and Game supplies each center with a Wild Box and a Whale for use in the classroom and training for teachers when requested. We also work closely with the ND Historical Society, NDEA, and Geographic Alliance. In addition, we advertise and facilitate classes for ND University system, ND Forestry Service and the Water Commission. The list could go on and on. The support letters in the portfolio speak for themselves.

I have provided each of you with an individual list of what you will find in the portfolio I have presented to Chairman David Nething, a brochure and a copy of the TCN web page.

In the large portfolio you will find:

North Dakota Teacher Center Network - background
ND Teacher Center Network Listing
The Teacher Center Network Advisory Board
ND TCN Biennial Goals/Mission Statement
ND TCN Governance Document
ND Teacher Center Network Statistics
1997-98 Annual Report
NDTCN Brochure
NDTCN Web Page
Letters of support

I echo Marv Erhardt's words in that we are two separate entities and that we do request your support in staying that way. Also we would request that you return the 5%, plus additional funds to continue our work. You will note that we are receiving the same funding from the state that we did in 1987.



Copyrighted NDTCN

"The mission of the North Dakota Teacher Center Network is to assist practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students."

Visit the Teacher Center nearest you:
ND Teacher Center Sites

The Teacher Center Network
... is an education link between educators, schools, higher education, state and national educational support agencies, and the community which enhances quality of teaching and learning throughout North Dakota.
... exists to serve the teachers, administrators, and students of our state by seeking better ways to meet their educational needs. Utilizing all educational modes and reaching all corners of North Dakota, it enables educators to grow. It is an action/reaction effort designed to provide a place, a vision, and an outreach which improves education.

Annual Report	ND Health	DPI	Goals
History	Minimum Standards	SendIt	Services Available
Game & Fish	NDEA	PLT	School-To-Work

We look forward to working with you and to helping you meet your needs through new and expanded offerings.
We want to be a dynamic part of your classroom instruction and staff development programs, as well as a continuing support to your teachers and your schools.

Mike DeFoe, defoe@sendit.nodak.edu , WebMaster
Created: 4/26/98 Updated 10/01/98

North Dakota Teacher Center Network - background

In the mid-1970's, federal funds were available for teacher centers. Vito Perrone, then dean of the Center for Teaching and Learning at UND, secured a grant from the Bush Foundation to organize teacher centers in North Dakota. In 1977, the Mayville, Grand Forks, Devils Lake, and Minot centers opened, and a network staff began to work. In 1979, a Small School Center sponsored by the Upper Midwest Small School Consortium opened at UND. In 1980 centers were opened at Bismarck, Fargo, Dickinson, and Valley City. Each teacher center was governed by a local policy board with a majority of teachers. Each board committed itself to provide space for the center, to purchase a collection of materials from a budget to be increased by $1000 each year, and to support a full-time director.

Excitement about the work of the teacher centers enabled the sponsors to secure legislative support when the Bush funding ended in 1985. The following year, the Small School Center was dissolved, and centers opened at Wahpeton and Williston. In 1987, teacher funding was moved to the Department of Public Instruction budget.

A period of growth for teacher centers began with state funding. Service regions were defined, and centers expanded service to districts and schools in their regions. By 1989, virtually every school district and educator in North Dakota was served by a teacher center, and some were served by two or even three centers for different purposes. The Network was recognized as an exemplary program by the National Council for the States on Inservice Education. The award was presented with the tribute that what most impressed the judges about the North Dakota Teacher Center Network was our ability to do so much with so little.

Affiliation with the Department of Public Instruction offered new program opportunities. With the support of DPI liaison, Chuck DeRemer, teacher centers became the major vehicle for delivery of National Diffusion Network programs, bringing North Dakota national recognition fro growth in participation in NDN. Similarly, many teacher centers took a lead role in coordinating district Dwight D. Eisenhower projects, bringing teachers inservice opportunities in the teaching of science and mathematics. The teacher centers became involved in delivery of workshops offered through the North Dakota BRIDGES Project and through the HIV/AIDS Prevention and school health programs of the state grant from the Center for Disease Control. Each of these compensated teacher centers for services provide at little or no cost to teachers.

Teacher center membership and funding peaked in 1992-93. That year the

income of the ten centers was almost $400,000, $100,000 from the state appropriation. Almost 200 school districts were dues-paying members of one or more teacher centers. By 1993, the strain of steady growth without adequate expansion in resources began to show. Some teacher center boards appointed directors whose other duties or lack of experience in the field prevented them from providing educational leadership. In some centers, basic services declined and even disappeared for periods of time. New directors struggled to learn their roles. All directors struggled with declining budgets. Dissolution of the National Diffusion Network and changes in leadership of other DPI added to the fund-raising burden.

In response to this situation, the Teacher Center network adopted some minimal guidelines for receipt of state funds.

Each center needed to have:

1. An up-to-date governance document which provides for:
   a. A mission focused on inservice education or professional development of teachers.
   b. A policy board composition which is representative of the service area and includes a majority of teachers.
   c. Designation of a director who is or has been a teacher and is hired for a minimum of twenty hours per week during the school term.
   d. Personnel policies which include provision for employment and annual evaluation of the director.

2. An annual statement of goals for the Teacher Center formulated by the policy board. This could be reflected by minutes from meetings outlining goals and projects.

3. Policy board meetings held regularly a minimum of three times a year.

4. Participation in activities of the Center by teachers distributed within the designated service area or evidence of regular invitations to participate.

5. Distribution of at least six newsletters per year to the service area and other Teacher Centers, DPI and entities that the Center deems necessary.

6. Active participation in activities formally approved by the Teacher Center Network.

7. A collection of materials developed according to the Teacher Center and Network goals.

8. Development and coordination of programs for teacher inservices or professional development consistent with the goals of the Teacher Center as determined by the local policy board.

9. Facilitation of linkages with teachers by other agencies (such as Game & Fish, The ND Heritage Center, NASA,etc,) as appropriate to Teacher Center goals

10. Participation in programs of the Department of Public Instruction related to Teacher Center goals
11. Commitment demonstrated by substantial contribution of funds or in-kind resources from local school districts, universities and/or other constituents

12. Submission of an annual report by August 1st of each year

By 1997, the financial situation of the teacher centers had not improved. the amount of the state appropriation was $100,000 per year, the same as it had been in 1985. In the meantime, expectations for the professional development of teachers had increased dramatically. The concept of individually-initiated inservice which had informed the teacher center movement had been replaced by a more complicated concept of professional development planned from a combination of school, district, and individual teacher goals and needs. Teacher Center Network leaders secured a grant from the bush Foundations to explore alternative models for the teacher centers.

ND Teacher Center Network
1998-99

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pgantt@eagle.dsu.nodak.edu

Williston Area TLC
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Box 1326 UND-W Fax: 774-4275
Williston, ND 58802
volson@sendit.nodak.edu

The Teacher Center Network (TCN)
Advisory Board

DPI Liaison - Ann Clapper
Higher Education - Mary Harris
ND TCN Chairperson - Deb Sisco
ND TCN Past Chair - Pat Beil
NDEA - Helen Busche
Administrators Group - Larry Klundt
DPI - Linda Johnson
Legislator - Ole Aarsvold
Continuing Education - Teresa Loftesnes

North Dakota Teacher Center Network
Biennial Goals 97-99

Teacher Centers will:

1. Design professional development based of school improvement plans of schools/districts in their service areas.

2. Sponsor activities which use a train-the-trainer model to improve assessment of student learning in subject areas of the recently approved state curriculum guides.

3. Expand the offering of peer coaching and mentor training programs developed by the North Dakota Teacher Center Network and LEAD Center through a legislative initiative.

4. Encourage joint projects and exchange of services between K-12 schools and institutions of higher education for professional development of preservice and inservice teachers.

Mission Statement:

The mission of the North Dakota Teacher Center Network is to assist practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students.

North Dakota Teacher Center Network Governance Document: Minimum Standards for Funding of a Teacher Center

To receive North Dakota Teacher Center Network funds, a Teacher Center will demonstrate on an annual basis the following:

1. An up-to-date governance document which provides for:
   a. A mission focused on service education or professional development of teachers
   b. A policy board composition which is representative of the service area and includes a majority of teachers.
   c. Designation of a director who is or has been a teacher and is hired for a minimum of twenty hours per week during the school term
   d. Personnel policies which include provision for employment and annual evaluation of the director
2. An annual statement of goals for the Teacher Center formulated by the policy board-this could be reflected by minutes form meetings outlining goals and projects
3. That the policy board meets regularly a minimum of three times a year
4. Participation in activities of the Center by teachers distributed within the designated service area or evidence of regular invitations to participate
5. Distribution of at least six newsletters per year to the service area and other Teacher Centers, DPI and entities that the Center deems necessary
6. Active participation in activities formally approved by the Teacher Center Network
7. Develop and maintain for check-out a collection of materials developed according to the Teacher Center and Network goals
8. Development and coordination of programs for teacher inservices or professional development consistent with the goals of the Teacher Center as determined by the local policy board
9. Facilitation of linkages with teachers by other agencies (such as Game & Fish, the ND Heritage center, NASA, etc.) as appropriate to Teacher Center goals
10. Participation in programs of the Department of Public Instruction related to Teacher Center goals
11. Commitment to the site is demonstrated by substantial contribution of funds or in-kind resources from local school districts, universities and/or other constituents
12. Submission of an annual report by August 1st of each year

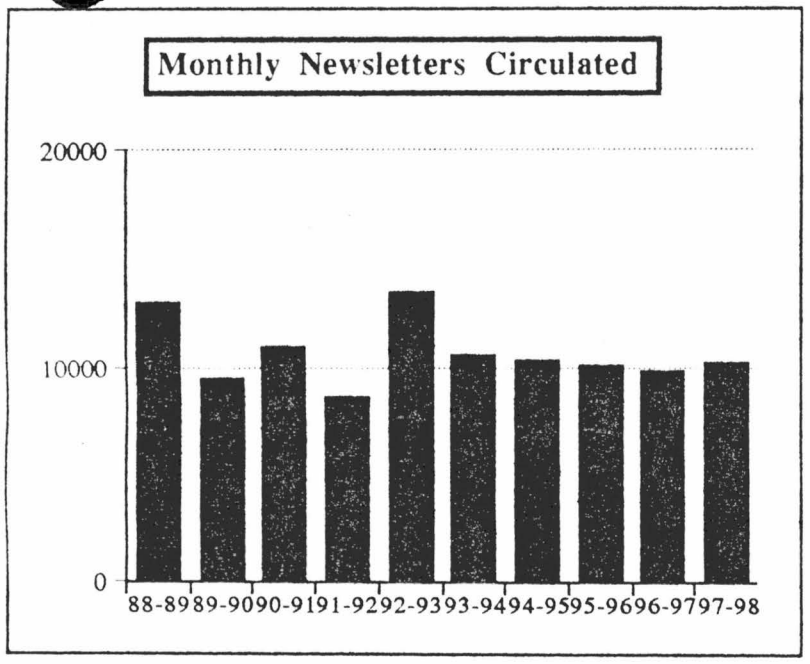
The annual reports shall be reviewed by the Network President, Network Secretary, Network Treasurer, and DPI Representative to determine compliance with these minimum standards. Recommendations will be presented by the committee to the entire Network board for action at the September meeting. Teacher Centers found not meeting these minimum standards will present a plan for compliance by December 1 of that year to the Network board chair (president) and be in compliance by September 1 of the following fall.

NORTH DAKOTA TEACHER CENTER NETWORK STATISTICS

1988-1998

Report on NDTCN 88-89 to 1997-98

	88-89	89-90	90-91	91-92	[illegible]	93-94	94-95	95-96	96-97	97-98
Materials checked out	26596	11687	9985	10433	34871	31296	12136	13081	12821	13295
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Monthly newsletter circulated	13075	9567	11005	8705	13561	10665	10365	10125	9875	10290
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Teacher visitations	132	91	99	105	99	147	108	126	112	93
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Noncredit classes	63	100	110	111	112	94	28	47	57	48
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Noncredit participants	2203	5778	3599	4472	6915	5745	3543	3108	3310	1928
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Credit classes	176	179	135	208	248	243	178	195	167	147
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Credit participants	5128	4466	5119	5332	5700	4501	3838	3624	2970	2414
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Health workshop participants				930	1655	1123	1318	1705	2843	3738
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Member districts	161	137	133	162	179	183	193	171	217	167
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Nonmember districts	202	162	113	133	126	129	175	129	101	43
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Preservice teachers served						1325	847	865	1016	1563
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Teachers served							8313	8501	9491	9557
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Students served						112310	119598		121401	
TCN 97-98 Income Sources	State	Interest	Membership	Contributions	Sponsored Programs	Grants & Contracte	Other			
	93000	2684	60121	5358	52346	136142	17470			
Income										
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
State allocation	100000	100000	100000	100000	100000	100000	100000	100000	100000	100000
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Teacher Center memberships		40404	42010	47321	60289	56815	61645	63176	63206	60121
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Total income	293268	242060	328630	272113	395484	306087	336259	323896	349213	367122
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Total expenditures	308015	222776	329550	273018	386183	293159	294859	329318	338068	353756
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Total inkind contributions			63576	64760	100340	101394	75122	127909	91578	107948


Monthly Newsletters Circulated
20000
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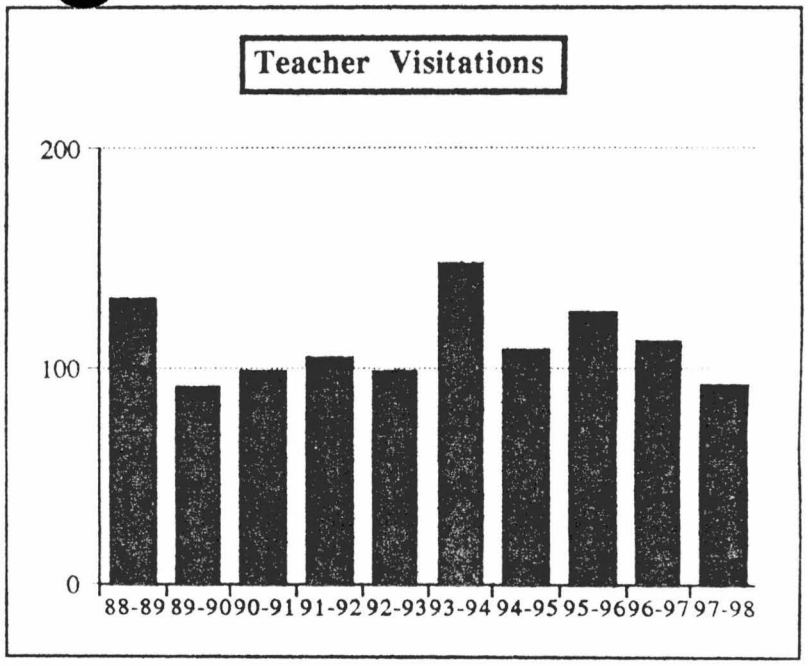
Teacher Visitations
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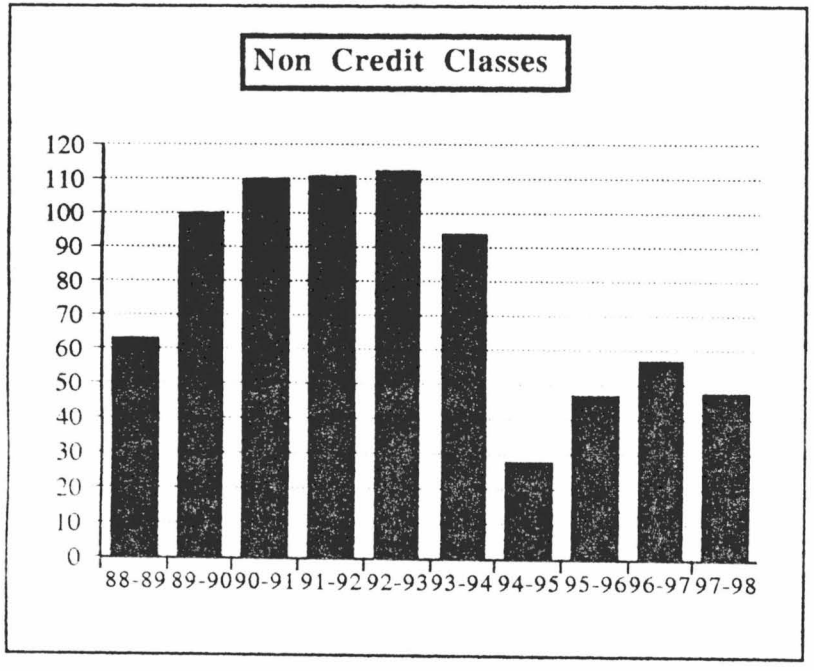
Non Credit Classes
120
110
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90
80
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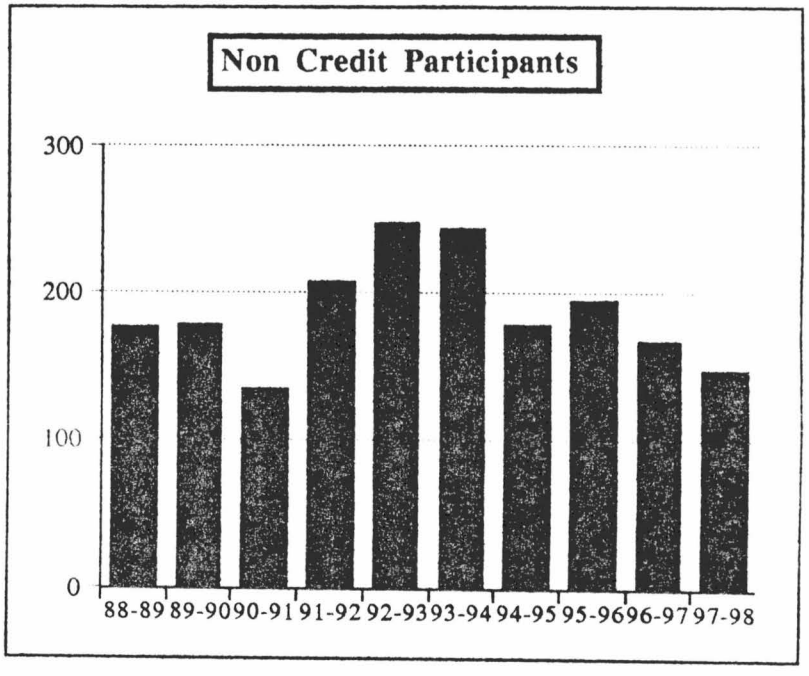
Non Credit Participants
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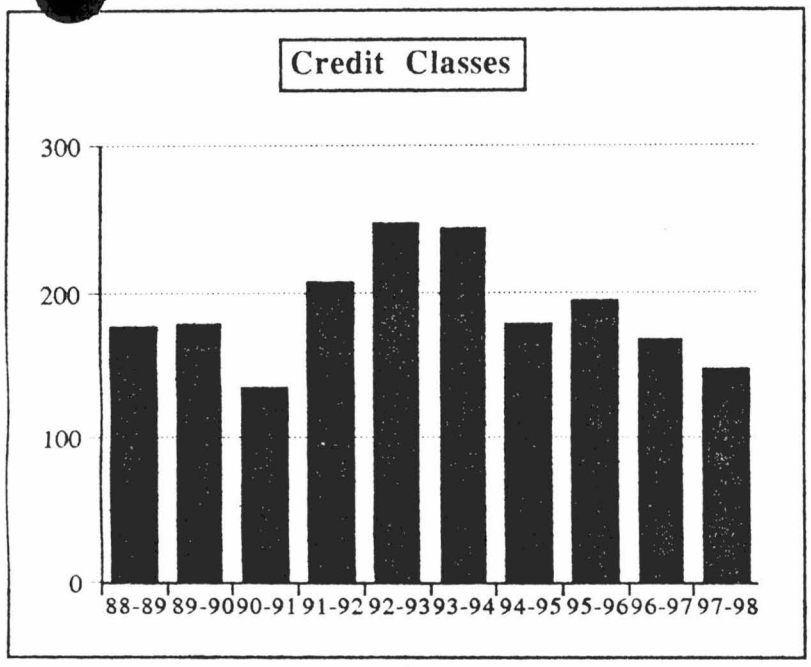
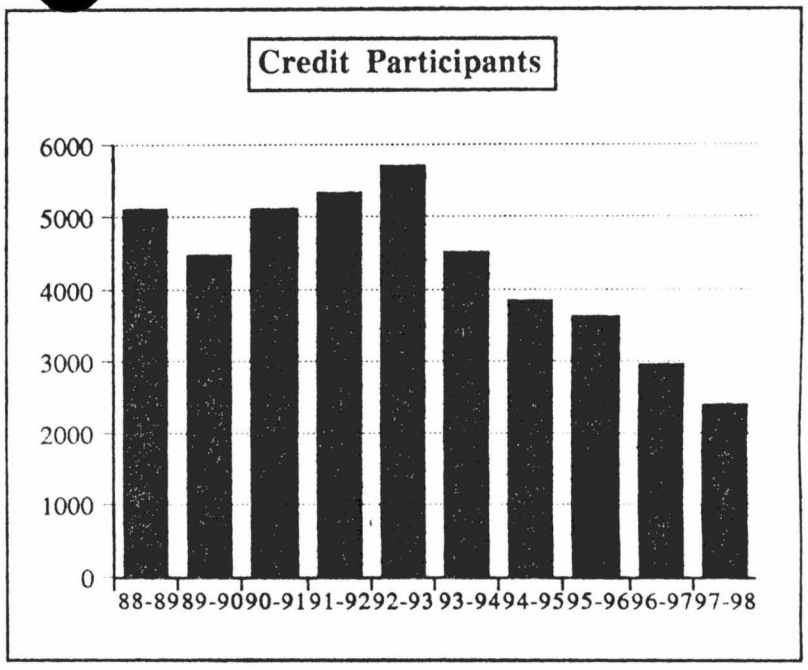
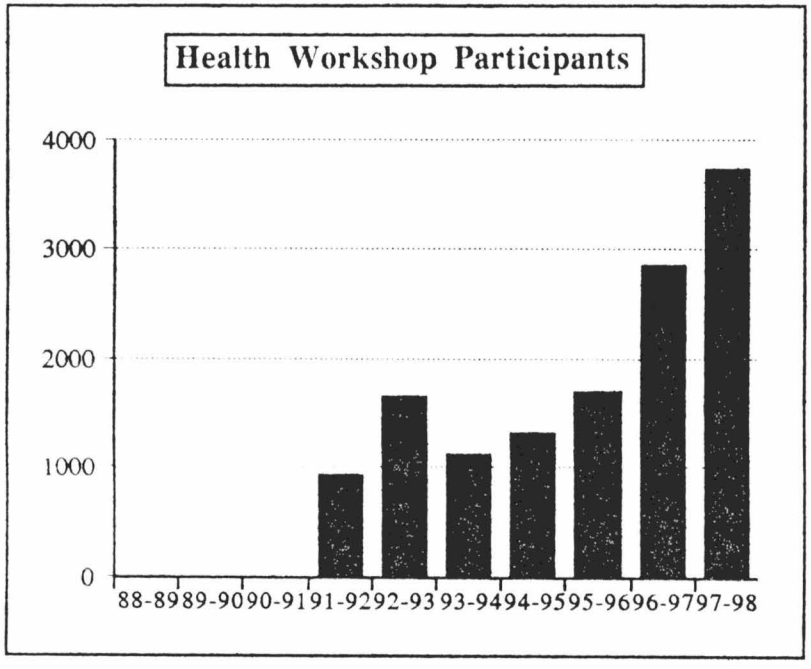
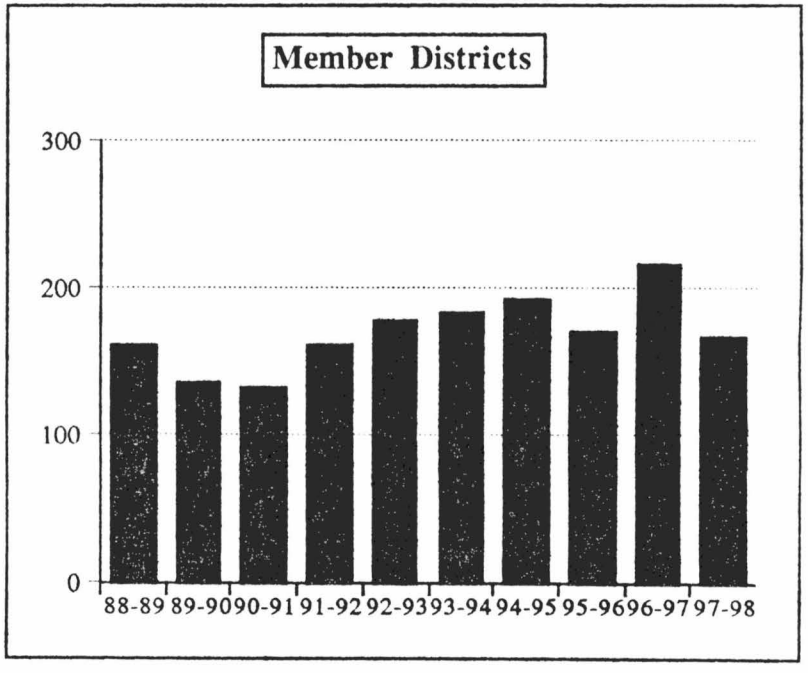




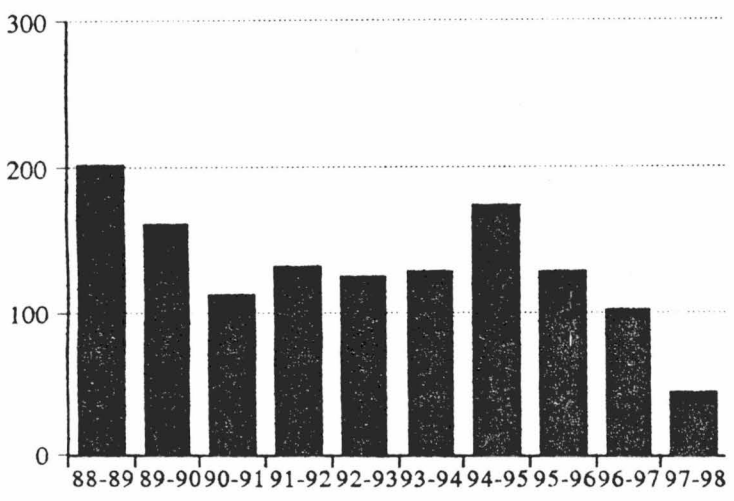




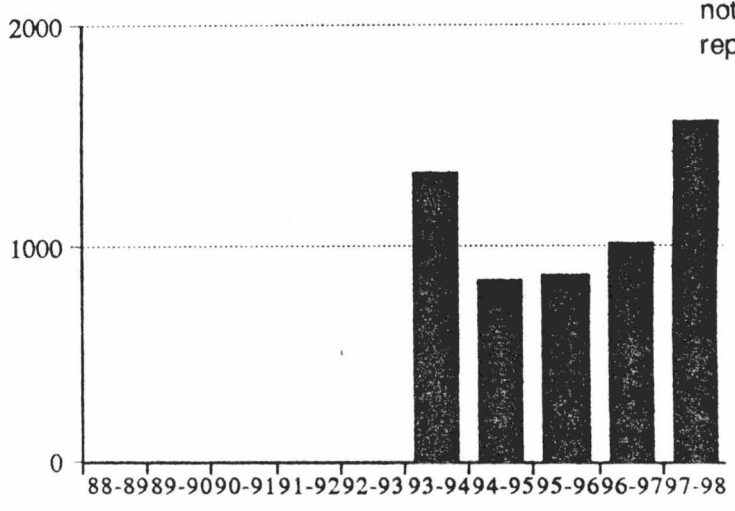
Health workshops began spring 1992.

Report on NDTCN 88-89 to 1997-98

Non Member Districts

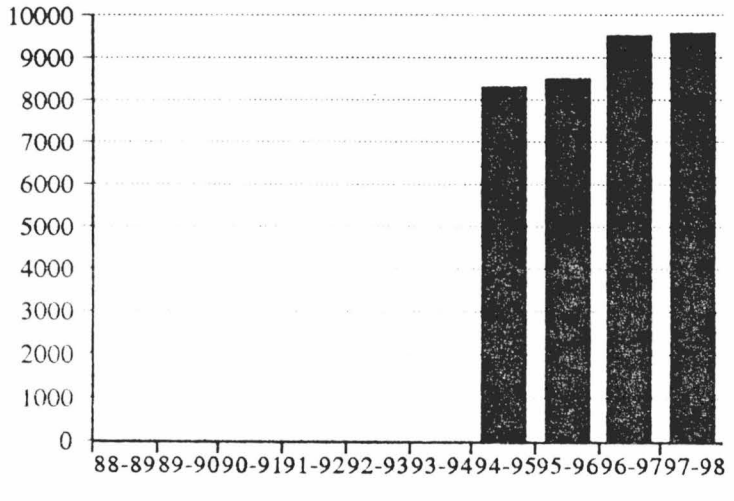


Preservice Teachers Served



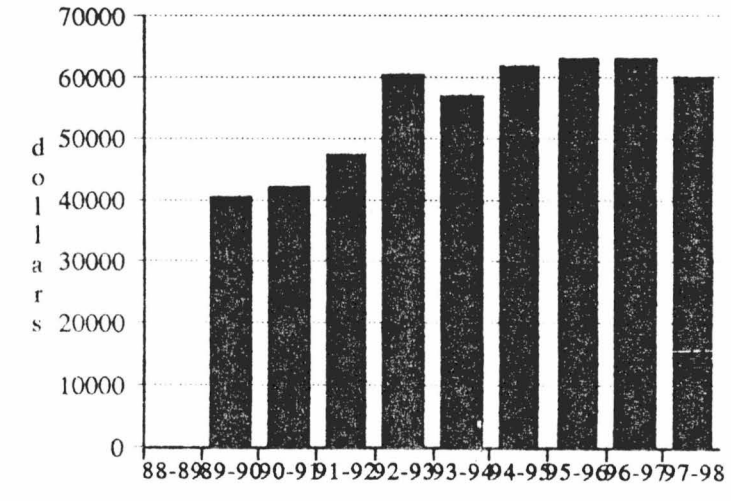
Number of "preservice teachers served" was not included on annual reports before 1993.

Teachers Served



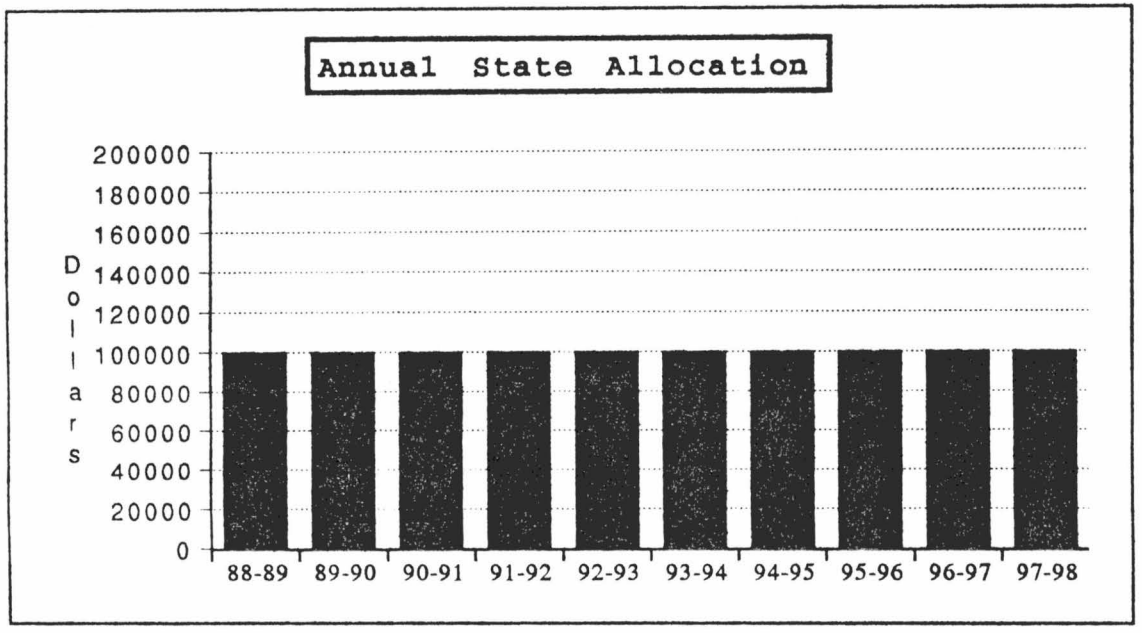
Number of "teachers served" was not included on annual reports before 1994

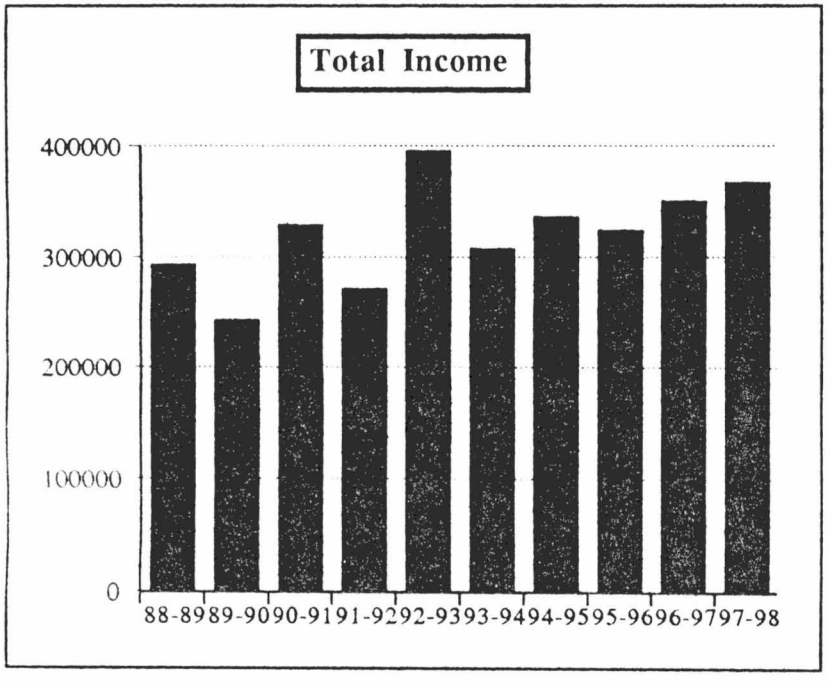
Teacher Center Memberships

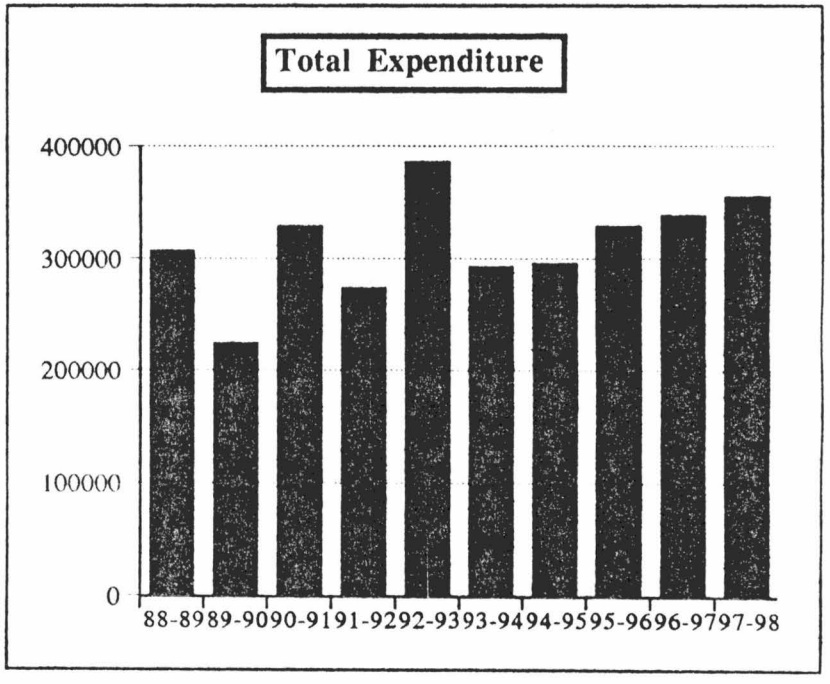


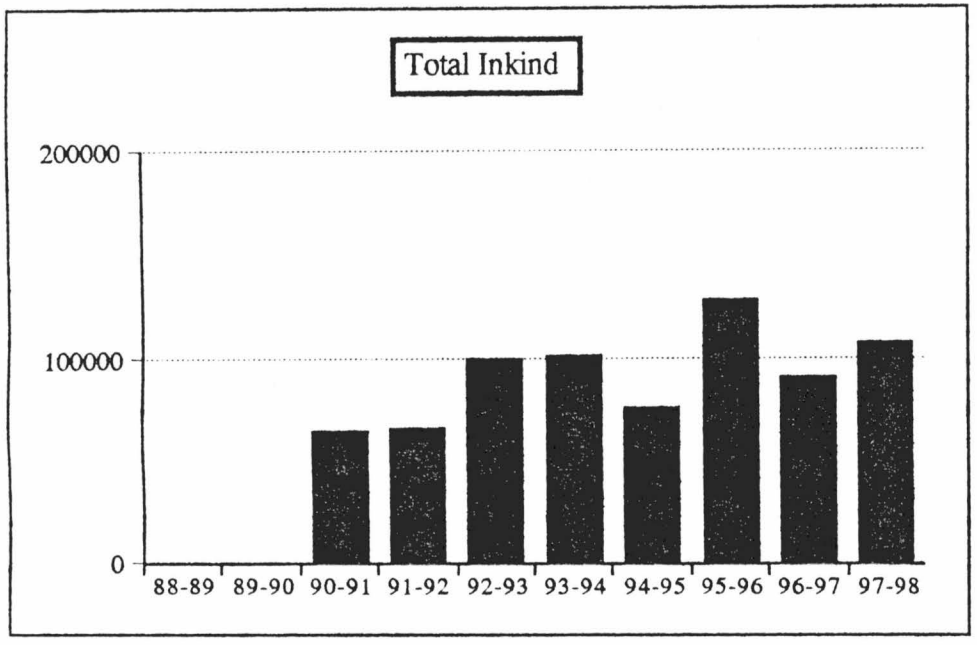
These are fees paid by member districts.

Report on NDTCN 88-89 to 1997-98

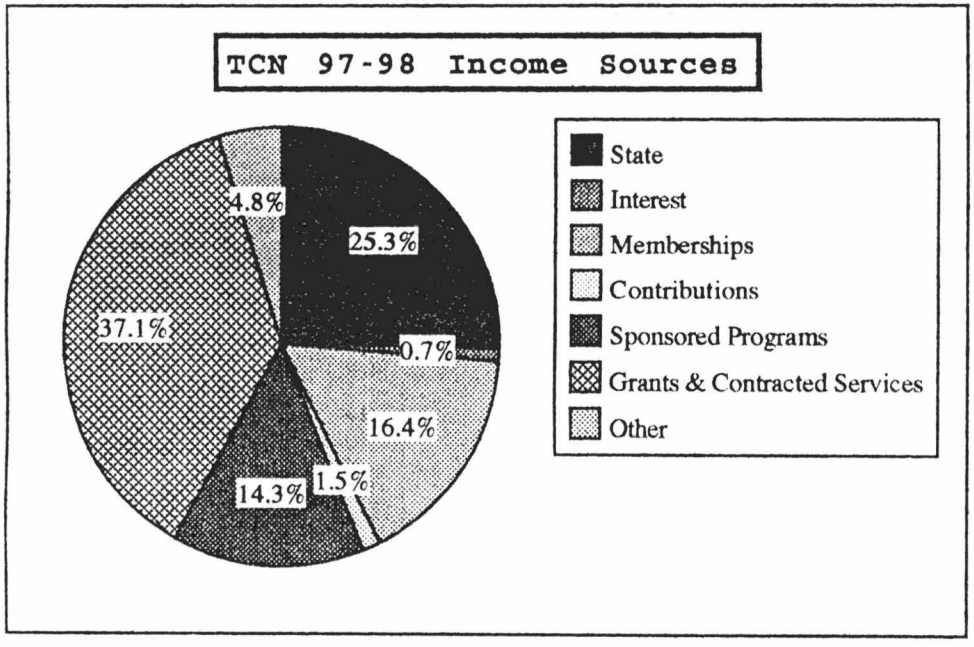








"Total inkind" was not included on annual reports before 1990.



North Dakota Teacher Center Network
1997-98 Annual Report

Introduction

The North Dakota Teacher Center Network includes ten local teacher centers: Bismarck/Mandan Area Teacher Center; Devils Lake Area Teacher Center; Grand Forks Area Teacher Center; Mayville Teacher Learning Center; Minot Area Teacher Learning Center; Teacher Center of Fargo, West Fargo and Moorhead; Valley City Area Teacher Center; Wahpeton Area Teacher Center, West River Teacher Center (Dickinson); and Williston Area Teacher Center. Each center carries out programs of interest to area educators. The centers are coordinated in a network, which has defined minimum standards for personnel and programs associated with state funds disbursed through the Department of Public Instruction. This annual report of the North Dakota Teacher Center Network focuses on activities common to all ten centers, which are summarized statistically in Appendix A. Programs and goals of the individual centers are on file in the Department of Public Instruction and in the University of North Dakota archives.

This year, the North Dakota Teacher Center Network is available on the world wide web at www.sendit.nodak.edu/tcn!

Network Planning Outcomes

As the year ends, the North Dakota Teacher Center Network is better positioned for the future because of the support provided by the Bush Foundation for "Planning our Next 20 Years." In its early days, from 1977 to 1985, the network had a strong central structure supported by the Bush Foundation to organize local teacher centers. In later years, the ten centers became increasingly autonomous, and Bush funds were replaced by a state appropriation. At first the $100,000 annual allocation seemed generous, and network activities flourished. As the state allocation remained constant through the years, however, funds were diverted from network activities to the individual centers, whose programs came increasingly to reflect program goals associated with funds raised locally. In 1996, the network sought a planning grant to explore vehicles for strengthening the collective ability of the centers to serve North Dakota teachers.

A major outcome of the 18-month planning project was adoption of a mission statement, "The mission of the North Dakota Teacher Center Network is to assist practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students." This statement is important in acknowledging preservice, as well as inservice, teachers as beneficiaries of the centers and associating student learning with the professional development to be advanced. Agreement of the ten local boards, as well as the Network Board, to a statement represented important discussion about many issues related to the entire organization.

As part of the planning grant, the Network held the first ever meeting of its constituent groups, the organizations whose workshops or products are announced through teacher center newsletters and facilitated by teacher center staff. Discussion of concerns about the future of the teacher centers with these groups led to many good outcomes. The Teacher Center Network formed an advisory committee, which has met twice to offer advice about issues. With the support of constituents, the teacher centers have adopted common structures of fees for services to other organizations. Several constituents, including the North Dakota LEAD Center, the Council for Teacher Education of the North Dakota University System, and the North Dakota Board of Vocational and Technical Education, became involved with the network in exploring major partnerships and joint projects.

Discussion of mission, partnership, and governance structures has strengthened local boards and increased their awareness of the importance of participation in the network and of adherence to minimum standards. During the year, the Grand Forks and Devils Lake teacher centers moved to locations more accessible to educators in their regions: Grand Forks, from the Grand Forks Public Schools education center to the University of North Dakota Education Building, and Devils Lake, from the lower level of Central Middle School to the Regional Special Services Unit Building. Teacher centers located on university campuses (Dickinson, Grand Forks, Mayville, and Valley City) increased their commitments to programming for preservice teachers, and each of the centers worked to refine its relationship to the set of school districts in the region served.

As the year ended, the teacher center network adopted four common goals to be linked to a request for an increase in state funding for 1998-2000, assuming continued funding for the minimum operation of the ten centers. The proposed goals are as follows:

1. The teacher centers will design professional development based on school improvement plans of the schools and/or school districts in their service areas.
2. The teacher center network will sponsor activities which use a trainer of trainers model to improve assessment of student learning in subject areas of the State Content Standards. The long-range plan for implementation of standards of the Department of Public Instruction will determine the academic areas of focus: 1998-9, English language arts; 1999-2000, mathematics; 2000-1, science, health, social studies, and the arts; 2001-2, physical education; and 2002-3, world languages.
3. The teacher center network will expand the offerings of peer coaching and mentor training programs it has developed with the North Dakota Lead Center through a legislative initiative approved in 1997.
4. The teacher center network will encourage joint projects and exchange of services between K-12 schools and institutions of higher education for professional development of preservice and inservice teachers.

Counter to plans of the teacher center network to expand its services to educators of the state, the Department of Public Instruction proposed cutting its allocation in the 95 percent budget exercise required by the Governor of all state agencies. Thus, teacher center leaders enter the legislative session looking for allies in the attempt to maintain, as well as to expand, this important work.

Common Network Activities

Newsletters continue to be an important vehicle for the work of all ten centers. Each teacher center distributed between six and nine issues of its newsletter during the academic year, with a majority publishing nine issues. The total circulation of all ten newsletters was 10,209 for the first edition, which is generally distributed to all teachers in the service area of each center regardless of district membership.

In 1997-98, 167 local school districts were dues-paying members of a teacher center. This represents 72 percent the 231 active school districts in North Dakota. Although most teacher centers reported fewer member districts in 1997-98 than the previous year, the number of districts in the state is declining. The Devils Lake center, however, showed an increase in district members. In addition to public school districts, 43 non-public schools were supporting members of teacher centers, which also served 1,485 teacher education students and 790 individual members, typically substitute teachers, home schoolers, and educators whose school districts had not joined. The ten centers together served 9557 teachers. Three of the teacher centers, Mayville, Valley City, and Williston, reported that organizing professional development programs jointly with member districts was the highlight of the year. Fargo reported that encouraging shared resources among districts was its most important work of the year.

Each of the teacher centers maintains a collection of materials that may be borrowed by members for classroom use. The ten centers reported checking 12,295 materials out of their collections in 1997-98. Seven of the teacher centers have catalogued their collections, and they reported combined holdings of 16,113 items. Significantly increased holdings were reported by Bismarck/Mandan, Dickinson, Fargo, and Wahpeton, while Grand Forks and Mayville substantially reduced their collection sizes. The Bismarck/Mandan and Minot centers reported that acquisition and preparing educators to use Star Labs were highlights of their year. The West River Center reported a 40 percent increase in check-outs from their collection as a highlight of the year.

All of the teacher centers sponsor credit and non-credit programs requested by local educators. In 1998-98, the ten centers sponsored 45 non-credit programs which involved 1,853 participants. They sponsored 150 credit workshops, which involved 2,594 participants. Some of the teacher centers, especially those located on college campuses, facilitated the offering of 61 classes involving 1,269 participants. Some of the teacher centers were sponsored unique programs. For example, Bismarck/Mandan coordinated Project LAUNCH, a program for first year and mentor teachers supported with a Goals 2000 preservice grant, and facilitated the

Teaching and Technology state conference, with 1,050 participants. Fargo sponsored Youth Health Day and a fine arts series for students through the Learning Bank. Valley City served as the pilot site for development of professional development standards through a Goals 2000 project coordinated by the Education Standards and Practices Board. The Wahpeton and Devils Lake centers reported that the programs they sponsored for teachers were their most valuable services of the year.

Many activities of the teacher centers are directly linked to programs housed in the Department of Public Instruction. Through an Eisenhower grant to the network administered by the Bismarck/Mandan center, all were able to sponsor teacher visitations for teachers of science and mathematics. The Bismarck/Mandan, Fargo, and Wahpeton centers served as fiscal agents for Eisenhower funds of the member districts. All centers publicized Eisenhower activities, and some assisted in coordinating higher education projects. The ten centers sponsored 51 health workshops involving 3,738 participants through the state HIV/AIDS grant. Grand Forks, Mayville, Valley City, and West River extended this training to preservice teachers, and Williston, to school support staff.

The teacher centers work with many constituent groups for whom they publicize events, distribute materials, or collaboration on projects. Constituents with which teacher centers often work are listed below with the number of centers which reported working with that agency in 1997-98.

North Dakota Game and Fish Commission	10
NASA Regional Resource Center	10
North Dakota Space Grant Program	8
North Dakota Heritage Center	10
North Dakota Historical Society	10
North Dakota Council for the Arts	10
North Dakota Department of Health	10
National Center for Disease Control	9
National Geographic Society	10
North Dakota Forest Service	10
U. S. Forest Service	6
North Dakota Water Commission	10
North Dakota Lignite Council	8
North Dakota Petroleum Council	9
North Dakota Business and Professional Women	4
American Association of University Women	4
U. S. Department of Agriculture, Division of Extension	8
Concordia College	6
Dickinson State University	2
Mayville State University	4
Minot State University	10
Moorhead State University	3

North Dakota State University	10
University of Mary	2
University of North Dakota	10
Valley City State University	3
District health unit	4
Local crisis center	4
Office of the Attorney General	2
Local human resouce center	4
National Park Service	5
Local Chamber of Commerce	5
Parenting Coalition	5
American Heart Association	7
Greater North Dakota Corporation	9
Dakota Dinosaur Museum	10
NDEA	10
Local library	8
Sendit	10
Prairie Public Television	9

Every teacher center worked, also, with a variety of local groups and agencies.

Teacher Center Administration and Budget

In 1997-98, the following individuals served as directors of the ten North Dakota teacher centers.

Bismarck/Mandan	August Ritter
Devils Lake	Mike DeFoe
Fargo	Kathy Hawken
Grand Forks	Carolyn Willoughby
Mayville	Marcia Koshel
Minot	Deb Sisco
Valley City	Pat Beil
Wahpeton	Nadine Torgerson
West River	Pat Gantt
Williston	Vance Olson

Pat Beil served as the president of the network board. Deb Sisco was vice president, Nadine Torgerson was secretary, and Mary Harris was treasurer. Ann Clapper was the liaison to the North Dakota Department of Public Instruction. During the year, the Network formed an Advisory Committee, whose members are Ole Aarsvold, Helen Busch, Ann Clapper, Mary Harris, Linda Johnson, Larry Klundt, Teresa Loftesnes, and the network president. Nadine Torgerson coordinated school to work activities of the network; Mike DeFoe set up the network homepage and represented the network in technology development activities; August Ritter managed the network Eisenhower project; and Pat Beil served on many state advisory board as a representative of the network.

In 1997-98, the ten teacher centers reported a combined income of $370,992. Of this total, $93,000, or 25 percent, came from the state appropriation, the largest single source of income for the centers. Other funding came from membership fees, grants, contributions, and income from sponsored project. Eisenhower funds were the largest single source of grant support for the teacher centers, followed by the HIV/AIDS grant. In addition, the centers were supported by in-kind contributions estimated at $107,948. Typical in-kind contributions included space, telephone, duplicating, materials, and salary for the director or for student assistants. Major in-kind contributors to teacher centers in 1997-98 were

Bismarck Public Schools
Devils Lake Public Schools
Dickinson State University
Fargo Public Schools
JOBS Program
Mayville State University
Minot Public Schools
North Dakota State College of Science
University of North Dakota
UND-Williston
Valley City State University
Wahpeton Public Schools
Williston Public Schools

Total expenditures for the teacher centers in 1997-98 were $353,956. The largest category of expenditure for all centers was salaries, at a total of $151,571. Other major areas of expenditure were honoraria to presenters, fringe benefits, travel support for program participants, substitute pay, materials for the collections, postage, and printing and duplication. A summary of financial data collected from the teacher centers for the year appears in Appendix B. The balance brought forward by the Grand Forks center was made possible by one-time-only (we hope) disaster relief funding which contributed to the salary of the director.

The Teacher Center network budget in 1997-98 was $7,000. Due to support from the Bush Foundation grant and savings realized by use of the interactive video network for meetings, only $4160.13 was expended, providing additional funds for use in interpretation of the work of the teacher centers to supporters and constituents.

Appendix A

NORTH DAKOTA TEACHER CENTER NETWORK 1997-98 ACTIVITY REPORT

	Bismarck/ Mandan	Devils Lake	Dickinson	Fargo	Grand Forks	Mayville	Minot	Valley City	Wahpeton	Williston	Total
Materials checked out	4500	620	564	1500	562	1018	1250	2534	600	147	13295
Resources catalogued	4300	900	1596	1800	581	5827	N/A	893	1109	N/A	17006
Announcements for other agencies	24	22	42	50	42	55				40	275
Newsletter circulations	1750	550	415	2300	1350	450	1400	900	400	775	10290
Issues per year	9	9	6	9	9	8	7	8	8	9	82
Teacher exchanges	14	0	7	17	11	0	15	16	6	7	93
Noncredit inservice activities	4	1	14	7	2	0		4	15	1	48
Number of participants	52	270	301	585	15	0		128	127	450	1928
Credit inservice activities	36	2		84		6	1	1	10	7	147
Number of participants	266	33		1680		230	14	25	84	82	2414
Facilitated credit classes		5	37	2		38	7	5	2	1	97
Number of participants		126	748	96		1113	125	115	30	100	2453
Health workshops	2	0	27	3	3	4	3	8		1	51
Number of participants	38	0	3100	100	54	75	55	306		10	3738
Other: TNT	1										1
Number of participants	1050										1050
Other: CEC	1										1
Number of participants	75										75
Other: in-school presentations			5								5
Number of participants			211								211
Other: Programs for students (Learning Bank)				7							7
Number of participants				6560							6560
Public school districts	64	64	26	8	23	13	36	29	9	15	287
Public supporting members	31	19	20	8	11	13	15	27	9	14	167
Non-public supporting members	11	1	16	3	4	0	3	1	2	2	43
Preservice teacher ed students serve	180	6	250	10-50	622	250	75	168	5	7	1563
Individual members served	30	5	224	2	1	32	34	0	12	450	790
Teachers served	1425	523	682	1700	955	403	1314	915	300	550	9557

Appendix B

NORTH DAKOTA TEACHER CENTER NETWORK 1997-98 BUDGET REPORT

	Bismarck/ Mandan	Devils Lake	Dickinson	Fargo	Grand Forks	Mayville	Minot	Valley City	Wahpeton	Williston	Total
Income											
Network allocation through DPI	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$93,000.00
District & individual memberships	10,600.00	3,285.00	2,240.00	18,520.00	1,415.00	2,600.00	2,490.00	13,306.25	6,160.00	2,790.00	63,406.25
Grants or contracted services											
HIV/AIDS	4,749.44	430.00	4,259.00	5,015.00	4,302.81	1,691.00	2,490.61	12,667.00	243.20	1,555.56	37,403.62
Eisenhower	7,638.25	5,500.00		4,916.00	143.00	2,116.00	20,290.00	270.00	31,213.56	55.00	72,141.81
Nutrition Education Training Grant		450.00		500.00	500.00		500.00	500.00	500.00		2,950.00
Other	2,276.78				12,240.00			9,560.00			24,076.78
Contributions	433.08	2,355.00				1,725.00				1,000.00	5,513.08
Income from sponsored programs	3,932.52	1,375.00	10,142.00	22,177.00	197.02	1,450.00	4,272.21	3,947.88	47.20	4,805.38	52,346.21
Interest				1,595.00				901.60	78.41	109.44	2,684.45
Other	6,006.43	605.28	1,821.00	1,700.00	1,881.63	200.00	970.56	1,246.29	1,867.11	1,171.73	17,470.03
TOTAL	**$44,936.50**	**$23,300.28**	**$27,762.00**	**$63,723.00**	**$29,979.46**	**$19,082.00**	**$40,313.38**	**$51,699.02**	**$49,409.48**	**$20,787.11**	**$370,992.23**
Expenditures											
Salaries	$15,782.01	$12,350.00	$5,382.00	$34,171.00	$12,000.00	$9,808.00	$12,300.00	$26,659.21	$13,670.97	$9,447.66	$151,570.85
Fringe benefits	2,581.51	2,630.00		3,493.00		4,124.00	1,894.25	4,275.18	3,329.07	722.81	23,049.82
Volunteer time		200.00	4,116.00								4,316.00
Honoraria	3,410.00	1,550.00	3,611.00	15,215.00	475.00	1,300.00		4,405.00	8,545.00	4,787.50	43,298.50
Coordinator travel	3,329.00		551.00	886.00	202.25		90.00	258.80		58.62	5,375.67
Travel for program instructors	415.02		491.00			18.00		712.25	1,720.15	1,349.24	4,705.66
Teacher visitations	1,654.32		350.00	585.00	472.50	176.00	795.00	757.50	300.00	427.50	5,517.82
Perdiem for participants	420.50				364.25			265.10	14,844.54	485.00	16,379.39
Office supplies	611.64		2,611.00	1,250.00	632.21	350.00	132.68	337.02	31.21	334.74	6,290.50
Materials for collection	207.00		2,139.00	1,966.00	597.92	1,725.00	20,000.00	971.39	640.90	1,855.16	30,102.37
Workshop materials	197.85			445.00			3,100.34	530.30	806.45	1,134.93	6,214.87
Equipment and repair			201.00		2,846.09					97.75	3,144.84
Postage	1,454.43			816.00	540.85			1,632.30	294.67	427.22	5,165.47
Telephone	549.65	200.00		436.00	6.00		33.24	33.93		244.41	1,503.23
Printing & duplication	1,276.96		650.00	1,432.00	15.75			1,572.31	414.70	753.00	6,114.72
Refreshments	674.98	60.00			704.64	1,000.00		580.18	258.04	1,488.13	4,765.97
Space						581.00	1,500.00				2,081.00
Substitute pay	1,573.51			2,040.00	2,146.00			3,531.47	3,594.00	486.70	13,371.68
Flow-through	5,242.46	3,500.00	7,959.00					4,286.52			20,987.98
TOTAL	**$39,380.84**	**$20,490.00**	**$28,061.00**	**$62,735.00**	**$21,003.46**	**$19,082.00**	**$39,845.51**	**$50,808.46**	**$48,449.70**	**$24,100.37**	**$353,956.34**

NORTH DAKOTA TEACHER CENTER NETWORK 1997-98 BUDGET REPORT, continued

	Bismarck/ Mandan	Devils Lake	Dickinson	Fargo	Grand Forks	Mayville	Minot	Valley City	Wahpeton	Williston	Total
Inkind Contributions											
Salaries			$24,450.00		$7,951.00		$425.00				$32,826.00
Fringe benefits											0.00
Student employee pay						2,954.00		1,103.00			4,057.00
Volunteer time						2,415.00	386.25		500.00	2,000.00	5,301.25
Director travel		266.00									266.00
Program instructor travel					125						
Teacher Visitations				250.00							
Office Supplies		750.00		200.00			200.00				1,150.00
Materials for collection					3,500.00	1,643.00		3,000.00			8,143.00
Workshop materials					200.00						200.00
Equipment and repair		1,500.00		400.00	1,000.00	2,000.00	250.00	200.00			5,350.00
Postage		500.00				912.00	350.75				1,762.75
Telephone					600.00	82.00	180.00	425.00	600.00		1,887.00
Printing & duplication		600.00		300.00	800.00	712.00	504.00			900.00	3,816.00
Refreshments						268					
Space	11,500.00	1,500.00		7,200.00	6,689.00	3,600.00		4,000.00	4,500.00	4,200.00	43,189.00
Miscellaneous								1,635.84		20.00	
TOTAL	**$11,500.00**	**$5,116.00**	**$24,450.00**	**$8,350.00**	**$20,865.00**	**$14,586.00**	**$2,296.00**	**$10,363.84**	**$5,600.00**	**$7,120.00**	**$107,948.00**

My visit to the Ann Carlsen Center was fabulous. I spent the day observing two classrooms and visiting with several teachers and staff. My goal was to find a starting place for me to successfully teach Math skills and Science information to my handicapped student. I came back with a lot of helpful information and also a concrete plan on how to begin to attain my goal. I also gained a lot of info. on the positive outlook of inclusion - as it relates to my handicapped student as well as my other students. It was a very helpful day! Thank you Teacher Center for this opportunity!

Laurie

CONTACT YOUR POST OFFICE
EXPRESS MAIL
NEXT DAY DELIVERY

DETROIT LAKES MN 56501 OCT 3 AM 1989

WAHPETON AREA TEACHER CENTER
NDSCS - NORTH 6th STREET
WAHPETON, ND 58076

FARGO ND OCT 5 PM 1989 58102

USA 22

Laurie Stiller
Wahpeton Public Schools-Zimmerman
508 N 9th St.
Wahpeton, N.D. 58075

Williston Area Teacher Learning Center
P.O. Box 1326 • UND-W
Williston, North Dakota 58802
(701) 774-4229

TEACHER EXCHANGE EVALUATION

Name Marilyn Simpson School Watford City Elem.

Classroom(s) visited Deanna Hermes Title I Reading

Date Sept. 23, 1998 Time 12:00 - 3:30

Describe briefly, your day of observation I observed Deanna working with her afternoon students. Deanna stayed late to share ideas and visit after school. She was very welcoming and demonstrated how some of the learning materials are used.

(continue on back side • •)

What was most beneficial to you? It was extremely beneficial to visit with a teacher from another school with the same teaching position to exchange information.

(continue on back side • •)

Describe any specific way this visitation may have contributed to your growth as an educator Deanna and I were able to brainstorm about some issues and share some of our positive experiences that we can adapt to our own situations.

(continue on back side • •)

How would you rate the arrangements for the visitation? Circle one:

Fair Good (Excellent)

What suggestions do you have to make this a better experience?

Everything about my visitation was so positive! Vance Olson returned the paperwork immediately. Deanna Hermes was so cordial and inviting; and the building principals (Loren Mathson and Patrick Simse) approved the visit promptly! The visitation was truly a worthwhile experience!

Williston Area Teacher Learning Center
P.O. Box 1326 • UND-W
Williston, North Dakota 58802
(701) 774-4229

November 4, 1996

Jean Barnhart
1393 14th Street SW
Sidney, Montana 59270

Dear Jean,

The November newsletter (enclosed) lists what courses are now available. As you probably know, this changes from month to month. I will be getting information on spring classes soon. Are the particular courses you need? Don't hesitate to call if you need more information.

Sincerely,

Vance E. Olson

Vance E. Olson

Dear Vance,

Thank you for your prompt response to my request. I am looking for courses to renew my Reading Credential but am also interested in other courses (i.e. "Thinking Can Be Second Nature" - which I would like to attend.) I will call Vicki at 1-800-726-1724 to register via telephone.

I have enclosed a check for $45 for an individual membership to the T.L.C.

Thank You,
Jean Barnhart

Mr. Chairman and Members of the Committee:

My name is Mary Cay Senger. This is my second year as a teacher of grades 1-4 at Baldwin School. I also serve as the principal of this rural school. I taught third grade at the Mission School in Fort Yates for four years before I came to Baldwin. I am here today to tell you, from a teacher's standpoint, about the benefits that teachers receive from the Teacher Learning Centers.

I have used the Teacher Learning Center in Bismarck during the past six years. It has been a wonderful resource to me personally and also to the school. I have been able to check out idea books, filmstrips, videos, records, cassettes, bulletin boards, games and textbooks, just to name a few. I have been able to laminate materials at a very reasonable cost. I have used the Starlab which is a large inflated laboratory for students, teachers and parents to use as they view the night sky in a variety of ways, learn about the constellations and the stories from other cultures connected to these constellations.

The teacher centers continually help teachers with educational materials. The Teacher Center publishes a monthly newsletter which is sent to every teacher on the center's mailing list. These newsletters provide educators with listings of workshops, graduate classes and educational material that might be of value from the Internet that is currently offered in North Dakota. During the past year, the Bismarck/Mandan Teacher Center helped to coordinate and provide graduate classes for the NDEA convention held in Bismarck in the last year; the TNT conference in June, the Head Start Regional Conference and the Council on Exceptional Children Conference. It also coordinates classes held locally by North Dakota Universities. Many teachers took the opportunity to receive these graduate credits, including myself. I was also able to take a 2-day workshop on the environment this past year and was reimbursed for the

expenses with Eisenhower funds available through the Teacher Learning Center.

The Centers will provide teachers with specific materials related to a teaching unit. The teacher can pick up the materials or they can be sent to the schools where distance is a factor.

Teacher visitation is another way the Centers benefit teachers. A teacher can spend a day in another teacher's classroom, observing the teaching techniques and styles. The Teacher Learning Center pays for the substitute teacher. This is a great opportunity for professional development and a great way to continue life-long learning.

While I was teaching at the Mission School in Fort Yates, I participated in a pilot program sponsored by the Teacher Learning Center and the University of North Dakota. It was set up to give first year teachers a mentor to help them through their initial year of teaching..to give them encouragement and practical methods to use in the classroom. The Center provided in-service opportunities for the new teachers to voice their concerns and their ideas, and gave mentor teachers the opportunity to share insights and strategies that only years of experience can provide. This program is now in its third year.

ORISKA PUBLIC SCHOOL
502 2ND Avenue
P.O. Box 337
Oriska, North Dakota 58063

January 7, 1999

Senator Robinson.

You will soon be discussing the funding mechanism that will be used to provide appropriations for the Teachers Centers of North Dakota. As the funding is currently being proposed the Lead Center and Teacher's Center are being funded together. The Oriska School District which is served by the Valley City Teacher Center takes the position that the two entities have entirely different mission statements and actually serve different constituents.

The Lead Center primarily provides administrators with leadership workshops and training were as the Teacher Center provides workshops, and training not only for administrators, but also is utilized for in service for teachers, bus drivers, cooks, and custodians. Thus, we feel the Teacher's Center needs to keep its own independent identity.

In conclusion, the Oriska School District which is a very small rural school in Barnes County has had a very unique relationship with the Valley City area Teachers Center, for the Teachers Center has provided our school district with professional development for our entire staff. This in service would not be available to our school district in any other way due to financial constraints.

The Teachers Centers are delivering educational services in a very effective, efficient and professional manner tailored to meet the needs of the individual school districts they serve.

This again reflects the need to maintain a separate unique identity and therefore should be funded separately from the Lead Center since the two have very different missions. Thank you for your time and concern.

Sincerely,

Roger Mulvaney

Roger Mulvaney, Superintendent
Oriska High School

ORISKA PUBLIC SCHOOL
502 2ND Avenue
P.O. Box 337
Oriska, North Dakota 58063

January 7, 1999

Senator Robinson:

My name is Terry Buringrud and I am the Elementary principal in the Oriska Public School system. I am writing this in behalf of our Teacher Center in the Barnes County area and for all across the state.

First of all, Pat Biel, our local coordinator does an absolutely marvelous job of coordination and managing our center in Valley City. Without her efforts many opportunities for the educators in our region wouldn't be there.

Every year she coordinates an HIV workshop, and a planetarium workshop which allows educators the chance to use the planetarium in their school. Pat is always looking for workshops, seminars, or classes to make available to educators.

The Center is part of the Barnes County Goals 2000 and the Professional Development Academy. Her involvement in the PDA allows work with the Kathryn Center, summer workshops, and last summer, for the first time, a summer technology camp for area 6th grade students.

The Center also is involved with the McCrel group to help teachers and students better understand their role in the school system. Every day activities are keeping materials available in the Center for teachers to use. Once a month a box of "goodies", workbooks and copy books, are sent to schools for teachers to look at.

In my opinion a Teacher Center is the artery pumping information to the heart, teachers, and allowing them to be more professional and productive.

In my most conscientious and sincerest desire the Teacher Centers are a vital part to the education community that can't be severed.

Sincerely,

Terry Buringrud

Terry Buringrud

To: Whom It May Concern 1/7/98

From: David Delaney
Inservice Coordinator
Jamestown Public Schools

Re: Teacher Centers

I am writing this letter to communicate the importance of the Valley City Teacher Center not only to our school district but to other districts as well. Pat Bell, the teacher center coordinator, has been a great aid in developing inservices and has also provided a great deal of information and materials.

Educators from other districts have informed me that they would have great difficulty in updating their teachers as there is such a wide variety of needs/areas that would be impossible to meet as individual districts with their small numbers. The necessary number of participants are frequently achieved with the teacher center coordinating the scheduling of inservices and distributing the information to a wider area.

The teacher center also increases communications between districts during the planning and implementation stages. The exchange of ideas results in the improvement of programs and instructional skills and also in more cooperative efforts between districts. These improvements would more than likely not take place to such an extent as it presently does without a facilitator such as that provided by the teacher center.

David Delaney

Oriska High School

P.O. Box 337
Oriska, ND 58063

Phone 845-2846
Fax 845-5830

January 06, 1999

Senator Larry Robinson

Dear Senator Robinson:

I am writing to you to show my support for the continued funding and support of the Valley City Teacher Center. Having lived and taught in the area for 10 years, I have had many occasion to use information and services provided by the Teacher Center so I feel justified in writing to show my support.

As a science teacher, I have had the opportunity to be involved in a laboratory safety class provided through the Valley City Teacher Center. As a result of this class, I now have the knowledge to provide my student a safe lab environment and have been able to dispose of chemicals from my lab that could have caused potential harm. Without the Teacher Center providing this valuable service, my students and school would not be as safe a place. Two other examples of how a science teacher from a small town is able to appreciate and utilize the Teacher Center are the portable planetarium provided by the Center and the NASA workshops provided. Both of these examples allowed me to have access to materials and training not ordinarily afforded to teachers of small town North Dakota.

Along with my teaching duties, I am also principal of a small school served by the Valley City Teacher Center, the valuable workshops, materials, and support provided allow all teachers the opportunity to make great improvements in all classrooms. The monthly newsletter informs all teachers of what is going on and encourages them to be involved and use the services of the Teacher center. With out these valuable services, many teachers would not be as effective as possible.

Thank you for allowing me to express my view on this issue, the continued support and funding of the Valley City Teacher Center is vital for the continued reaching excellence demonstrated throughout North Dakota.

Sincerely,

Greg Jenkins
Principal/Science Teacher
Oriska High School

MONTPELIER PUBLIC SCHOOL DISTRICT #14

322 Bailey Avenue • P.O. Box 10
Montpelier, ND 58472-0010
Telephone 701-489-3348 Fax 701-489-3349
E-mail *montyhs@daktel.com* • Web page *montpelierschool.daktel.com*

Board of Education
David Heinrich, **President**
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Richard Brown, Wes Valenta, Tim Herman

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Cheryl Fowler, **Business Manager**

Mary Steele, **Administrative Counselor**
Carole Haarsager, **Elementary Principal**

January 7, 1999

To Whom It May Concern

SUBJECT: NORTH DAKOTA TEACHER CENTERS

The Teacher Center in Valley City is the Life Line to Schools in the SouthEast Area and Region of North Dakota.

Our School has been a member for years. Vital planning occurs each year for schools and the educational process all for providing the best opportunities for students and for improving education in our schools. Administrators and staff meet monthly with the Teacher Center Director Pat Beil. Through the years, we have had very influential and pertinate in-services for staff. We have generated professional development plans for staff, school improvement plans, curriculum review and writing, technology in-services, classes, training for staff. The Center provides a monthly newsletter with loads of information to the schools about classes, resources, materials, and programs.

The Teacher Center is certainly a vital link with the schools. It would be a grave step backward not to continue what is happening at the Valley City Area Teacher Center thanks to Pat Beil and all the school personnel.

Rick Maddock
Rick Maddock
Superintendent

MISSION STATEMENT

TO BE A VIABLE EDUCATIONAL INSTITUTION WITH COMMUNITY BASED COOPERATION. TO ENHANCE INDIVIDUAL EDUCATIONAL OPPORTUNITIES IN ***A QUALITY LEARNING ENVIRONMENT.***

TO WHOM IT MAY CONCERN:

The Valley City Teacher Center plays a vital role in assisting we teachers to carry out our roles in educating our students. The resources they have available to us are outstanding!!

Because of the Teacher Center we are able to have the planeterium in our school for the students to learn about this area of science. Also, we get resources from them to help in planning science experiments for our annual science fair.

It is because of the Teacher Center that our school has been fortunate enough to be a part of professional development of staff. One great example is the train the trainer program in the area of technology. Without this, teachers would not be able to share their expertise with their students in using compters.

The Teacher Center provides us with resource materials all year long by sending us out boxes with materials for use with our students. This helps enhance student learning.

The Valley City Area Teacher Center Newsletter can only be described as outstanding!! This keeps teachers up to date with courses that are being offered to improve teaching skills with our students. It informs teachers of new resources available.

Charlotte Enger
Teacher Center Contact Person

Keri Callahan-Witherell
Emerado Elementary School
Emerado, ND 58228

Grand Forks Area Teacher Center
P.O. Box 7189
Grand Forks, ND 58202-7189

To whom it may concern:

As a user of the Grand Forks Teacher Center I am writing this letter to support the need of a resource center in our community. This letter is also to thank you for all of the support and guidance that you have given to area schools, teachers, and students.

The Grand Forks Teacher Center is a valuable resource for many members in the surrounding communities. The center is rich in assets that not all schools or teachers have or can afford at the present time. The great amount of information that is acquired, shared, and learned is networked via newsletters, emails, memos, and phone calls. All questions or concerns have been answered. One also acquires valuable colleagues and contacts that are there to help answer questions one may have about certain topics or issues. It is extremely motivating to see how other educators are using materials and curriculum in their classrooms.

It is a wonderful experience to be part of a technology partnership with the Teacher Center, University of North Dakota, and eight Grand Forks area teachers. During this partnership the participants worked together learning how to use and incorporate new technology tools in and outside the classroom. Creating curriculum and collaborating thoughts and ideas of how technology could be incorporated into the classrooms was enlightening.The integration of the partnership included teachers, professors, UND students majoring in elementary education, elementary, and middle school students. This partnership was possible and succeeded because of the Teacher Center support and contributions.

Teachers centers are very user friendly for teachers, student teachers, and students. The center creates, offers and refers workshops and classes that can be taken in your area. These classes help motivate both teachers and their students by bringing new materials and resources into the classroom. This helps the classroom atmosphere and the students attitudes. The educators are able to participate in sessions that help them learn new techniques.These classes also help fill the required amount of credits that a teacher needs to be recertified.

Sincerely,
Keri Callahan - Witherell
Keri Callahan- Witherell
Emerado Elementary School Math and Technology Teacher

DEPARTMENT OF TEACHING AND LEARNING
P O Box 7189
GRAND FORKS, NORTH DAKOTA 58202-7189
PHONE: (701) 777-3239
FAX: (701) 777-4393

January 6, 1999

Grand Forks Area Teacher Center
P.O. Box 7189
Grand Forks, ND 58202-7189

To Whom It May Concern:

I have found the Grand Forks Area Teacher Center to be a valuable resource for my education majors at the University of North Dakota. As a science educator, I have been able to check out engaging materials to enhance my teaching. These materials have included an inflatable, life-sized whale, the Project WILD trunks featuring animal specimens and the ground water trunks. In each case, these materials were readily available through the Teacher Center and offered powerful and stimulating learning opportunities for my students.

I personally feel indebted to the Teacher Center and truly value the excellent resources available to my students and myself. I heartily recommend the Center's continued support for our education majors and local teachers. The Center creates important links and collaborations that support teachers' efforts to teach their students in meaningful ways.

Sincerely,

Dr. Mark Guy
Department of Teaching and Learning

UND is an equal opportunity/affirmative action institution

North Dakota Museum of Art

January 6, 1999

Grand Forks Area Teacher Center
P.O. Box 7189
Grand Forks, ND 58202-7189

To Whom It May Concern:

The North Dakota Museum of Art, in conjunction with Mayville State University and the Grand Forks Area Teacher Center, recently received a grant from the US WEST Foundation to establish a virtual community arts museum on the Internet. One of the main purposes of this site is to develop an art education curriculum that will make the Museum's exhibitions useful and accessible to elementary and secondary teachers in our region. As part of this project, the Teacher Center was instrumental in coordinating a meeting between local art teachers and Museum staff.

Our collaboration with the Teacher Center has assisted us in forging meaningful relationships with area educators. Through Teacher Center contacts, we were able to establish an on-site art education program for the Fordville High School students. The Center also provides area teachers with on-going information about current Museum events and exhibits through their monthly newsletter.

I support the continued funding of the Teacher Center as an important link between the North Dakota Museum of Art and educators in our region.

Sincerely,

Laurel Reuter
Director

P.O. Box 7305, Grand Forks, North Dakota 58202-7305 USA 701 777-4195 Fax 701 777-4425

UNIVERSITY OF UND NORTH DAKOTA

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
P.O. BOX 7189
GRAND FORKS, NORTH DAKOTA 58202-7189
(701) 777-2674
FAX: (701) 777-4393

January 7, 1999

Grand Forks Area Teacher Center
Box 7189
Grand Forks, ND 58202-7189

To Whom It May Concern:

It is with pleasure that I write a letter of support for the Grand Forks Area Teacher Center. As Director of Field Placements at the University of North Dakota, I have come to value the Teacher Center especially for its helpful contributions to our student teachers. She informs them of significant upcoming events and opportunities through my Senior Seminar.

In December 1998, Lyn coordinated a state-sponsored HIV/AIDS training session for our student teachers. This is the first of its kind to be offered at the University, and it was highly successful. We look forward to a continuation of this vital training for future student teachers. The Grand Forks Public School District administrators are very supportive of the training and strongly encourage that it become a established component of the student teaching experience.

Lyn Willoughby, Director of the Teacher Center, is actively involved within our Education Building. She has excellent rapport with administration and staff.

Respectfully,

Linda M. Holdman

Linda M. Holdman, Ph.D.
Director of Field Placement

Fax # 701-857-4405
Deb Sisco From Mavis Coen
To Whom It May Concern

I would strongly encourage the legislature to appropriate sufficient funding for the N.D. Teacher Center Network. This Network provides a valuable service to schools in N.D. The mission statement indicates the purpose NDTCN is to assist practicing teachers, education students, and other educational personnel in the professional knowledge and skill development to improve the learning of students.

This mission is carried out very effectively throughout the state. Schools K-12 and Institutions of Higher Learning are working together to provide the best education possible to students in the great state of N.D.

Mavis Coen
Washington Elementary, Valley City

MARY FUKA
GR. 5 & 6
TECHNOLOGY COORDINATOR
MANTADOR PUBLIC SCHOOL
CO. RD. 70
MANTADOR, ND 58058
JANUARY 6, 1999

DEAR EDUCATION ADVOCATE:

THOUGH OUR AREA OF SOUTHEASTERN NORTH DAKOTA IS RURAL AND ISOLATED EDUCATORS HERE ARE LUCKY ENOUGH TO SHARE A COMMON THREAD FOR ORGANIZATION, EDUCATION, RESOURCES, AND SUPPORT. OUR LOCAL TEACHER CENTER, THE WAHPETON AREA TEACHER CENTER, PROVIDES ALL OF THIS, PLUS, PERHAPS ITS GREATEST SERVICE, COMMUNICATION.

I PERSONALLY UTILIZE THE MANY RESOURCES AVAILABLE AT THE CENTER. VIDEOS TO BONES, IT HAS IT ALL. THE MANY CLASSES THAT I LEARN OF THROUGH, AND AM FINANCIALLY AIDED BY, THE TEACHER CENTER HAVE PROPELLED ME TO GROW AS A PROFESSIONAL EDUCATOR. BUT I AM NOT THE ONE WHO BENEFITS THE MOST FROM THE TEACHER CENTER, NOR DO I BELIEVE I SHOULD BE. MY STUDENTS SHOULD BE THE ONE WRTITING YOU TO SHOW THEIR SUPPORT. SO THEY WILL. PLEASE SEE ATTACHMENT.

SINCERELY,

Mary Fuka

MARY FUKA

Grade fifth & sixth
Mantador Public school
Co. Rd. 70
Mantador,ND 58058
January 7, 1999

Dear Legislators,

We would like to thank the Teachers Center for all of the ideas they have given us.Some of the ideas they have given us is the internet,the dinosaur guy,the videos,the skulls,the furs,and the whale.We would like it if you could keep the teachers there,to do these things.Also we enjoyed the books and the math games.Our teacher gets lots of ideas from the Teacher Center.We really appreciate it.

Thank you,

Brooke Hohenstern
Amanda Wahler
Krista Foerstch
Amber Westphal
Steven Wahler
Jordan Hejtmanek
Jason Hejtmanek

FINLEY-SHARON PUBLIC SCHOOL

P.O. BOX 447
FINLEY, ND 58230-447
701 524-2420

Dr. Edward Mundy, Superintendent/Sec. Principal
Virgil Babinski,Sec. Principal/Elem. Principal
Roger Bergstrom, School Board President
Jennifer Braaten, Business Manager

January 6, 1999

To Whom It May Concern:

We are writing on behalf of the Mayville Teaching and Learning Center located at Mayville State University. It has been understood that you are considering reducing some of the centers located in North Dakota. Being many of our schools are in rural settings we rely on our centers for resources.

For Finley-Sharon the Mayville Teaching and Learning Center is a viable educational resource tool. In the past we have had the opportunities to have our fourth and fifth graders participate in a Nature Trail adventure in Mayville. College interns plan an afternoon of games and activities about life outdoors.

Our teachers call upon the center for teaching resources. Manipulatives, idea books, models, etc. are items schools cannot always afford. The Mayville TLC has a variety of materials to lend out to area teachers. Our center has been very accommodating to the area teachers with finding materials we need and getting them to the schools for application.

The TLC is our connection wire to the state and other schools in our area. Each month newsletters are sent to each of our staff members. These newsletters inform our teachers of what is going on in the TLC and classes, workshops, etc. available to further our education. With the close proximity of these courses, many members of our staff have received graduate quarter hours through the work of the TLC. An area in-service workshop is coordinated through our center. This is our sole connection to other schools around us. This brings us closer together as educators.

Thanks for your consideration.

Sincerely,
Finley-Sharon Educators

Virgil Babinski, Elem. Principal
Tracy Larson, Teacher
Susan Hafen, Teacher
Edward Mundy, Supt.
Ann M. Dietchman, Teacher
Pam Halcken, Teacher
Dian Pedersen, Teacher
Stephanie Dale, Teacher

HATTON PUBLIC SCHOOL
Hatton, ND 58240

During the years I have been teaching elementary students in Hatton, I have had opportunity to use many of the materials at the Mayville State TLC. The close proximity of the college's TLC in Mayville to Hatton is of great value in borrowing these materials. There is a wide range of material across the curriculum, as well as for a variety of grade levels.

Many of the workshops I have attended have been sponsored by Mayville State TLC. These have been valuable in their content, have been timely, and again, the closeness to Hatton makes it very convenient.

Having a TLC at Mayville State is a benefit I would like to see continue.

Betty Reinhart

From: Mary Meldahl
Sent: Thursday, January 07, 1999 8:51 AM
To: Mary Meldahl
Subject: TLC

I have used many of the books and resources the TLC in Mayville has to offer. I have also taken several classes through the University even though that is not the college I received my degree from. They are very willing to offer classes that are requested if possible and they keep the resources very up to date.
Mary Meldahl

From: Linda Reinhart
Sent: Wednesday, January 06, 1999 6:06 PM
To: Mary Meldahl
Subject: TLC

The TLC is a wonderful resource for our community. Many of the materials available to our area schools would not be accessable if it weren't for the fact that they are free through the TLC. Along with countless time saving materials, we receive information about current strategies and techniques. I am only one educator of hundreds that has grown professionally through workshops and classes presented by the Center.

From: Bonnie O'Keefe
Sent: Thursday, January 07, 1999 8:10 AM
To: Mary Meldahl
Subject: TLC

I have used the Mayville State University TLC for 14 years. I have checked out many materials that have benefitted myself and my students. I have also attended many, many workshops that the center arranged for local teachers. These workshops have always been very valuable to me. I feel that the TLCs are of great value to our rural ND teachers.
Bonnie O'Keefe Hatton Elem. School

Wimbledon - Courtenay Public School

GERALD GAUDERMAN, SUPERINTENDENT
Wimbledon-Courtenay Public School District No. 82 • P.O. Box 255 • Wimbledon, North Dakota 58492 • (701) 435-2494

January 6, 1999

To Whom It May Concern:

This is a letter of support for the Valley City Area Teacher Center. Our school has been an active member of the center for the past several years. Our teachers feel the services that we receive from the center are invaluable.

We have had a number of teachers participate in teacher exchanges and teacher visitations to other schools. These visitations have been very valuable in helping our district decide on curriculum revisions and textbook selections.

Our teachers really appreciate receiving the monthly newsletter. It helps keep them informed on the many workshops and classes available in our area. It also keeps them informed on the many new materials that are available from the center.

We feel that through the VCATC we are able to offer our teachers inservice, resources and other opportunities that we would not be able to offer without their assistance.

If you have any questions, please call for more information.

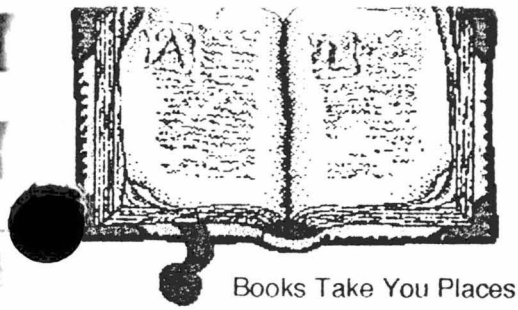
Sincerely,

Jerry Gauderman
Superintendent

PRESIDENT OF BOARD: Leif Bollingberg
BUSINESS MANAGER: Lori Wanzek
BOARD MEMBERS: Edward Kuhlmann, Emmett Lampert, Jerald Orn, Floyd Scouten, Darold Souplr, Chip Steckler.

I am writing in regard to funding for the Teacher Learning Centers. I have been a teacher at a Catholic School for the past 15 years. Over the years I have found the Teacher Learning Center to be a great asset to my profession. Being in a Catholic system, money is always tight, the TLC center has given me the opportunity to get many materials I wouldn't have been able to purchase. They also have offered many continuing education classes that have benefited myself and my students. This is a wonderful place for teachers to get new ideas to enhance their teaching and help make learning fun for our children.

Penny Goebel
Bismarck, ND



Books Take You Places

To: Deb Sisco
From: Diane Ness, Title 1, Minot, ND D Ness
Re: Access and Success of Teacher Learning Center Materials
Date: Oct. 20, 1998

On Wed., Feb. 5, 1997 our schools enjoyed a most unique and challenging environmental unit, the catalyst being... "THE WHALE!!!"

This was a "first" for Little Flower and St. Leo's Schools, but it was more than just "blowing up the "BIG WHALE" in the gym!

Mrs. Nancy Magnuson's 5th graders and Mrs. Karma Gumbert's 6th graders (both Little Flower) had done much pre-planning and preparation beforehand... and then on Mon., Jan. 27, '97, they taught their peers about water mammals, pollution, counter-strategies to "clean up our Earth, etc." Learning centers were set up in every corner of the gym, and on the stage, where students showed hands-on demonstrations to their peers and did follow-up activities with each grade level. It was interactive learning at its best, both for the presenters and for the listeners. We were amazed at the caliber of sharing and the kids' initial response to what the "*student* teachers" had evoked. It went so well at Little Flower that we teachers approached L. F. principal Diane Zander about sharing this great activity with the kids at their fellow Catholic school, St. Leo's. Mrs. Zander readily supported the idea. Then, Mr. Bunce, Sup't. of Minot Catholic Schools, approved bus transportation to get the Little Flower 5th and 6th graders ("the teachers") over to St. Leo's, where they taught all the grades.

As the Title 1 teacher for both schools... and because I had taken the required "Whale session" at the TLC previously, I coordinated our effort and invited parents , my MPS boss, Mr. Jim Blomberg, Mr. Bunce, Father Walter, etc. to come, which they all did. It was well-publicized. Many parents took their lunch break or got off work for a short while to attend their child's session, and even crawled inside the whale to hear the story of *Jonah* and other "whale books" read...

So, on Feb. 5th, things were really rollin' along well: parents, kids, teachers, administrators, clergy, grandparents, etc. all learning and having fun together! It was quite a nice sight!

As busy as we three teachers were in supervising all the varied activities, we hardly noticed that the KXMC crew and cameras had arrived and were setting up. Debbie Kuehn approached me and said we had been nominated (by many persons) for the Golden Apple Educational Award. She later told me that the "kids-teaching-the-kids" concept was one of the best Golden Apple Awards she'd made. "We had several calls about what you are all doing here! It is rare to see what these students did for each other at these schools."

About a half hour later, KMOT arrived and shortly after that, a reporter from *The Minot Daily News* came and interviewed me. We had a feature story and picture in the paper the next day too.

How proud all of our kids were...at both schools. They had really put forth a fine effort.

By the way, we three teachers had met the Sunday before and decorated the entire gym in an ocean theme and displayed the measurements of various water mammals on the walls. Banners and brightly colored drawings and posters the kids had made hung everywhere.

I am writing all of this to help promote awareness of the wonderful materials, programs, hands-on activities, strategies, etc. the TLC brings to our classrooms.. and to encourage continued funding and support of these wonderful things, which are appreciated by so many!!

With thanks and appreciation,

Diane Ness, Title 1, Minot, ND D. Ness

Marvin Erhardt

SB 2013 TESTIMONY

Senate Appropriations Committee
January 8, 1999

Dr. Marvin Erhardt, Director, ND LEAD Center

Mr. Chairman and members of the committee, my name is Marvin Erhardt; I am the director of the ND LEAD Center. I would like to make just a few remarks to refresh your memory about what the LEAD Center does to justify its biennial appropriation. LEAD's mission is to develop excellent leaders for North Dakota's elementary and secondary schools. Over the past ten years we've sought to accomplish that mission by offering high quality leadership and professional development training to school leaders across the state and by maintaining a resource library of video and audio materials that are loaned to individuals or schools. During the past year 630 people participated in one or more of LEAD's programs, which included topics such as Instructional Leadership, Communications, Time Management, Change and Conflict Management, Strategic Planning, and Executive Leadership Training such as "The Seven Habits of Highly Effective People" and "Principle Centered Leadership." In the past several years, we have devoted considerable energies to what we have called the "Future Leaders Project." In this area we have worked closely with the universities to identify and develop the best candidates for future school leadership positions and at the same time to screen or counsel out the less promising or poor candidates. In recent years we also have increased our efforts to promote school and business partnerships in the area of leadership development. For example, in the past month we have had several conversations with representatives from a school district and the local Chamber of Commerce about offering programs like The Seven Habits of Highly Effective People or Principle Centered Leadership in a community where both school and business leaders would attend.

LEAD

The current biennial appropriation for LEAD is $209,000. We appreciate the support from the Legislature in the past and hope that it will continue at a level that is at least the same. The Executive Budget Recommendation from DPI calls for consolidating LEAD with the Teacher Center Network. Although both organizations are involved in professional development, our missions are different. Therefore, both organizations oppose such consolidation and we respectfully request that our appropriations remain separate.

The LEAD Center remains committed to doing its best to provide needed leadership and professional growth opportunities for school leaders in the state.

TESTIMONY OF JANET L. PLACEK

ON

SENATE BILL 2013

Mr. Chairman, members of the committee, I am Janet L. Placek, Executive Director of the Education Standards and Practices Board and wish to comment on the Executive recommendation for Senate Bill 2013.

I wish to comment on Section 4 which provides general fund appropriation distributed by the department of public instruction to the Education Standards and Practices Board for the implementation of the national board certification program.

The Education Standards and Practices Board supports the inclusion of the national board certification dollars in the budget for the department of public instruction.

Section 4 of SB 2013 provides the funding for Senate Bill 2151 giving the Education Standards and Practices Board legal authority for national board certification.

The mission of the National Board is to establish high and rigorous standards for what teachers should know and be able to do, to certify teachers who meet those standards, and to advance related

education reforms for the purpose of improving student learning. The main purpose of national board certification is to improve student learning.

Presently in North Dakota, we have ten (10) teachers going through the process of pursuing national board certification. The fee for each participation in this process is $2,000. The funding for these ten participants has been provided through federal funding and the Department of Public Instruction.

For 1999-2000, federal assistance of $10,000 is available for North Dakota candidates to help pay the fee, at $1,000 per candidate. The remaining $1,000 per candidate must be provided from state sources for a total of state match funds of $1,000 for 10 individuals.

Our goal is to recruit 30 teachers each year during the biennium to pursue national board certification. We would then have 60 teachers that have been provided the $2,000 fee to pursue national board certification. At this time, we are not aware of any federal funding or assistance for 2000-2001, therefore the entire application fee must come from state sources.

This state appropriation would also provide funding for a salary incentive for those teachers who achieve the national board certification. This state appropriation provides a $5,000 annual salary incentive for each teacher who achieves national board certification. It

is anticipated the ten individuals from 1998-99 will be eligible for the salary incentive in 1999-2000 as a result of completing the requirements. For 2000-2001, it is anticipated 30 additional teachers will have completed certification and be eligible for salary incentives.

This appropriation also provides funding for professional facilitated support for candidates expenses which might be incurred by the participates while pursuing this certification. Other states have offered seven-week programs prior to the process to help prepare the participates for the process. This seven-week program or whatever North Dakota develops would be much like the course taken by our local attorneys prior to taking the bar examination. These dollars would be used for those types of expenses.

National Board certification cannot single-handedly transform the schools, but it can be a catalyst for lasting change. It can redefine teaching as a career by stimulating new incentive structures, staffing patterns, and organizational arrangements. It can bolster reform in teacher education by casting the knowledge base in a richer light. Most important, as these related changes both increase the flow of first-rate people into the field and stem the tide of those departing, and as teachers' roles and responsibilities are more sensibly structured, National Board Certification can become a pathway to improved student learning.

Many excellent teachers already work in the schools. But their work regularly goes unrecognized and unrewarded. As a result, many first-rate teachers leave teaching, and other who could be exceptional teachers never consider it.

If North Dakota is to have a future with promise, it must have world-class schools—and if North Dakota is to have world-class schools, it must have a world-class teaching force.

I would be willing to answer any questions at this time.

Thank you for the consideration given this bill.

Yvonne Timian
SB 2013

TESTIMONY ON DPI BUDGET
SENATE APPROPRIATIONS COMMITTEE
January 8, 1999

By Yvonne Timian
Teacher, Levels of Service
Jeannette Myhre Elementary School, Bismarck
(701) 221-3430

Mr. Chairman and Members of the Senate Appropriations Committee:

My name is Yvonne Timian and I am a teacher in Bismarck and a member of the North Dakota Math Content Standards Writing Team and of the North Dakota Math Test Design Team. I am here to speak in support of the Department of Public Instruction's budget proposal regarding the state standards and assessments.

I have been involved with the standards and assessment teams for a number of years. Throughout those years I have seen changes in the needs of our students. I have seen changes in what and how we teach, and therefore the need to assess and test students differently.

Emphasis in the mathematics area has shifted from teaching only calculations to problem solving, reasoning, and thinking about how we use math in our daily lives. Because of the shift, students are doing more than a page of calculations. They are using their skills to solve problems. They are able to tell *why* 3x4=12, not only that it does.

Teachers are excited about teaching. They want to help students learn. I see teachers looking at different ways to help students understand what they are doing. I remember years ago being told by a teacher to not worry about why I did a problem, just to do it. We have come a long way from that kind of thinking.

In Bismarck we have used the State Standards as a guideline for writing specific curriculum for grades K-6. The Standards provided a base for our district. We were able to locally make decisions about what should be taught to reach those standards.

Another piece that is important to address is the assessment of our students. We are not going far enough to only talk about what students are expected to do. In fact we need to assess what students have actually learned.

In traditional testing, we have not measured comprehensive student performance. The team of North Dakota teachers that have written assessments understand the need to look at the ability of students to apply what they learn through performance assessments.

The knowledge that I have acquired through participating in the writing teams has been valuable to me personally. I have been able to grow as a teacher. I am able to contribute to my classroom, to my school, and to my district. I have learned more and more about children and how they learn.

North Dakota is committed to educating its children. The projects for writing the standards and assessments have been funded through federal funds. I feel that it is important for North Dakota to continue these projects with financial support. Through professional development, we need to train local district personnel to incorporate the content standards into their curriculum and to use the assessment tools.

In conclusion, I ask that you support the request for funding of the Department of Public Instruction's budget proposal, specifically the state standards and assessments.

I will answer any questions that you might have. Thank you for your attention.

Daphne Ghorbani

SB 2013

TESTIMONY ON DPI BUDGET
SENATE APPROPRIATIONS COMMITTEE
JANUARY 8, 1999

Mr. Chairperson and Members of the Senate Appropriations Committee:

I am Daphne Ghorbani, a teacher of 12th grade English at St. Mary's Central High School in Bismarck, ND. I graduated from high school in Beach, ND, earned my bachelor's degree from the University of North Dakota and my master's degree from the University of Mary. During my 25 year career, I have taught grades 7 through 12 language arts in public and in private schools in Montana, Wyoming, Tehran, Iran, and North Dakota. I am here to ask the state of North Dakota to assume the responsiblity of funding the North Dakota English Language Arts and mathematics standards-referenced, authentic skills assessments. I am especially concerned that funding be made available for the training of teachers in the use of content standards and performance standards.

I have had the privilege over the last three years to present workshops to my colleagues in the field of elementary and secondary education. I continue to be deeply moved by the level of committment that the teachers across this state exemplify toward the children of North Dakota and toward their profession. However, I am deeply concerned by the feelings these teachers, especially those in small rural schools, express of being intellectually isolated from other teachers and ideologically isolated from bureaucrats who determine much of their financial and professional future with very little input from the teachers themselves. During the 15 hours that I spend with my colleagues in these workshops, the desire to know more about using content standards and performance standards is clearly apparent. Again and again, in the evaluations that participants write about my presentations, teachers cite how informative, refreshing, valuable, and stimulating it is to have the time to share with me and their workshop classmates the essence of the art of teaching: namely, articulating what needs to be taught, how that content needs to be taught, and how students' skills need to be measured. My "text" for these workshops has been the English Language Arts standards and benchmarks and the assessment tools for 4th, 8th and 12th grade writing and reading. Again and again, these teachers close their evaluations by writing,"We need this information to reach all the teachers in our school, and not just those teachers willing to sign up for these workshops."

I really believe that the state has a responsibility to fund the long-term plan developed by Dr. Clarence Bina and other members of the Department of Public Instruction to create standards and train local district personnel to integrate performance standards into their curriculum. In my own

experience, working with Dr. Bina and fellow teachers across the state on standards and benchmarks and assessments has revitialized my teaching, and boosted my morale. This project and its director have given classroom teachers a voice in determining the course of their own teaching discipline. In this state, that opportunity has been long overdue. If we are to make education a valuable, life-enhancing experience for the children in this state's school systems, we need a cadre of educators who can take ownership of standards and practices being applied across this state, in large schools and small, in public schools and private, and in elementary, secondary, and university classrooms. This training must be continuous, updated frequently, and evaluated constantly by all of the stakeholders in the educational system. This training will cost money.

I have used in my classroom the 12th grade reading, writing and speaking tests developed by the DPI projects. These assessments are extremely meaningful to my students, the parents of my students, and to me as a teacher. The students welcome the opportunity to display their skills in a meaningful manner, namely, a response of their own construction. Parents also find these kinds of assessments to be much more meaningful. There is an enormous difference between asking students to place commas correctly in passages on norm-referenced tests and asking them to write a letter explaining their desires about an impending piece of legislation. On the whole, parents believe the skill to write an effective letter to be more valuable than comma placement in a pre-existing passages. As a teacher, the ability of my students to write clear, effective prose is more accurately assessed by a writing test that requires students to write rather than place commas correctly in some else's passages. That these tests can be scored by other teachers is the icing on the cake for me as a professional.

This entire enterprise will evaporate if it is not adequately funded. North Dakota needs these standards and benchmarks and assessments to keep the art of teaching truly alive in this state. Under Dr. Bina's efforts, the seeds of excellence have been planted with this enterprise. I ask you to "Grow North Dakota" educationally and "Grow" excellence in teaching by funding this proposal.

Thank you,

Daphne Ghorbani

Daphne Ghorbani, Educator

Baby Steps

North Dakota inched toward greater accountability in education, but the bigger problem is a dearth of students.

North Dakota took small steps toward establishing more accountability, standards, and school finance equity during the past year.

Perhaps the most important issue facing North Dakotans, though, is the dearth of students stepping through school doors.

A declining birthrate, an aging population, and rural-to-urban migration are causing a slow transformation of public schools in the state. In the past 25 years, the number of districts has dropped by nearly one-third, from 364 to 234, and enrollment trends indicate a 14 percent decrease in the student population by 2010.

In response, Republican Gov. Edward T. Schafer last year initiated the "Report Card for North Dakota's Future," which will serve as the state's blueprint for managing declining enrollment.

Districts had to submit to the state education department by November plans for dealing with the demographic changes in their areas. The plans had to include information on future school populations, finances, and staffing.

Districts were also encouraged to hold "declining enrollment" public forums to discuss response measures. The data and plans for the future are expected to be reported in this year's district profiles and be presented to the legislature.

"What school districts say will cause changes," says Lt. Gov. Rosemarie Myrdal, a former teacher. She suggests that revisions will likely occur in how schools are financed and organized.

North Dakota's funding formula provides a flat $4,223 per pupil. Because most other funding is derived chiefly from local property taxes, small, rural schools have run into money problems.

Although the state targets some additional aid to these "small but necessary schools," as the state labels them, they will be the hardest hit by drops in enrollment.

When North Dakota's biennial legislature meets this month, it must deal again with the equity of its funding system. "We work with [equitable financing] year after year with small steps," Myrdal says.

Reticient to tinker with the funding formula, the legislature seems most comfortable raising the amount of foundation aid to districts, as it did in 1997, and targeting specific funds to the poorest districts.

For example, the state targeted $3.1 million to poorer districts in 1997.

Talk in Bismarck about another school funding lawsuit has quieted down. Since a 1994 lawsuit, which failed in the state supreme court, there has been discussion, most strongly by the North Dakota Council of Educational Leadership, the state's school administrator organization, of a lawsuit that would challenge the property-based funding system.

Though there have been only "minute improvements" in equity since the last court decision, says Larry Klundt, the president of the council, "things don't seem bad enough to win a lawsuit."

On the accountability front, North Dakota has yet to finance a statewide assessment linked to state standards. Currently, the state mandates that all public schools use an off-the-shelf, norm-referenced test; the results are reported annually in the school district profiles.

With federal aid, the state has drafted an assessment for new language arts standards, but the exams have been used in only a few districts so far. State mathematics standards are expected to be released this year after two years of development and public comment, and, again with federal funds, the state plans to pilot an assessment. The North Dakota education department intends to ask the legislature for $1.1 million this year to subsidize a statewide assessment program for both the math and language arts standards.

"Personally, I think it has gotten to the time to pass a [testing program]," Rep. RaeAnn Kelsch, the GOP chairwoman of the House education committee, says, "but it depends on the content of the test and how the bill reads."

Traditionally, state legislators have been reluctant to loosen the purse strings for testing, arguing, in part, that the state's 116,800 public school students are too few to make such a program cost-effective. In the 1997 legislative session, the proposed Myrdal Fund for Excellence, an initiative of Gov. Schafer's, would have formed a task force to examine the possibility of adopting another state's standards and assessments. But the bill was defeated.

Given the downturn in the state's agricultural economy last year, the legislature might be even more frugal with its education funds this session.

Yet, to see North Dakota's students as underaccomplished would be entirely mistaken. The state performs near the top on national tests, and often it seems that the main worry of the state's education leaders is whether its students will beat out Montana and Maine in the next National Assessment of Educational Progress. In part, North Dakota's high scores on the national sampling of students in core subjects are due to the demographic advantages of the state, where only 13 percent of children are poor. Moreover, the gov-

Continued on Page 200

REPORT CARD

NORTH DAKOTA

NAEP *exams*

	Percent scoring proficient
1996 8th grade math	33%
1996 4th grade math	24%
1996 8th grade science	41%
1994 4th grade reading	38%

1999 QUALITY COUNTS *grades*

Standards and assessments	F
Efforts to raise teacher quality	C-
School climate	B
Resources (funding):	
• Adequacy	C
• Equity*	D
• Allocation	C-

Comment: North Dakota is a state that likes to leave well enough alone. The state failed to adopt any new content standards last year. The American Federation of Teachers gave passing marks to the state's math standards but failed its drafts in other subjects. The standards are voluntary for schools and districts, and there are no rewards or consequences for performance in this local control state.

* NOTE: The equity grade is based on 1994-95 data, the most recent available.

Vital Statistics

- **234** Public school districts
- **569** Public schools
- **116,800** K-12 enrollment
- **10.9%** Minority students
- **13%** Children in poverty
- **10.6%** Students with disabilities
- **$609.0 million** Annual K-12 expenditures *(all revenue sources)*

North Dakota, *continued from Page 166*

ernor said in his March 1998 budget address that he "boast[s] to other governors that 86 percent of our students live with two-parent families."

The state is scheduled next fall to distribute for public comment its revised teacher standards in math, science, reading, English, and education leadership. The state re-examines those standards every five years. But state leaders concede that in this go-round, not many revisions have been made, except in teacher-candidate assessments, where more performance-oriented exams have been suggested to the teacher education colleges.

A study released in 1997 by the state higher education board found that teachers in North Dakota were the least likely in the nation to pursue a higher degree. Only 18 percent of the state's teachers have a master's, compared with 47 percent nationally. The reasons cited by researchers were varied, including that teachers fear taking more training because low-wealth districts cannot afford the associated pay raises. Most prominently, the study warned that "the environment for graduate education in North Dakota is obscured by the success of its K-12 students." To address the problem and implement solutions, the higher education board in 1997 established the Council for Teacher Education, which began operating last year.

In another attempt to enhance the state's teaching corps, Gov. Schafer last fall proposed to pay the costs for teachers to undergo certification by the National Board for Professional Teaching Standards. His plan calls for subsidizing the $2,000 fee for 10 teachers in 1999-2000 and 30 more teachers the following school year. Those who earn certification as master teachers would also receive $5,000 salary increases per year, apart from their regular wage hikes.

ULRICH BOSER

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
February 24, 1999
By Greg Gallagher, Education Improvement Team Leader
Department of Public Instruction
328-1838

Value of NAEP Data.

Although North Dakota demonstrates relatively high student performance *when compared to national norms*, these same results indicate that when *evaluated in terms of standards of expected learning*, a *wide majority* of our students perform *below* expected levels of proficiency. We are able to gain these insights into our deficiencies because the NAEP test evaluates student performance in terms of both *ranking* and clearly defined *standards of learning*.

Performance Measure	National Ranking	Proficiency/Advanced Level	Below-Proficiency Level
1990 NAEP Math, 8th Grade	1	27%	73%
1992 NAEP Math, 8th Grade	1	29%	71%
1996 NAEP Math, 8th Grade	1	33%	67%
1992 NAEP Math, 4th Grade	5	22%	78%
1996 NAEP Math, 4th Grade	5	24%	76%
1992 NAEP Reading, 4th Grade	4	41%	59%
1994 NAEP Reading, 4th Grade	2	38%	62%
1996 NAEP Science, 8th Grade	2	41%	59%
CTBS	N/A	N/A	N/A

The significant level of sub-proficient student performance reported above indicates that any claims of high achievement ring relatively hollow. These results evidence the state's need to hold our educational system accountable for (1) providing clear, comparable educational opportunities to all students, (2) clarifying what literacy or proficiency means in our state, (3) providing meaningful ways to measure student performance overall, and (4) reporting these performance results to the parents and taxpayers of our state.

Components of a High-Quality Educational System.

There are four generally understood components of a high-quality educational system:

(1) developing criteria and assessments for what students should learn and holding schools accountable for helping students meet those standards;

(2) creating schools and classrooms that are conducive to learning;

(3) distributing funding for schools equitably and adequately and using it wisely; and

(4) enacting policies so that teachers are prepared to teach to high standards. (*Quality Counts, Education Week, January 11, 1999, p. 106)*

Four Principles of Educational Accountability.

The Department has identified four principles that should guide the development of any meaningful education improvement and that should form the basis for effective accountability:

(1) *All students should be taught to challenging standards;*

(2) *All students' performance should be measured against these standards*;

(3) *All schools should be accountable for their students' performance levels*;

(4) *All schools should be afforded optimum flexibility to achieve these aims.*

Current State Funding to Evaluate State Educational System.

The state currently allocates $360,000 per biennium for the assessment of students at grades 4, 6, 8, and 10. This amounts to approximately .03% of general operating expenses to evaluate the overall performance of a statewide educational system that demands approximately $1.2 billion per biennium to operate.

Department of Public Instruction Request.

The Department of Public Instruction seeks to reinstate into the budget $260,000 to cover the cost of administering the National Assessment of Educational Progress (NAEP). Without this line item, the state will be unable to evaluate our students' performance compared to other states in terms of meaningful criteria.

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Report Card for North Dakota's Future

Report Card

Prepared by:

Department of Public Instruction

in cooperation with the

Governor's Office

Edward T. Schafer
Governor

Dr. Wayne G. Sanstead
State Superintendent

K-12 Fall Enrollments by District for the last 5 years

Region	County	Co	Dist	District	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	%Δ 94-95	%Δ 95-96	%Δ 96-97	%Δ 97-98	%Δ 94-98
HS Districts >1000														
4	GRAND FORKS	18	1	Grand Forks 1	9,872	9,862	9,713	9,184	8,701	-0.1%	-1.5%	-5.4%	-5.3%	**-11.9%**
6	BARNES	2	2	Valley City 2	1,460	1,463	1,439	1,390	1,302	0.2%	-1.6%	-3.4%	-6.3%	**-10.8%**
7	MERCER	29	27	Beulah 27	1,151	1,106	1,136	1,122	1,058	-3.9%	2.7%	-1.2%	-5.7%	**-8.1%**
4	WALSH	50	3	Grafton 3	1,232	1,239	1,194	1,167	1,138	0.6%	-3.6%	-2.3%	-2.5%	**-7.6%**
1	WILLIAMS	53	1	Williston 1	2,937	2,931	2,896	2,780	2,735	-0.2%	-1.2%	-4.0%	-1.6%	**-6.9%**
6	STUTSMAN	47	1	Jamestown 1	2,990	2,908	2,861	2,867	2,797	-2.7%	-1.6%	0.2%	-2.4%	**-6.5%**
5	RICHLAND	39	37	Wahpeton 37	1,753	1,771	1,753	1,693	1,650	1.0%	-1.0%	-3.4%	-2.5%	**-5.9%**
3	RAMSEY	36	1	Devils Lake 1	2,156	2,185	2,098	2,062	2,042	1.3%	-4.0%	-1.7%	-1.0%	**-5.3%**
7	MORTON	30	1	Mandan 1	3,774	3,829	3,737	3,744	3,682	1.5%	-2.4%	0.2%	-1.7%	**-2.4%**
8	STARK	45	1	Dickinson 1	3,118	3,085	3,125	3,071	3,045	-1.1%	1.3%	-1.7%	-0.8%	**-2.3%**
2	WARD	51	1	Minot 1	7,702	7,864	7,854	7,748	7,531	2.1%	-0.1%	-1.3%	-2.8%	**-2.2%**
7	BURLEIGH	8	1	Bismarck 1	10,839	10,933	10,936	10,731	10,697	0.9%	0.0%	-1.9%	-0.3%	**-1.3%**
5	CASS	9	6	West Fargo 6	4,716	4,782	4,798	4,778	4,867	1.4%	0.3%	-0.4%	1.9%	**3.2%**
5	CASS	9	1	Fargo 1	11,064	11,213	11,412	11,696	11,763	1.3%	1.8%	2.5%	0.6%	**6.3%**
3	ROLETTE	40	7	Belcourt 7	1,767	1,713	1,851	1,882	1,897	-3.1%	8.1%	1.7%	0.8%	**7.4%**
				Total	**66,531**	**66,884**	**66,803**	**65,915**	**64,905**	**0.5%**	**-0.1%**	**-1.3%**	**-1.5%**	**-2.4%**
HS Districts < 1000														
2	MCHENRY	25	29	Upham 29	122	110	100	81	69	-9.8%	-9.1%	-19.0%	-14.8%	**-43.4%**
7	BURLEIGH	8	28	Wing 28	120	103	104	94	77	-14.2%	1.0%	-9.6%	-18.1%	**-35.8%**
7	MCLEAN	28	62	Butte 62	71	69	65	57	46	-2.8%	-5.8%	-12.3%	-19.3%	**-35.2%**
3	CAVALIER	10	14	Border Central 1	62	64	59	58	44	3.2%	-7.8%	-1.7%	-24.1%	**-29.0%**
2	BURKE	7	36	Burke Central 36	189	173	163	150	135	-8.5%	-5.8%	-8.0%	-10.0%	**-28.6%**
1	WILLIAMS	53	99	Grenora 99	135	124	121	110	97	-8.1%	-2.4%	-9.1%	-11.8%	**-28.1%**
4	NELSON	32	1	Dakota Prairie 1	613	566	511	462	455	-7.7%	-9.7%	-9.6%	-1.5%	**-25.8%**
6	MCINTOSH	26	4	Zeeland 4	82	78	60	59	61	-4.9%	-23.1%	-1.7%	3.4%	**-25.6%**
2	MOUNTRAIL	31	137	Plaza 137	90	79	75	74	67	-12.2%	-5.1%	-1.3%	-9.5%	**-25.6%**
2	BURKE	7	27	Powers Lake 27	191	178	163	150	145	-6.8%	-8.4%	-8.0%	-3.3%	**-24.1%**
7	MERCER	29	22	Stanton 22	137	121	118	114	105	-11.7%	-2.5%	-3.4%	-7.9%	**-23.4%**
7	SIOUX	43	8	Selfridge 8	116	100	90	87	91	-13.8%	-10.0%	-3.3%	4.6%	**-21.6%**
2	BOTTINEAU	5	54	Newburg-United 5	130	115	103	99	102	-11.5%	-10.4%	-3.9%	3.0%	**-21.5%**
3	BENSON	3	5	Minnewaukan 5	177	151	147	135	139	-14.7%	-2.6%	-8.2%	3.0%	**-21.5%**
7	KIDDER	22	20	Tuttle-Pettibone	108	88	84	81	85	-18.5%	-4.5%	-3.6%	4.9%	**-21.3%**
2	BOTTINEAU	5	17	Westhope 17	233	229	230	201	184	-1.7%	0.4%	-12.6%	-8.5%	**-21.0%**
7	BURLEIGH	8	36	Driscoll 36	44	35	44	47	35	-20.5%	25.7%	6.8%	-25.5%	**-20.5%**

SB 2013

Erin Mark

K-12 Fall Enrollments by District for the last 5 years

Region	County	Co	Dist	District	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	%Δ 94-95	%Δ 95-96	%Δ 96-97	%Δ 97-98	%Δ 94-98
7	SHERIDAN	42	19	McClusky 19	186	166	173	161	150	-10.8%	4.2%	-6.9%	-6.8%	**-19.4%**
2	RENVILLE	38	9	Mohall 9	367	339	331	304	297	-7.6%	-2.4%	-8.2%	-2.3%	**-19.1%**
3	TOWNER	48	2	Bisbee-Egeland 2	159	155	154	141	130	-2.5%	-0.6%	-8.4%	-7.8%	**-18.2%**
7	OLIVER	33	18	Center 18	408	412	392	364	334	1.0%	-4.9%	-7.1%	-8.2%	**-18.1%**
7	MCLEAN	28	72	Turtle Lake-Mercer 72	261	239	225	235	214	-8.4%	-5.9%	4.4%	-8.9%	**-18.0%**
2	BOTTINEAU	5	13	Willow City 13	124	118	111	111	102	-4.8%	-5.9%	0.0%	-8.1%	**-17.7%**
7	MCLEAN	28	8	Underwood 8	410	386	389	386	339	-5.9%	0.8%	-0.8%	-12.2%	**-17.3%**
1	WILLIAMS	53	6	Eight Mile 6	231	209	219	202	191	-9.5%	4.8%	-7.8%	-5.4%	**-17.3%**
6	BARNES	2	65	N Central 65	260	248	233	233	216	-4.6%	-6.0%	0.0%	-7.3%	**-16.9%**
3	TOWNER	48	28	N Central 28	116	121	113	101	98	4.3%	-6.6%	-10.6%	-3.0%	**-15.5%**
6	WELLS	52	40	Fessenden 40	247	250	253	215	209	1.2%	1.2%	-15.0%	-2.8%	**-15.4%**
6	LAMOURE	23	3	Edgeley 3	333	335	324	302	282	0.6%	-3.3%	-6.8%	-6.6%	**-15.3%**
5	RICHLAND	39	18	Fairmount 18	169	172	156	155	144	1.8%	-9.3%	-0.6%	-7.1%	**-14.8%**
7	MCLEAN	28	4	Washburn 4	548	529	510	494	468	-3.5%	-3.6%	-3.1%	-5.3%	**-14.6%**
7	GRANT	19	49	Elgin-New Leipzig	331	326	316	303	283	-1.5%	-3.1%	-4.1%	-6.6%	**-14.5%**
1	DIVIDE	12	1	Divide County 1	457	458	447	408	391	0.2%	-2.4%	-8.7%	-4.2%	**-14.4%**
6	GRIGGS	20	7	Midkota 7	273	277	259	254	234	1.5%	-6.5%	-1.9%	-7.9%	**-14.3%**
3	RAMSEY	36	2	Edmore 2	162	168	166	151	139	3.7%	-1.2%	-9.0%	-7.9%	**-14.2%**
1	WILLIAMS	53	2	Nesson 2	268	269	252	249	230	0.4%	-6.3%	-1.2%	-7.6%	**-14.2%**
2	MOUNTRAIL	31	2	Stanley 2	523	517	487	469	449	-1.1%	-5.8%	-3.7%	-4.3%	**-14.1%**
1	WILLIAMS	53	91	Wildrose-Alamo 9	79	86	80	74	68	8.9%	-7.0%	-7.5%	-8.1%	**-13.9%**
5	STEELE	46	19	Finley-Sharon 19	216	198	182	177	186	-8.3%	-8.1%	-2.7%	5.1%	**-13.9%**
6	LAMOURE	23	8	LaMoure 8	442	432	417	404	381	-2.3%	-3.5%	-3.1%	-5.7%	**-13.8%**
2	MCHENRY	25	14	Anamoose 14	124	133	115	112	107	7.3%	-13.5%	-2.6%	-4.5%	**-13.7%**
3	BENSON	3	6	Leeds 6	271	261	246	234	234	-3.7%	-5.7%	-4.9%	0.0%	**-13.7%**
6	LOGAN	24	56	Gackle-Streeter	242	241	230	219	209	-0.4%	-4.6%	-4.8%	-4.6%	**-13.6%**
2	MCHENRY	25	4	Newport 4	243	234	227	223	210	-3.7%	-3.0%	-1.8%	-5.8%	**-13.6%**
7	SHERIDAN	42	16	Goodrich 16	82	73	76	73	71	-11.0%	4.1%	-3.9%	-2.7%	**-13.4%**
4	PEMBINA	34	55	Neche 55	158	156	162	137	137	-1.3%	3.8%	-15.4%	0.0%	**-13.3%**
1	WILLIAMS	53	15	Tioga 15	437	432	422	395	379	-1.1%	-2.3%	-6.4%	-4.1%	**-13.3%**
8	DUNN	13	19	Halliday 19	121	111	117	112	105	-8.3%	5.4%	-4.3%	-6.3%	**-13.2%**
3	RAMSEY	36	44	Starkweather 44	153	140	135	139	133	-8.5%	-3.6%	3.0%	-4.3%	**-13.1%**
6	GRIGGS	20	18	Griggs County Central 18	455	417	413	416	396	-8.4%	-1.0%	0.7%	-4.8%	**-13.0%**
7	MORTON	30	48	Glen Ullin 48	294	290	273	263	256	-1.4%	-5.9%	-3.7%	-2.7%	**-12.9%**
5	RICHLAND	39	8	Hankinson 8	396	372	375	379	345	-6.1%	0.8%	1.1%	-9.0%	**-12.9%**
7	SIOUX	43	3	Solen 3	246	241	244	237	216	-2.0%	1.2%	-2.9%	-8.9%	**-12.2%**
8	STARK	45	9	S Heart 9	335	313	320	304	296	-6.6%	2.2%	-5.0%	-2.6%	**-11.6%**
7	MCLEAN	28	85	White Shield 85	189	186	192	168	167	-1.6%	3.2%	-12.5%	-0.6%	**-11.6%**

K-12 Fall Enrollments by District for the last 5 years

Region	County	Co	Dist	District	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	%Δ 94-95	%Δ 95-96	%Δ 96-97	%Δ 97-98	%Δ 94-98
3	CAVALIER	10	30	Milton 30	36	36	38	35	32	0.0%	5.6%	-7.9%	-8.6%	**-11.1%**
7	MERCER	29	3	Hazen 3	1,003	981	973	951	892	-2.2%	-0.8%	-2.3%	-6.2%	**-11.1%**
7	MORTON	30	13	Hebron 13	237	238	210	216	212	0.4%	-11.8%	2.9%	-1.9%	**-10.5%**
6	LAMOURE	23	7	Kulm 7	191	192	180	176	171	0.5%	-6.3%	-2.2%	-2.8%	**-10.5%**
6	LAMOURE	23	11	Verona 11	96	84	90	91	86	-12.5%	7.1%	1.1%	-5.5%	**-10.4%**
3	ROLETTE	40	29	Rolette 29	243	241	247	240	218	-0.8%	2.5%	-2.8%	-9.2%	**-10.3%**
7	MCLEAN	28	51	Garrison 51	484	464	470	446	435	-4.1%	1.3%	-5.1%	-2.5%	**-10.1%**
8	DUNN	13	16	Killdeer 16	423	422	410	402	381	-0.2%	-2.8%	-2.0%	-5.2%	**-9.9%**
1	MCKENZIE	27	1	McKenzie Co 1	755	741	727	700	681	-1.9%	-1.9%	-3.7%	-2.7%	**-9.8%**
4	WALSH	50	78	Park River 78	536	522	534	503	484	-2.6%	2.3%	-5.8%	-3.8%	**-9.7%**
2	WARD	51	54	Berthold 54	232	217	211	214	210	-6.5%	-2.8%	1.4%	-1.9%	**-9.5%**
8	GOLDEN VALLEY	17	3	Beach 3	454	429	421	433	412	-5.5%	-1.9%	2.9%	-4.8%	**-9.3%**
2	BURKE	7	14	Bowbells 14	131	136	121	122	119	3.8%	-11.0%	0.8%	-2.5%	**-9.2%**
4	GRAND FORKS	18	128	Midway 128	396	374	354	359	360	-5.6%	-5.3%	1.4%	0.3%	**-9.1%**
6	LOGAN	24	2	Napoleon 2	294	285	285	278	268	-3.1%	0.0%	-2.5%	-3.6%	**-8.8%**
4	PEMBINA	34	27	Walhalla 27	389	398	406	371	355	2.3%	2.0%	-8.6%	-4.3%	**-8.7%**
4	GRAND FORKS	18	44	Larimore 44	648	644	628	613	593	-0.6%	-2.5%	-2.4%	-3.3%	**-8.5%**
3	CAVALIER	10	19	Munich 19	165	179	165	164	151	8.5%	-7.8%	-0.6%	-7.9%	**-8.5%**
8	HETTINGER	21	9	New England 9	298	294	275	288	273	-1.3%	-6.5%	4.7%	-5.2%	**-8.4%**
7	KIDDER	22	26	Steele-Dawson 26	290	286	278	285	266	-1.4%	-2.8%	2.5%	-6.7%	**-8.3%**
3	TOWNER	48	8	Southern 8	374	363	344	335	344	-2.9%	-5.2%	-2.6%	2.7%	**-8.0%**
4	PEMBINA	34	12	Valley 12	189	194	172	187	174	2.6%	-11.3%	8.7%	-7.0%	**-7.9%**
4	PEMBINA	34	6	Cavalier 6	722	712	681	678	667	-1.4%	-4.4%	-0.4%	-1.6%	**-7.6%**
2	WARD	51	158	N Shore 158	120	117	114	113	111	-2.5%	-2.6%	-0.9%	-1.8%	**-7.5%**
7	GRANT	19	18	Roosevelt 18	163	146	139	147	151	-10.4%	-4.8%	5.8%	2.7%	**-7.4%**
6	STUTSMAN	47	19	Kensal 19	105	103	89	92	98	-1.9%	-13.6%	3.4%	6.5%	**-6.7%**
2	PIERCE	35	5	Rugby 5	811	800	771	777	757	-1.4%	-3.6%	0.8%	-2.6%	**-6.7%**
5	CASS	9	80	Page 80	167	170	162	156	156	1.8%	-4.7%	-3.7%	0.0%	**-6.6%**
3	ROLETTE	40	1	Dunseith 1	547	526	513	516	512	-3.8%	-2.5%	0.6%	-0.8%	**-6.4%**
2	MCHENRY	25	1	Velva 1	513	497	482	473	483	-3.1%	-3.0%	-1.9%	2.1%	**-5.8%**
4	PEMBINA	34	1	Pembina 1	160	164	160	148	151	2.5%	-2.4%	-7.5%	2.0%	**-5.6%**
2	MOUNTRAIL	31	3	Parshall 3	346	341	328	326	327	-1.4%	-3.8%	-0.6%	0.3%	**-5.5%**
4	WALSH	50	128	Adams 128	122	115	121	121	116	-5.7%	5.2%	0.0%	-4.1%	**-4.9%**
4	WALSH	50	106	Edinburg 106	188	179	179	181	179	-4.8%	0.0%	1.1%	-1.1%	**-4.8%**
5	SARGENT	41	6	Sargent Central 6	376	400	385	372	359	6.4%	-3.8%	-3.4%	-3.5%	**-4.5%**
7	KIDDER	22	28	Tappen 28	133	130	125	120	127	-2.3%	-3.8%	-4.0%	5.8%	**-4.5%**
3	BENSON	3	9	Maddock 9	247	249	258	253	236	0.8%	3.6%	-1.9%	-6.7%	**-4.5%**
6	DICKEY	11	40	Ellendale 40	436	431	435	426	417	-1.1%	0.9%	-2.1%	-2.1%	**-4.4%**

K-12 Fall Enrollments by District for the last 5 years

Region	County	Co	Dist	District	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	%Δ 94-95	%Δ 95-96	%Δ 96-97	%Δ 97-98	%Δ 94-98
8	HETTINGER	21	6	Mott 6	253	259	249	254	242	2.4%	-3.9%	2.0%	-4.7%	**-4.3%**
6	MCINTOSH	26	9	Ashley 9	232	233	237	231	222	0.4%	1.7%	-2.5%	-3.9%	**-4.3%**
6	WELLS	52	39	Sykes 39	93	85	85	92	89	-8.6%	0.0%	8.2%	-3.3%	**-4.3%**
6	STUTSMAN	47	10	Pingree-Buchanan	142	142	141	141	136	0.0%	-0.7%	0.0%	-3.5%	**-4.2%**
3	EDDY	14	12	Sheyenne 12	176	189	171	169	169	7.4%	-9.5%	-1.2%	0.0%	**-4.0%**
5	TRAILL	49	14	May-Port CG 14	735	730	708	716	707	-0.7%	-3.0%	1.1%	-1.3%	**-3.8%**
5	RANSOM	37	19	Lisbon 19	727	734	736	715	700	1.0%	0.3%	-2.9%	-2.1%	**-3.7%**
8	ADAMS	1	13	Hettinger 13	490	480	490	472	472	-2.0%	2.1%	-3.7%	0.0%	**-3.7%**
2	WARD	51	28	Kenmare 28	401	409	407	399	389	2.0%	-0.5%	-2.0%	-2.5%	**-3.0%**
2	MCHENRY	25	25	Granville 25	169	159	165	168	164	-5.9%	3.8%	1.8%	-2.4%	**-3.0%**
6	MCINTOSH	26	19	Wishek 19	293	310	299	304	285	5.8%	-3.5%	1.7%	-6.3%	**-2.7%**
5	TRAILL	49	3	Central Valley 3	334	330	327	320	325	-1.2%	-0.9%	-2.1%	1.6%	**-2.7%**
6	WELLS	52	38	Harvey 38	619	634	634	626	604	2.4%	0.0%	-1.3%	-3.5%	**-2.4%**
6	DICKEY	11	41	Oakes 41	558	577	567	570	547	3.4%	-1.7%	0.5%	-4.0%	**-2.0%**
4	GRAND FORKS	18	129	Northwood 129	379	375	388	389	372	-1.1%	3.5%	0.3%	-4.4%	**-1.8%**
8	HETTINGER	21	14	Regent 14	110	116	116	108	108	5.5%	0.0%	-6.9%	0.0%	**-1.8%**
2	PIERCE	35	1	Wolford 1	57	64	64	63	56	12.3%	0.0%	-1.6%	-11.1%	**-1.8%**
6	LAMOURE	23	9	Marion 9	129	136	133	131	127	5.4%	-2.2%	-1.5%	-3.1%	**-1.6%**
4	PEMBINA	34	43	St Thomas 43	133	142	133	136	131	6.8%	-6.3%	2.3%	-3.7%	**-1.5%**
3	ROLETTE	40	4	Mt Pleasant 4	404	423	400	381	398	4.7%	-5.4%	-4.8%	4.5%	**-1.5%**
3	EDDY	14	1	New Rockford 1	413	419	418	424	408	1.5%	-0.2%	1.4%	-3.8%	**-1.2%**
2	WARD	51	7	United 7	707	711	727	725	702	0.6%	2.3%	-0.3%	-3.2%	**-0.7%**
2	MCHENRY	25	57	Drake 57	167	173	181	169	166	3.6%	4.6%	-6.6%	-1.8%	**-0.6%**
5	RANSOM	37	22	Enderlin 22	394	426	442	411	392	8.1%	3.8%	-7.0%	-4.6%	**-0.5%**
2	BOTTINEAU	5	1	Bottineau 1	834	814	827	834	832	-2.4%	1.6%	0.8%	-0.2%	**-0.2%**
3	CAVALIER	10	23	Langdon 23	622	615	628	650	624	-1.1%	2.1%	3.5%	-4.0%	**0.3%**
5	TRAILL	49	9	Hillsboro 9	506	516	531	494	510	2.0%	2.9%	-7.0%	3.2%	**0.8%**
7	EMMONS	15	36	Linton 36	375	356	374	382	378	-5.1%	5.1%	2.1%	-1.0%	**0.8%**
5	RICHLAND	39	42	Wyndmere 42	352	359	356	357	355	2.0%	-0.8%	0.3%	-0.6%	**0.9%**
7	MORTON	30	39	Flasher 39	287	296	304	306	290	3.1%	2.7%	0.7%	-5.2%	**1.0%**
8	STARK	45	4	Richardton 4	181	183	179	179	183	1.1%	-2.2%	0.0%	2.2%	**1.1%**
7	MCLEAN	28	50	Max 50	175	190	179	176	177	8.6%	-5.8%	-1.7%	0.6%	**1.1%**
2	MOUNTRAIL	31	1	New Town 1	749	752	765	791	758	0.4%	1.7%	3.4%	-4.2%	**1.2%**
6	STUTSMAN	47	14	Montpelier 14	150	167	180	164	152	11.3%	7.8%	-8.9%	-7.3%	**1.3%**
7	MCLEAN	28	1	Montefiore 1	287	287	288	283	291	0.0%	0.3%	-1.7%	2.8%	**1.4%**
2	RENVILLE	38	2	Sherwood 2	141	131	144	146	143	-7.1%	9.9%	1.4%	-2.1%	**1.4%**
5	TRAILL	49	7	Hatton 7	268	270	281	284	272	0.7%	4.1%	1.1%	-4.2%	**1.5%**
8	BOWMAN	6	1	Bowman 1	466	461	465	466	473	-1.1%	0.9%	0.2%	1.5%	**1.5%**

K-12 Fall Enrollments by District for the last 5 years

Region	County	Co	Dist	District	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	%Δ 94-95	%Δ 95-96	%Δ 96-97	%Δ 97-98	%Δ 94-98
4	GRAND FORKS	18	61	Thompson 61	545	565	566	574	555	3.7%	0.2%	1.4%	-3.3%	**1.8%**
7	MORTON	30	7	New Salem 7	390	389	391	374	398	-0.3%	0.5%	-4.3%	6.4%	**2.1%**
7	EMMONS	15	6	Hazelton-Moffit-Braddock 6	174	169	174	168	179	-2.9%	3.0%	-3.4%	6.5%	**2.9%**
1	MCKENZIE	27	36	Mandaree 36	239	246	256	246	246	2.9%	4.1%	-3.9%	0.0%	**2.9%**
6	STUTSMAN	47	3	Medina 3	193	186	192	192	199	-3.6%	3.2%	0.0%	3.6%	**3.1%**
4	PEMBINA	34	19	Drayton 19	244	272	282	258	252	11.5%	3.7%	-8.5%	-2.3%	**3.3%**
2	WARD	51	41	Surrey 41	462	458	452	457	480	-0.9%	-1.3%	1.1%	5.0%	**3.9%**
8	BOWMAN	6	33	Scranton 33	174	178	177	176	181	2.3%	-0.6%	-0.6%	2.8%	**4.0%**
8	BOWMAN	6	17	Rhame 17	120	119	123	133	125	-0.8%	3.4%	8.1%	-6.0%	**4.2%**
6	BARNES	2	13	Oriska 13	100	90	86	95	105	-10.0%	-4.4%	10.5%	10.5%	**5.0%**
5	STEELE	46	10	Hope 10	171	189	187	186	180	10.5%	-1.1%	-0.5%	-3.2%	**5.3%**
5	RICHLAND	39	28	Lidgerwood 28	266	277	273	279	280	4.1%	-1.4%	2.2%	0.4%	**5.3%**
5	RICHLAND	39	44	Richland 44	307	319	332	327	324	3.9%	4.1%	-1.5%	-0.9%	**5.5%**
5	CASS	9	2	Kindred 2	677	678	661	690	721	0.1%	-2.5%	4.4%	4.5%	**6.5%**
6	FOSTER	16	10	Carrington 10	715	702	745	757	763	-1.8%	6.1%	1.6%	0.8%	**6.7%**
5	CASS	9	97	Northern Cass 97	418	428	423	437	448	2.4%	-1.2%	3.3%	2.5%	**7.2%**
4	WALSH	50	20	Minto 20	266	259	276	288	286	-2.6%	6.6%	4.3%	-0.7%	**7.5%**
4	WALSH	50	79	Fordville 79	87	77	81	87	94	-11.5%	5.2%	7.4%	8.0%	**8.0%**
5	CASS	9	4	Maple Valley 4	253	268	266	267	275	5.9%	-0.7%	0.4%	3.0%	**8.7%**
8	STARK	45	13	Belfield 13	319	342	341	362	350	7.2%	-0.3%	6.2%	-3.3%	**9.7%**
5	CASS	9	17	Central Cass 17	732	720	782	778	804	-1.6%	8.6%	-0.5%	3.3%	**9.8%**
5	SARGENT	41	3	N Sargent 3	182	181	189	200	200	-0.5%	4.4%	5.8%	0.0%	**9.9%**
4	NELSON	32	66	Lakota 66	263	303	302	313	290	15.2%	-0.3%	3.6%	-7.3%	**10.3%**
1	MCKENZIE	27	2	Alexander 2	116	118	121	127	128	1.7%	2.5%	5.0%	0.8%	**10.3%**
2	RENVILLE	38	26	Glenburn 26	295	303	294	293	326	2.7%	-3.0%	-0.3%	11.3%	**10.5%**
7	EMMONS	15	15	Strasburg 15	225	243	247	243	249	8.0%	1.6%	-1.6%	2.5%	**10.7%**
3	BENSON	3	29	Warwick 29	230	274	242	255	255	19.1%	-11.7%	5.4%	0.0%	**10.9%**
6	BARNES	2	82	Wimbledon-Courtenay 82	200	197	208	202	222	-1.5%	5.6%	-2.9%	9.9%	**11.0%**
3	ROLETTE	40	3	St John 3	275	270	295	297	317	-1.8%	9.3%	0.7%	6.7%	**15.3%**
2	WARD	51	16	Sawyer 16	157	183	207	195	182	16.6%	13.1%	-5.8%	-6.7%	**15.9%**
5	SARGENT	41	2	Milnor 2	263	299	301	301	306	13.7%	0.7%	0.0%	1.7%	**16.3%**
7	SIOUX	43	4	Ft Yates 4	203	247	229	217	240	21.7%	-7.3%	-5.2%	10.6%	**18.2%**
3	BENSON	3	30	Ft Totten 30	131	116	128	178	164	-11.5%	10.3%	39.1%	-7.9%	**25.2%**
7	MERCER	29	20	Golden Valley 20	57	69	71	74	76	21.1%	2.9%	4.2%	2.7%	**33.3%**
				Total	**48,913**	**48,580**	**48,073**	**47,323**	**46,246**	**-0.7%**	**-1.0%**	**-1.6%**	**-2.3%**	**-5.5%**

K-8 Districts

K-12 Fall Enrollments by District for the last 5 years

Region	County	Co	Dist	District	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	%Δ 94-95	%Δ 95-96	%Δ 96-97	%Δ 97-98	%Δ 94-98
7	KIDDER	22	14	Robinson 14	55	51	38	32	13	-7.3%	-25.5%	-15.8%	-59.4%	**-76.4%**
1	MCKENZIE	27	19	Bowline Butte 19	10	7	4	2	3	-30.0%	-42.9%	-50.0%	50.0%	**-70.0%**
8	ADAMS	1	3	Reeder 3	55	46	36	38	22	-16.4%	-21.7%	5.6%	-42.1%	**-60.0%**
7	EMMONS	15	10	Bakker 10	29	26	13	11	12	-10.3%	-50.0%	-15.4%	9.1%	**-58.6%**
7	EMMONS	15	12	Union 12	11	10	6	6	5	-9.1%	-40.0%	0.0%	-16.7%	**-54.5%**
6	STUTSMAN	47	26	Spiritwood 26	21	22	21	11	12	4.8%	-4.5%	-47.6%	9.1%	**-42.9%**
5	RANSOM	37	2	Sheldon 2	87	86	57	61	56	-1.1%	-33.7%	7.0%	-8.2%	**-35.6%**
8	SLOPE	44	32	Central Elem 32	20	20	22	20	13	0.0%	10.0%	-9.1%	-35.0%	**-35.0%**
3	CAVALIER	10	1	Osnabrock 1	35	34	36	31	23	-2.9%	5.9%	-13.9%	-25.8%	**-34.3%**
7	KIDDER	22	11	Pettibone-Tuttle	57	58	66	54	41	1.8%	13.8%	-18.2%	-24.1%	**-28.1%**
2	BOTTINEAU	5	35	Lansford 35	64	64	48	53	47	0.0%	-25.0%	10.4%	-11.3%	**-26.6%**
6	BARNES	2	52	Litchville 52	135	123	110	111	101	-8.9%	-10.6%	0.9%	-9.0%	**-25.2%**
5	RICHLAND	39	5	Mantador 5	30	32	28	27	23	6.7%	-12.5%	-3.6%	-14.8%	**-23.3%**
2	WARD	51	10	Bell 10	178	174	155	156	137	-2.2%	-10.9%	0.6%	-12.2%	**-23.0%**
7	BURLEIGH	8	25	Naughton 25	9	5	11	13	7	-44.4%	120.0%	18.2%	-46.2%	**-22.2%**
3	BENSON	3	16	Oberon 16	41	41	39	38	32	0.0%	-4.9%	-2.6%	-15.8%	**-22.0%**
7	MORTON	30	8	Sims 8	47	46	43	44	37	-2.1%	-6.5%	2.3%	-15.9%	**-21.3%**
8	GOLDEN VALLEY	17	6	Lone Tree 6	62	55	49	51	50	-11.3%	-10.9%	4.1%	-2.0%	**-19.4%**
6	WELLS	52	35	Pleasant Valley	37	35	35	34	30	-5.4%	0.0%	-2.9%	-11.8%	**-18.9%**
5	CASS	9	7	Mapleton 7	127	117	123	126	105	-7.9%	5.1%	2.4%	-16.7%	**-17.3%**
8	BILLINGS	4	1	Billings Co 1	126	117	112	106	107	-7.1%	-4.3%	-5.4%	0.9%	**-15.1%**
2	WARD	51	19	Eureka 19	14	21	17	17	12	50.0%	-19.0%	0.0%	-29.4%	**-14.3%**
4	WALSH	50	39	Lankin 39	82	83	78	74	71	1.2%	-6.0%	-5.1%	-4.1%	**-13.4%**
8	DUNN	13	8	Dodge 8	80	75	79	67	72	-6.3%	5.3%	-15.2%	7.5%	**-10.0%**
7	BURLEIGH	8	35	Sterling 35	45	50	44	39	41	11.1%	-12.0%	-11.4%	5.1%	**-8.9%**
7	BURLEIGH	8	29	Baldwin 29	14	12	15	14	13	-14.3%	25.0%	-6.7%	-7.1%	**-7.1%**
1	WILLIAMS	53	8	New 8	262	268	259	243	247	2.3%	-3.4%	-6.2%	1.6%	**-5.7%**
4	WALSH	50	51	Nash 51	29	24	24	27	28	-17.2%	0.0%	12.5%	3.7%	**-3.4%**
1	MCKENZIE	27	14	Yellowstone 14	87	76	78	88	84	-12.6%	2.6%	12.8%	-4.5%	**-3.4%**
2	WARD	51	70	S Prairie 70	140	143	126	144	137	2.1%	-11.9%	14.3%	-4.9%	**-2.1%**
8	DUNN	13	37	Twin Buttes 37	52	47	47	37	51	-9.6%	0.0%	-21.3%	37.8%	**-1.9%**
4	GRAND FORKS	18	125	Manvel 125	223	223	204	204	222	0.0%	-8.5%	0.0%	8.8%	**-0.4%**
1	MCKENZIE	27	32	Horse Creek 32	7	9	6	6	7	28.6%	-33.3%	0.0%	16.7%	**0.0%**
7	BURLEIGH	8	45	Manning 45	16	14	16	17	16	-12.5%	14.3%	6.3%	-5.9%	**0.0%**
5	RANSOM	37	10	Salund 10	7	7	9	10	7	0.0%	28.6%	11.1%	-30.0%	**0.0%**
7	BURLEIGH	8	39	Apple Creek 39	44	41	44	47	46	-6.8%	7.3%	6.8%	-2.1%	**4.5%**
4	GRAND FORKS	18	127	Emerado 127	139	153	153	146	146	10.1%	0.0%	-4.6%	0.0%	**5.0%**
5	RANSOM	37	6	Ft Ransom 6	28	33	40	35	31	17.9%	21.2%	-12.5%	-11.4%	**10.7%**

K-12 Fall Enrollments by District for the last 5 years

Region	County	Co	Dist	District	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	%Δ 94-95	%Δ 95-96	%Δ 96-97	%Δ 97-98	%Δ 94-98
8	STARK	45	3	Taylor 3	137	130	120	116	153	-5.1%	-7.7%	-3.3%	31.9%	**11.7%**
7	BURLEIGH	8	34	McKenzie 34	8	10	11	8	9	25.0%	10.0%	-27.3%	12.5%	**12.5%**
7	MORTON	30	4	Little Heart 4	29	28	32	30	33	-3.4%	14.3%	-6.3%	10.0%	**13.8%**
2	WARD	51	4	Nedrose 4	230	240	269	265	265	4.3%	12.1%	-1.5%	0.0%	**15.2%**
6	WELLS	52	23	Bowdon 23	85	86	79	98	101	1.2%	-8.1%	24.1%	3.1%	**18.8%**
8	SLOPE	44	14	Sheets 14	4	4	6	3	5	0.0%	50.0%	-50.0%	66.7%	**25.0%**
7	BURLEIGH	8	33	Menoken 33	29	43	41	41	39	48.3%	-4.7%	0.0%	-4.9%	**34.5%**
8	SLOPE	44	12	Marmarth 12	17	14	19	23	23	-17.6%	35.7%	21.1%	0.0%	**35.3%**
7	MORTON	30	17	Sweet Briar 17	11	13	11	14	15	18.2%	-15.4%	27.3%	7.1%	**36.4%**
7	BURLEIGH	8	2	Regan 2	13	12	15	19	20	-7.7%	25.0%	26.7%	5.3%	**53.8%**
1	MCKENZIE	27	18	Earl 18	4	6	7	8	8	50.0%	16.7%	14.3%	0.0%	**100.0%**
				Total	**3,072**	**3,034**	**2,901**	**2,865**	**2,778**	**-1.2%**	**-4.4%**	**-1.2%**	**-3.0%**	**-9.6%**
Dissolved Districts														
7	BURLEIGH	8	46	TELFER 46	5	.	.	.						
7	GRANT	19	34	LEAHY 34	14	.	.	.						
3	RAMSEY	36	3	CRARY 3	24	.	.	.						
6	MCINTOSH	26	10	Lehr 10	57	51	39	.						
				Total	100	51	39	-	-					
				Total Public Enrollments	**118,616**	**118,549**	**117,816**	**116,103**	**113,929**	-0.1%	-0.6%	-1.5%	**-1.9%**	**-4.0%**

	Description	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	%Δ 94-95	%Δ 95-96	%Δ 96-97	%Δ 97-98	%Δ 94-98
1	HS Districts >1000	66,531	66,884	66,803	65,915	64,905	0.5%	-0.1%	-1.3%	-1.5%	**-2.4%**
2	HS Districts < 1000	48,913	48,580	48,073	47,323	46,246	-0.7%	-1.0%	-1.6%	-2.3%	**-5.5%**
3	K-8 Districts	3,072	3,034	2,901	2,865	2,778	-1.2%	-4.4%	-1.2%	-3.0%	**-9.6%**
4	Dissolved Districts	100	51	39	-	-					
	Total	**118,616**	**118,549**	**117,816**	**116,103**	**113,929**	**-0.1%**	**-0.6%**	**-1.5%**	**-1.9%**	**-4.0%**

SB 2013

North Dakota Enrollment Patterns

15 Largest Districts

	1973	1994	1998	2011	98-2011 Diff
Total Enrollment	60,109	66,564	64,905	62,894	2011 / 3%
Average Enrollment K-12	4,007	4,438	4,327	4,193	
Percent of Total Enrollment	44	56	57	66.4	

North Dakota Public School Enrollment Patterns

	All Other Districts				
	1973	1994	1998	2011	98-2011 Diff
	(356)	(228)	(214)	?????	
Total Enrollment	76,295	52,085	49,024	31,756	17,268/35%
Average Enrollment K-12	214	228	229	------	
Percent of Total Enrollment	56	44	43	33.6	

North Dakota

Department of Public Instruction
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Dr. Wayne G. Sanstead
State Superintendent

ND Department of Public Instruction
Report Card for ND Future
Enrollment by District

The attached printout provides a summary of school district enrollment history and projections as reported by school districts on the Report Card for North Dakotas Future.

The following is a description of the information contained in the various columns:

Column	Description
Co-Dist	County-district number
Dist Name	School District name
88-89	School district fall enrollment for 1988-89
94-95	School district enrollment for 1994-95
98-99	School district fall enrollment for the current year 1998-99
99-00	Enrollment projected by the school district for the year 1999-2000
03-04	Projected school district enrollment for the year 2003-04
08-09	Projected school district enrollment for the year 2008-09

8889-9899 Count	Shows the numerical difference between enrollment in 1988-89 and actual enrollment in 1998-99
8889-98-99 Percent	Shows the percent increase or decrease
9899-0809 Count	Shows the numerical difference in enrollment from the fall of 1998 to projected enrollment the fall of 2008
9899-0809 Percent	Shows the percentage difference between those two years
8889-0809 Count	Shows the total difference in enrollment from the fall 1998 to the projected enrollment for the fall of 2008
8889-0809 Percent	Shows the percentage change in that period of time
2011 Difference	The first column is the department's projected enrollment for the school district for the year 2011. The last column shows the difference between the department's projected enrollment for 2011 and the school district's projected enrollment for 2008-09

ND De tment of Public Instruction
Report Card for ND Future
Enrollment by District

Co- Dist	District Name	88-89	94-95	98-99	99-00	03-04	08-09	----------Enrollment Change---------- 8889-9899 Count	%	9899-0809 Count	%	8889-0809 Count	%	**2011 Difference	
9001	FARGO	9,697	11,093	11,758	11,771	12,015	12,457	2,061	21.25	699	5.94	2,760	28.46	18,707	6,250
8001	BISMARCK	10,315	10,843	10,670	10,607	10,109	9,727	355	3.44	-943	-8.84	-588	-5.70	6,933	-2,794
18001	GRAND FORKS	9,122	9,872	8,800	8,879	9,203	9,625	-322	-3.53	825	9.38	503	5.51	11,696	2,071
51001	MINOT	7,843	7,702	7,441	7,405	7,256	7,068	-402	-5.13	-373	-5.01	-775	-9.88	3,241	-3,827
9006	WEST FARGO	4,173	4,716	4,921	4,970	5,104	5,288	748	17.92	367	7.46	1,115	26.72	4,468	-820
30001	MANDAN	3,491	3,774	0	0	0	0	0	0.00	0	0.00	0	0.00	2,864	0
45001	DICKINSON	3,242	3,118	3,045	3,032	2,888	2,914	-197	-6.08	-131	-4.30	-328	-10.12	2,652	-262
47001	JAMESTOWN	3,157	2,990	2,820	2,742	2,516	2,432	-337	-10.67	-388	-13.76	-725	-22.96	2,440	8
53001	WILLISTON	3,170	2,937	2,728	2,628	2,508	2,500	-442	-13.94	-228	-8.36	-670	-21.14	2,366	-134
36001	DEVILS LAKE	2,005	2,156	2,038	2,010	1,975	1,925	33	1.65	-113	-5.54	-80	-3.99	1,850	-75
40007	BELCOURT	1,439	1,767	0	0	0	0	0	0.00	0	0.00	0	0.00	1,790	0
39037	WAHPETON	1,652	1,753	1,656	1,635	1,551	1,562	4	0.24	-94	-5.68	-90	-5.45	1,447	-115
2002	VALLEY CITY	1,381	1,460	0	0	0	0	0	0.00	0	0.00	0	0.00	1,118	0
50003	GRAFTON	1,194	1,232	1,139	1,124	1,064	989	-55	-4.61	-150	-13.17	-205	-17.17	737	-252
29027	BEULAH	970	1,151	1,059	1,036	807	556	89	9.18	-503	-47.50	-414	-42.68	585	29
	***Subtotals**	56,540	59,563	58,075	57,839	56,996	57,043	1,535	2.71	-1,032	-1.78	503	0.89	57,122	79
29003	HAZEN	958	1,003	901	873	717	584	-57	-5.95	-317	-35.18	-374	-39.04	477	-107
5001	BOTTINEAU	869	834	844	807	0	0	-25	-2.88	0	0.00	0	0.00	412	0
31001	NEW TOWN	648	749	0	0	0	0	0	0.00	0	0.00	0	0.00	459	0
9017	CENTRAL CASS	710	732	788	800	824	854	78	10.99	66	8.38	144	20.28	581	-273
35005	RUGBY	793	811	760	729	568	542	-33	-4.16	-218	-28.68	-251	-31.65	529	-13
16010	CARRINGTON	657	715	757	750	720	657	100	15.22	-100	-13.21	0	0.00	420	-237
51007	UNITED	689	707	0	0	0	0	0	0.00	0	0.00	0	0.00	498	0
49014	MAY-PORT CG	735	735	0	0	0	0	0	0.00	0	0.00	0	0.00	481	0
37019	LISBON	713	727	704	673	549	550	-9	-1.26	-154	-21.88	-163	-22.86	386	-164
27001	MCKENZIE COUNTY	954	755	681	674	559	444	-273	-28.62	-237	-34.80	-510	-53.46	373	-71
9002	KINDRED	514	677	717	735	818	868	203	39.49	151	21.06	354	68.87	429	-439
34006	CAVALIER	685	722	0	0	0	0	0	0.00	0	0.00	0	0.00	364	0
10023	LANGDON	671	622	632	608	493	402	-39	-5.81	-230	-36.39	-269	-40.09	386	-16
52038	HARVEY	701	619	603	585	513	423	-98	-13.98	-180	-29.85	-278	-39.66	420	-3
18044	LARIMORE	700	648	597	565	540	520	-103	-14.71	-77	-12.90	-180	-25.71	286	-234
18061	THOMPSON	470	545	0	0	0	0	0	0.00	0	0.00	0	0.00	230	0

Date of Report 03/08/1999

ND Department of Public Instruction
Report Card for ND Future
Enrollment by District

Co- Dist	District Name	88-89	94-95	98-99	99-00	03-04	08-09	----------Enrollment Change---------- 8889-9899 Count	%	9899-0809 Count	%	8889-0809 Count	%	**2011 Difference	
27036	MANDAREE	201	239	0	0	0	0	0	0.00	0	0.00	0	0.00	95	0
15015	STRASBURG	178	225	249	241	193	148	71	39.89	-101	-40.56	-30	-16.85	178	30
40029	ROLETTE	262	243	218	0	0	0	-44	-16.79	0	0.00	0	0.00	165	0
43003	SOLEN	217	246	0	0	0	0	0	0.00	0	0.00	0	0.00	260	0
28072	TURTLE LAKE-MER	336	261	220	213	177	144	-116	-34.52	-76	-34.55	-192	-57.14	108	-36
3006	LEEDS	266	271	234	224	176	135	-32	-12.03	-99	-42.31	-131	-49.25	134	-1
2065	NORTH CENTRAL	265	260	0	0	0	0	0	0.00	0	0.00	0	0.00	126	0
26009	ASHLEY	250	232	218	207	158	124	-32	-12.80	-94	-43.12	-126	-50.40	143	19
25004	NEWPORT	275	243	210	191	140	120	-65	-23.64	-90	-42.86	-155	-56.36	147	27
24056	GACKLE-STREETER	243	242	209	196	136	120	-34	-13.99	-89	-42.58	-123	-50.62	139	19
43004	FORT YATES	256	203	0	0	0	0	0	0.00	0	0.00	0	0.00	321	0
30013	HEBRON	284	237	0	0	0	0	0	0.00	0	0.00	0	0.00	87	0
52040	FESSENDEN	222	247	211	231	185	133	-11	-4.95	-78	-36.97	-89	-40.09	130	-3
51054	BERTHOLD	209	232	0	0	0	0	0	0.00	0	0.00	0	0.00	169	0
18125	MANVEL	196	223	0	0	0	0	0	0.00	0	0.00	0	0.00	156	0
2082	WIMBLEDON-COURT	216	200	0	0	0	0	0	0.00	0	0.00	0	0.00	165	0
53006	EIGHT MILE	235	231	0	0	0	0	0	0.00	0	0.00	0	0.00	139	0
5017	WESTHOPE	259	233	186	174	124	99	-73	-28.19	-87	-46.77	-160	-61.78	108	9
41003	NORTH SARGENT	225	182	204	207	189	189	-21	-9.33	-15	-7.35	-36	-16.00	165	-24
51016	SAWYER	217	157	0	0	0	0	0	0.00	0	0.00	0	0.00	165	0
47003	MEDINA	164	193	200	196	168	138	36	21.95	-62	-31.00	-26	-15.85	100	-38
34012	VALLEY	208	189	0	0	0	0	0	0.00	0	0.00	0	0.00	130	0
46010	HOPE	145	171	0	0	0	0	0	0.00	0	0.00	0	0.00	91	0
50106	EDINBURG	179	188	178	175	155	150	-1	-0.56	-28	-15.73	-29	-16.20	104	-46
45004	RICHARDTON	125	181	0	0	0	0	0	0.00	0	0.00	0	0.00	134	0
3030	FORT TOTTEN	230	131	0	0	0	0	0	0.00	0	0.00	0	0.00	290	0
46019	FINLEY-SHARON	211	216	0	0	0	0	0	0.00	0	0.00	0	0.00	169	0
6033	SCRANTON	196	174	0	0	0	0	0	0.00	0	0.00	0	0.00	65	0
23007	KULM	187	191	0	0	0	0	0	0.00	0	0.00	0	0.00	104	0
28050	MAX	240	175	176	166	155	155	-64	-26.67	-21	-11.93	-85	-35.42	108	-47
14012	SHEYENNE	148	176	0	0	0	0	0	0.00	0	0.00	0	0.00	91	0
25057	DRAKE	156	167	0	0	0	0	0	0.00	0	0.00	0	0.00	74	0
15006	HAZELTON-MOFFIT	168	174	179	173	139	125	11	6.55	-54	-30.17	-43	-25.60	65	-60

ND Department of Public Instruction
Report Card for ND Future
Enrollment by District

Co- Dist	District Name	88-89	94-95	98-99	99-00	03-04	08-09	----------Enrollment Change---------- 8889-9899 Count	%	9899-0809 Count	%	8889-0809 Count	%	**2011 Difference	
11041	OAKES	636	558	0	0	0	0	0	0.00	0	0.00	0	0.00	464	0
40001	DUNSEITH	492	547	535	540	595	695	43	8.74	160	29.91	203	41.26	533	-162
50078	PARK RIVER	530	536	0	0	0	0	0	0.00	0	0.00	0	0.00	325	0
28004	WASHBURN	572	548	466	445	381	331	-106	-18.53	-135	-28.97	-241	-42.13	273	-58
49009	HILLSBORO	484	506	520	511	511	519	36	7.44	-1	-0.19	35	7.23	277	-242
25001	VELVA	391	513	489	469	464	461	98	25.06	-28	-5.73	70	17.90	217	-244
1013	HETTINGER	509	490	0	0	0	0	0	0.00	0	0.00	0	0.00	225	0
31002	STANLEY	610	523	449	420	336	270	-161	-26.39	-179	-39.87	-340	-55.74	277	7
6001	BOWMAN	565	466	476	467	431	386	-89	-15.75	-90	-18.91	-179	-31.68	256	-130
32001	DAKOTA PRAIRIE	665	613	451	437	334	300	-214	-32.18	-151	-33.48	-365	-54.89	282	-18
51041	SURREY	406	462	0	0	0	0	0	0.00	0	0.00	0	0.00	234	0
28051	GARRISON	513	484	433	415	330	260	-80	-15.59	-173	-39.95	-253	-49.32	195	-65
9097	NORTHERN CASS	453	418	0	0	0	0	0	0.00	0	0.00	0	0.00	303	0
17003	BEACH	465	454	408	414	407	385	-57	-12.26	-23	-5.64	-80	-17.20	295	-90
11040	ELLENDALE	472	436	420	412	398	373	-52	-11.02	-47	-11.19	-99	-20.97	247	-126
14001	NEW ROCKFORD	439	413	0	0	0	0	0	0.00	0	0.00	0	0.00	286	0
20018	GRIGGS COUNTY	488	455	0	0	0	0	0	0.00	0	0.00	0	0.00	329	0
37022	ENDERLIN	416	394	0	0	0	0	0	0.00	0	0.00	0	0.00	256	0
12001	DIVIDE COUNTY	446	457	0	0	0	0	0	0.00	0	0.00	0	0.00	186	0
23008	LAMOURE	414	442	0	0	0	0	0	0.00	0	0.00	0	0.00	247	0
13016	KILLDEER	439	423	0	0	0	0	0	0.00	0	0.00	0	0.00	308	0
51028	KENMARE	440	401	0	0	0	0	0	0.00	0	0.00	0	0.00	199	0
53015	TIOGA	522	437	379	354	0	0	-143	-27.39	0	0.00	0	0.00	199	0
18129	NORTHWOOD	441	379	372	361	283	192	-69	-15.65	-180	-48.39	-249	-56.46	121	-71
28008	UNDERWOOD	351	410	0	0	0	0	0	0.00	0	0.00	0	0.00	230	0
15036	LINTON	422	375	0	0	0	0	0	0.00	0	0.00	0	0.00	342	0
40004	MT. PLEASANT	410	404	400	398	383	385	-10	-2.44	-15	-3.75	-25	-6.10	243	-142
39008	HANKINSON	384	396	0	0	0	0	0	0.00	0	0.00	0	0.00	186	0
30007	NEW SALEM	392	390	400	385	318	234	8	2.04	-166	-41.50	-158	-40.31	199	-35
41006	SARGENT CENTRAL	434	376	0	0	0	0	0	0.00	0	0.00	0	0.00	299	0
34027	WALHALLA	401	389	0	0	0	0	0	0.00	0	0.00	0	0.00	273	0
33018	CENTER	474	408	0	0	0	0	0	0.00	0	0.00	0	0.00	178	0
45013	BELFIELD	327	319	0	0	0	0	0	0.00	0	0.00	0	0.00	182	0

ND Department of Public Instruction
Report Card for ND Future
Enrollment by District

Co-	Dist	District Name	88-89	94-95	98-99	99-00	03-04	08-09	----------Enrollment Change---------- 8889-9899 Count	%	9899-0809 Count	%	8889-0809 Count	%	**2011 Difference	
18	128	MIDWAY	342	396	343	346	302	269	1	0.29	-74	-21.57	-73	-21.35	269	0
39	042	WYNDMERE	297	352	0	0	0	0	0	0.00	0	0.00	0	0.00	212	0
48	008	SOUTHERN	389	374	345	333	287	198	-44	-11.31	-147	-42.61	-191	-49.10	243	45
39	044	RICHLAND	302	307	325	322	293	310	23	7.62	-15	-4.62	8	2.65	251	-59
31	003	PARSHALL	380	346	0	0	0	0	0	0.00	0	0.00	0	0.00	238	0
49	003	CENTRAL VALLEY	307	334	325	313	273	229	18	5.86	-96	-29.54	-78	-25.41	199	-30
32	066	LAKOTA	278	263	0	0	0	0	0	0.00	0	0.00	0	0.00	117	0
30	039	FLASHER	303	287	0	0	0	0	0	0.00	0	0.00	0	0.00	139	0
26	019	WISHEK	282	293	285	273	218	169	3	1.06	-116	-40.70	-113	-40.07	204	35
38	009	MOHALL	334	367	297	279	215	187	-37	-11.08	-110	-37.04	-147	-44.01	165	-22
45	009	SOUTH HEART	370	335	0	0	0	0	0	0.00	0	0.00	0	0.00	217	0
19	049	ELGIN-NEW LEIPZ	401	331	286	273	209	134	-115	-28.68	-152	-53.15	-267	-66.58	147	13
23	003	EDGELEY	293	333	0	0	0	0	0	0.00	0	0.00	0	0.00	269	0
41	002	MILNOR	272	263	317	325	306	306	45	16.54	-11	-3.47	34	12.50	234	-72
40	003	ST JOHN	274	275	318	328	368	400	44	16.06	82	25.79	126	45.99	282	-118
38	026	GLENBURN	322	295	330	350	390	400	8	2.48	70	21.21	78	24.22	152	-248
21	009	NEW ENGLAND	237	298	0	0	0	0	0	0.00	0	0.00	0	0.00	134	0
50	020	MINTO	230	266	265	267	252	250	35	15.22	-15	-5.66	20	8.70	108	-142
22	026	STEELE-DAWSON	295	290	272	244	218	193	-23	-7.80	-79	-29.04	-102	-34.58	152	-41
49	007	HATTON	261	268	272	270	238	211	11	4.21	-61	-22.43	-50	-19.16	160	-51
28	001	MONTEFIORE	290	287	293	278	244	227	3	1.03	-66	-22.53	-63	-21.72	95	-132
39	028	LIDGERWOOD	308	266	278	267	238	198	-30	-9.74	-80	-28.78	-110	-35.71	178	-20
		***Subtotals**	19,843	19,455	18,733	18,295	15,523	14,316	-1,110	-5.59	-4,417	-23.58	-5,527	-27.85	10,541	-3,775
24	002	NAPOLEON	364	294	268	265	240	202	-96	-26.37	-66	-24.63	-162	-44.51	195	-7
9	004	MAPLE VALLEY	242	253	0	0	0	0	0	0.00	0	0.00	0	0.00	113	0
30	048	GLEN ULLIN	292	294	250	246	189	128	-42	-14.38	-122	-48.80	-164	-56.16	173	45
34	019	DRAYTON	307	244	0	0	0	0	0	0.00	0	0.00	0	0.00	147	0
3	029	WARWICK	212	230	0	0	0	0	0	0.00	0	0.00	0	0.00	208	0
20	007	MIDKOTA	362	273	0	0	0	0	0	0.00	0	0.00	0	0.00	178	0
21	006	MOTT	252	253	245	231	204	187	-7	-2.78	-58	-23.67	-65	-25.79	182	-5
3	009	MADDOCK	213	247	0	0	0	0	0	0.00	0	0.00	0	0.00	139	0
53	002	NESSON	263	268	0	0	0	0	0	0.00	0	0.00	0	0.00	186	0

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Co-	Dist	District Name	88-89	94-95	98-99	99-00	03-04	08-09	Enrollment Change 8889-9899 Count	8889-9899 %	9899-0809 Count	9899-0809 %	8889-0809 Count	8889-0809 %	**2011 Difference	
25	025	GRANVILLE	188	169	164	160	137	138	-24	-12.77	-26	-15.85	-50	-26.60	126	-12
28	085	WHITE SHIELD	145	189	167	167	167	167	22	15.17	0	0.00	22	15.17	95	-72
10	019	MUNICH	190	165	0	0	0	0	0	0.00	0	0.00	0	0.00	152	0
47	014	MONTPELIER	145	150	0	0	0	0	0	0.00	0	0.00	0	0.00	69	0
42	019	MCCLUSKY	181	186	0	0	0	0	0	0.00	0	0.00	0	0.00	69	0
9	080	PAGE	151	167	0	0	0	0	0	0.00	0	0.00	0	0.00	100	0
39	018	FAIRMOUNT	158	169	0	0	0	0	0	0.00	0	0.00	0	0.00	91	0
36	002	EDMORE	193	162	0	0	0	0	0	0.00	0	0.00	0	0.00	104	0
7	027	POWERS LAKE	223	191	0	0	0	0	0	0.00	0	0.00	0	0.00	100	0
7	036	BURKE CENTRAL	188	189	0	0	0	0	0	0.00	0	0.00	0	0.00	43	0
34	001	PEMBINA	169	160	0	0	0	0	0	0.00	0	0.00	0	0.00	113	0
19	018	ROOSEVELT	195	163	0	0	0	0	0	0.00	0	0.00	0	0.00	147	0
18	127	EMERADO	136	139	0	0	0	0	0	0.00	0	0.00	0	0.00	78	0
38	002	SHERWOOD	154	141	0	0	0	0	0	0.00	0	0.00	0	0.00	78	0
47	010	PINGREE-BUCHANA	144	142	0	0	0	0	0	0.00	0	0.00	0	0.00	91	0
48	002	BISBEE-EGELAND	162	159	130	124	83	40	-32	-19.75	-90	-69.23	-122	-75.31	91	51
36	044	STARKWEATHER	181	153	0	0	0	0	0	0.00	0	0.00	0	0.00	74	0
34	055	NECHE	190	158	0	0	0	0	0	0.00	0	0.00	0	0.00	74	0
34	043	ST THOMAS	153	133	0	0	0	0	0	0.00	0	0.00	0	0.00	100	0
3	005	MINNEWAUKAN	162	177	0	0	0	0	0	0.00	0	0.00	0	0.00	82	0
6	017	RHAME	140	120	125	117	88	74	-15	-10.71	-51	-40.80	-66	-47.14	43	-31
23	009	MARION	168	129	128	121	89	89	-40	-23.81	-39	-30.47	-79	-47.02	82	-7
27	002	ALEXANDER	137	116	0	0	0	0	0	0.00	0	0.00	0	0.00	35	0
9	007	MAPLETON	168	127	105	104	0	0	-63	-37.50	0	0.00	0	0.00	212	0
7	014	BOWBELLS	173	131	0	0	0	0	0	0.00	0	0.00	0	0.00	69	0
50	128	ADAMS	136	122	0	0	0	0	0	0.00	0	0.00	0	0.00	65	0
22	028	TAPPEN	131	133	0	0	0	0	0	0.00	0	0.00	0	0.00	104	0
29	022	STANTON	186	137	0	0	0	0	0	0.00	0	0.00	0	0.00	91	0
51	158	NORTH SHORE	150	120	111	109	99	90	-39	-26.00	-21	-18.92	-60	-40.00	95	5
		***Subtotals**	5,296	4,963	4,585	4,238	3,391	2,895	-711	-13.43	-1,690	-36.86	-2,401	-45.34	2,711	-184
13	019	HALLIDAY	155	121	0	0	0	0	0	0.00	0	0.00	0	0.00	65	0
25	014	ANAMOOSE	139	124	0	0	0	0	0	0.00	0	0.00	0	0.00	43	0

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Co-	Dist	District Name	88-89	94-95	98-99	99-00	03-04	08-09	Enrollment Change 8889-9899 Count	%	9899-0809 Count	%	8889-0809 Count	%	**2011 Difference	
2052		LITCHVILLE	110	135	101	97	89	72	-9	-8.18	-29	-28.71	-38	-34.55	91	19
5013		WILLOW CITY	131	124	106	110	82	33	-25	-19.08	-73	-68.87	-98	-74.81	56	23
53099		GRENORA	144	135	0	0	0	0	0	0.00	0	0.00	0	0.00	91	0
21014		REGENT	126	110	0	0	0	0	0	0.00	0	0.00	0	0.00	61	0
4001		BILLINGS COUNTY	121	126	107	106	101	94	-14	-11.57	-13	-12.15	-27	-22.31	61	-33
48028		NORTH CENTRAL	121	116	0	0	0	0	0	0.00	0	0.00	0	0.00	39	0
5054		NEWBURG UNITED	229	130	0	0	0	0	0	0.00	0	0.00	0	0.00	95	0
2013		ORISKA	130	100	102	92	93	86	-28	-21.54	-16	-15.69	-44	-33.85	56	-30
8028		WING	143	120	0	0	0	0	0	0.00	0	0.00	0	0.00	56	0
47019		KENSAL	102	105	0	0	0	0	0	0.00	0	0.00	0	0.00	30	0
52039		SYKES	100	93	0	0	0	0	0	0.00	0	0.00	0	0.00	52	0
23011		VERONA	103	96	0	0	0	0	0	0.00	0	0.00	0	0.00	43	0
27014		YELLOWSTONE	124	87	0	0	0	0	0	0.00	0	0.00	0	0.00	61	0
43008		SELFRIDGE	96	116	0	0	0	0	0	0.00	0	0.00	0	0.00	82	0
50079		FORDVILLE	105	87	94	91	83	73	-11	-10.48	-21	-22.34	-32	-30.48	87	14
22020		TUTTLE-PETTIBON	126	108	85	82	49	12	-41	-32.54	-73	-85.88	-114	-90.48	17	5
25029		UPHAM	116	122	0	0	0	0	0	0.00	0	0.00	0	0.00	78	0
29020		GOLDEN VALLEY	55	57	0	0	0	0	0	0.00	0	0.00	0	0.00	35	0
31137		PLAZA	105	90	0	0	0	0	0	0.00	0	0.00	0	0.00	65	0
53091		WILDROSE-ALAMO	46	79	0	0	0	0	0	0.00	0	0.00	0	0.00	22	0
42016		GOODRICH	86	82	0	0	0	0	0	0.00	0	0.00	0	0.00	52	0
13008		DODGE	64	80	0	0	0	0	0	0.00	0	0.00	0	0.00	35	0
35001		WOLFORD	87	57	57	58	0	0	-30	-34.48	0	0.00	0	0.00	65	0
26004		ZEELAND	116	82	60	58	59	59	-56	-48.28	-1	-1.67	-57	-49.14	61	2
10014		BORDER CENTRAL	96	62	0	0	0	0	0	0.00	0	0.00	0	0.00	39	0
28062		BUTTE	93	71	46	39	23	10	-47	-50.54	-36	-78.26	-83	-89.25	17	7
22011		PETTIBONE-TUTTL	63	57	41	33	14	7	-22	-34.92	-34	-82.93	-56	-88.89	13	6
5035		LANSFORD	105	64	0	0	0	0	0	0.00	0	0.00	0	0.00	39	0
17006		LONE TREE	73	62	0	0	0	0	0	0.00	0	0.00	0	0.00	69	0
8036		DRISCOLL	74	44	0	0	0	0	0	0.00	0	0.00	0	0.00	13	0
8039		APPLE CREEK	38	44	0	0	0	0	0	0.00	0	0.00	0	0.00	78	0
30008		SIMS	30	47	38	37	38	37	8	26.67	-1	-2.63	7	23.33	43	6
8033		MENOKEN	24	29	0	0	0	0	0	0.00	0	0.00	0	0.00	52	0

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Co- Dist	District Name	88-89	94-95	98-99	99-00	03-04	08-09	----------Enrollment Change---------- 8889-9899 Count	%	9899-0809 Count	%	8889-0809 Count	%	**2011 Difference	
8035	STERLING	36	45	42	36	36	34	6	16.67	-8	-19.05	-2	-5.56	30	-4
1003	REEDER	97	55	0	0	0	0	0	0.00	0	0.00	0	0.00	43	0
3016	OBERON	51	41	32	0	0	0	-19	-37.25	0	0.00	0	0.00	30	0
13037	TWIN BUTTES	43	52	0	0	0	0	0	0.00	0	0.00	0	0.00	35	0
10030	MILTON	33	36	0	0	0	0	0	0.00	0	0.00	0	0.00	17	0
22014	ROBINSON	81	55	12	14	11	10	-69	-85.19	-2	-16.67	-71	-87.65	26	16
10001	OSNABROCK	60	35	0	0	0	0	0	0.00	0	0.00	0	0.00	43	0
30004	LITTLE HEART	12	29	0	0	0	0	0	0.00	0	0.00	0	0.00	39	0
8002	REGAN	23	13	0	0	0	0	0	0.00	0	0.00	0	0.00	22	0
8045	MANNING	15	16	0	0	0	0	0	0.00	0	0.00	0	0.00	26	0
8029	BALDWIN	33	14	0	0	0	0	0	0.00	0	0.00	0	0.00	17	0
30017	SWEET BRIAR	14	11	15	12	11	5	1	7.14	-10	-66.67	-9	-64.29	22	17
8025	NAUGHTON	16	9	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0
15010	BAKKER	37	29	0	0	0	0	0	0.00	0	0.00	0	0.00	35	0
37010	SALUND	6	7	0	0	0	0	0	0.00	0	0.00	0	0.00	13	0
8034	MCKENZIE	22	8	0	0	0	0	0	0.00	0	0.00	0	0.00	17	0
27018	EARL	9	4	0	0	0	0	0	0.00	0	0.00	0	0.00	43	0
15012	UNION	11	11	0	0	0	0	0	0.00	0	0.00	0	0.00	26	0
27032	HORSE CREEK	6	7	0	0	0	0	0	0.00	0	0.00	0	0.00	9	0
44014	SHEETS	8	4	0	0	0	0	0	0.00	0	0.00	0	0.00	22	0
27019	BOWLINE BUTTE	8	10	0	0	0	0	0	0.00	0	0.00	0	0.00	9	0
	***Subtotals**	1,294	1,146	938	865	689	532	-356	-27.51	-406	-43.28	-762	-58.89	580	48
	***Totals**	81,014	83,388	82,331	81,237	76,599	74,786	1,317	1.63	-7,545	-9.16	-6,228	-7.69	70,954	-3,832
	****Grand Totals**	115,158	117,152											93,661	

Notes:

Zero's represent data not reported to the Department.

Data for years 88-89 through 08-09 is actual data reported by the respective school district.

* Totals include only those district that submitted report card data

** The Amount Report as 2011 are estimates based upon birth rates and census data. The difference is a comparison to the 08-09 data reported by the District.

*** Includes all districts

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ND Department of Public Instruction
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County District	District Name	97-98 Enrollment	Report Card Completed	% of Group
9001	FARGO	11,696	Yes	
8001	BISMARCK	10,731	Yes	
18001	GRAND FORKS	9,184	Yes	
51001	MINOT	7,748	Yes	
9006	WEST FARGO	4,778	Yes	
30001	MANDAN	3,744	No	
45001	DICKINSON	3,071	Yes	
47001	JAMESTOWN	2,867	Yes	
53001	WILLISTON	2,780	Yes	
36001	DEVILS LAKE	2,062	Yes	
40007	BELCOURT	1,882	No	
39037	WAHPETON	1,693	Yes	
2002	VALLEY CITY	1,390	No	
50003	GRAFTON	1,167	Yes	
29027	BEULAH	1,122	Yes	80.00 %
29003	HAZEN	951	Yes	
5001	BOTTINEAU	834	Yes	
31001	NEW TOWN	791	No	
9017	CENTRAL CASS	778	Yes	
35005	RUGBY	777	Yes	
16010	CARRINGTON	757	Yes	
51007	UNITED	725	No	
49014	MAY-PORT CG	716	No	
37019	LISBON	715	Yes	
27001	MCKENZIE COUNTY	700	Yes	
9002	KINDRED	690	Yes	
34006	CAVALIER	678	No	
10023	LANGDON	650	Yes	
52038	HARVEY	626	Yes	
18044	LARIMORE	613	Yes	

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County District	District Name	97-98 Enrollment	Report Card Completed	% of Group
18061	THOMPSON	574	No	
11041	OAKES	570	No	
40001	DUNSEITH	516	Yes	
50078	PARK RIVER	503	No	
28004	WASHBURN	494	Yes	
49009	HILLSBORO	494	Yes	
25001	VELVA	473	Yes	
1013	HETTINGER	472	No	
31002	STANLEY	469	Yes	
6001	BOWMAN	466	Yes	
32001	DAKOTA PRAIRIE	462	Yes	
51041	SURREY	457	No	
28051	GARRISON	446	Yes	
9097	NORTHERN CASS	437	No	
17003	BEACH	433	Yes	
11040	ELLENDALE	426	Yes	
14001	NEW ROCKFORD	424	No	
20018	GRIGGS COUNTY	416	No	
37022	ENDERLIN	411	No	
12001	DIVIDE COUNTY	408	No	
23008	LAMOURE	404	No	
13016	KILLDEER	402	No	
51028	KENMARE	399	No	
53015	TIOGA	395	Yes	
18129	NORTHWOOD	389	Yes	
28008	UNDERWOOD	386	No	
15036	LINTON	382	No	
40004	MT. PLEASANT	381	Yes	
39008	HANKINSON	379	No	
30007	NEW SALEM	374	Yes	

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County District	District Name	97-98 Enrollment	Report Card Completed	% of Group
41006	SARGENT CENTRAL	372	No	
34027	WALHALLA	371	No	
33018	CENTER	364	No	
45013	BELFIELD	362	No	
18128	MIDWAY	359	Yes	
39042	WYNDMERE	357	No	
48008	SOUTHERN	335	Yes	
39044	RICHLAND	327	Yes	
31003	PARSHALL	326	No	
49003	CENTRAL VALLEY	320	Yes	
32066	LAKOTA	313	No	
30039	FLASHER	306	No	
26019	WISHEK	304	Yes	
38009	MOHALL	304	Yes	
45009	SOUTH HEART	304	No	
19049	ELGIN-NEW LEIPZ	303	Yes	
23003	EDGELEY	302	No	
41002	MILNOR	301	Yes	
40003	ST JOHN	297	Yes	
38026	GLENBURN	293	Yes	
21009	NEW ENGLAND	288	No	
50020	MINTO	288	Yes	
22026	STEELE-DAWSON	285	Yes	
49007	HATTON	284	Yes	
28001	MONTEFIORE	283	Yes	
39028	LIDGERWOOD	279	Yes	56.34 %
24002	NAPOLEON	278	Yes	
9004	MAPLE VALLEY	267	No	
51004	NEDROSE	265	Yes	
30048	GLEN ULLIN	263	Yes	

Large Class Bs
37,420

ND Department of Public Instruction
Report Card for ND Future
Enrollment by District

County District	District Name	97-98 Enrollment	Report Card Completed	% of Group
34019	DRAYTON	258	No	
3029	WARWICK	255	No	
20007	MIDKOTA	254	No	
21006	MOTT	254	Yes	
3009	MADDOCK	253	No	
53002	NESSON	249	No	
27036	MANDAREE	246	No	
15015	STRASBURG	243	Yes	
53008	NEW	243	No	
40029	ROLETTE	240	Yes	
43003	SOLEN	237	No	
28072	TURTLE LAKE-MER	235	Yes	
3006	LEEDS	234	Yes	
2065	NORTH CENTRAL	233	No	
26009	ASHLEY	231	Yes	
25004	NEWPORT	223	Yes	
24056	GACKLE-STREETER	219	Yes	
43004	FORT YATES	217	No	
30013	HEBRON	216	No	
52040	FESSENDEN	215	Yes	
51054	BERTHOLD	214	No	
18125	MANVEL	204	No	
2082	WIMBLEDON-COURT	202	No	
53006	EIGHT MILE	202	No	
5017	WESTHOPE	201	Yes	
41003	NORTH SARGENT	200	Yes	
51016	SAWYER	195	No	
47003	MEDINA	192	Yes	
34012	VALLEY	187	No	
46010	HOPE	186	No	

ND Department of Public Instruction
Report Card for ND Future
Enrollment by District

County District	District Name	97-98 Enrollment	Report Card Completed	% of Group
50106	EDINBURG	181	Yes	
45004	RICHARDTON	179	No	
3030	FORT TOTTEN	178	No	
46019	FINLEY-SHARON	177	No	
6033	SCRANTON	176	No	
23007	KULM	176	No	
28050	MAX	176	Yes	
14012	SHEYENNE	169	No	
25057	DRAKE	169	No	
15006	HAZELTON-MOFFIT	168	Yes	
25025	GRANVILLE	168	Yes	
28085	WHITE SHIELD	168	Yes	
10019	MUNICH	164	No	
47014	MONTPELIER	164	No	
42019	MCCLUSKY	161	No	
9080	PAGE	156	No	
51010	BELL	156	No	
39018	FAIRMOUNT	155	No	
36002	EDMORE	151	No	
7027	POWERS LAKE	150	No	
7036	BURKE CENTRAL	150	No	
34001	PEMBINA	148	No	
19018	ROOSEVELT	147	No	
18127	EMERADO	146	No	
38002	SHERWOOD	146	No	
51070	SOUTH PRAIRIE	144	No	
47010	PINGREE-BUCHANA	141	No	
48002	BISBEE-EGELAND	141	Yes	
36044	STARKWEATHER	139	No	
34055	NECHE	137	No	

N Department of Public Instruction
Report Card for ND Future
Enrollment by District

County District	District Name	97-98 Enrollment	Report Card Completed	% of Group
34043	ST THOMAS	136	No	
3005	MINNEWAUKAN	135	No	
6017	RHAME	133	Yes	
23009	MARION	131	Yes	
27002	ALEXANDER	127	No	
9007	MAPLETON	126	Yes	
7014	BOWBELLS	122	No	33.80 %
50128	ADAMS	121	No	
22028	TAPPEN	120	No	
45003	TAYLOR	116	No	
29022	STANTON	114	No	
51158	NORTH SHORE	113	Yes	
13019	HALLIDAY	112	No	
25014	ANAMOOSE	112	No	
2052	LITCHVILLE	111	Yes	
5013	WILLOW CITY	111	Yes	
53099	GRENORA	110	No	
21014	REGENT	108	No	
4001	BILLINGS COUNTY	106	Yes	
48028	NORTH CENTRAL	101	No	
5054	NEWBURG UNITED	99	No	
52023	BOWDON	98	Yes	
2013	ORISKA	95	Yes	
8028	WING	94	No	
47019	KENSAL	92	No	
52039	SYKES	92	No	
23011	VERONA	91	No	
27014	YELLOWSTONE	88	No	
43008	SELFRIDGE	87	No	
50079	FORDVILLE	87	Yes	

Small Class Bs
13,502

ND Department of Public Instruction
Report Card for ND Future
Enrollment by District

County District	District Name	97-98 Enrollment	Report Card Completed	% of Group
22020	TUTTLE-PETTIBON	81	Yes	
25029	UPHAM	81	No	
29020	GOLDEN VALLEY	74	No	
31137	PLAZA	74	No	
50039	LANKIN	74	Yes	
53091	WILDROSE-ALAMO	74	No	
42016	GOODRICH	73	No	
13008	DODGE	67	No	
35001	WOLFORD	63	Yes	
37002	SHELDON	61	No	
26004	ZEELAND	59	Yes	
10014	BORDER CENTRAL	58	No	
28062	BUTTE	57	Yes	
22011	PETTIBONE-TUTTL	54	Yes	
5035	LANSFORD	53	No	
17006	LONE TREE	51	No	
8036	DRISCOLL	47	No	
8039	APPLE CREEK	47	No	
30008	SIMS	44	Yes	
8033	MENOKEN	41	No	
8035	STERLING	39	Yes	
1003	REEDER	38	No	
3016	OBERON	38	Yes	
13037	TWIN BUTTES	37	No	
10030	MILTON	35	No	
37006	FORT RANSOM	35	Yes	
52035	PLEASANT VALLEY	34	No	
22014	ROBINSON	32	Yes	
10001	OSNABROCK	31	No	
30004	LITTLE HEART	30	No	

ND Department of Public Instruction
Report Card for ND Future
Enrollment by District

County District	District Name	97-98 Enrollment	Report Card Completed	% of Group
39005	MANTADOR	27	No	
50051	NASH	27	No	
44012	MARMARTH	23	No	
44032	CENTRAL ELEMENT	20	No	
8002	REGAN	19	No	
8045	MANNING	17	No	
51019	EUREKA	17	No	
8029	BALDWIN	14	No	
30017	SWEET BRIAR	14	Yes	
8025	NAUGHTON	13	No	
15010	BAKKER	11	No	
47026	SPIRITWOOD	11	Yes	
37010	SALUND	10	No	
8034	MCKENZIE	8	No	
27018	EARL	8	No	
15012	UNION	6	No	
27032	HORSE CREEK	6	No	
44014	SHEETS	3	No	
27019	BOWLINE BUTTE	2	No	27.78 %
		Total Completed	**96**	

Smallest in ND
4 of 16

North Dakota Resident Births

	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	Avg Last 10 Years
ADAMS	70	50	58	54	56	64	47	44	39	34	39	30	37	23	25	25	26	32
BARNES	212	197	199	156	172	147	171	174	159	141	134	142	137	116	128	134	117	138
BENSON	161	189	181	183	169	171	155	181	177	116	143	135	124	110	97	127	130	134
BILLINGS	34	28	31	23	19	26	14	17	16	6	20	16	9	7	11	8	10	12
BOTTINEAU	133	157	115	136	131	97	123	107	81	80	83	61	78	64	60	40	73	73
BOWMAN	85	76	71	83	55	63	51	49	49	45	45	31	37	29	27	36	35	38
BURKE	52	58	71	40	54	34	31	29	29	24	29	19	27	20	23	17	17	23
BURLEIGH	1023	1084	1017	1040	1040	940	849	870	871	881	889	894	840	896	870	843	878	873
CASS	1570	1507	1550	1536	1596	1563	1532	1494	1529	1557	1497	1589	1570	1549	1588	1642	1632	1565
CAVALIER	110	108	108	93	107	81	83	83	91	84	78	67	59	55	43	34	49	64
DICKEY	107	103	130	93	94	92	85	72	57	80	87	78	71	66	68	56	54	69
DIVIDE	52	40	49	40	33	46	34	36	36	26	24	24	21	14	12	20	15	23
DUNN	94	102	115	76	88	80	70	63	68	52	45	44	55	47	33	40	34	48
EDDY	66	56	50	51	36	48	38	36	27	43	32	23	28	28	29	30	21	30
EMMONS	85	67	76	69	73	62	56	58	67	61	66	53	59	56	62	48	48	58
FOSTER	76	69	74	62	85	55	69	59	44	49	64	45	43	50	51	33	38	48
GOLDEN VALLEY	46	53	62	40	29	42	38	27	24	26	20	26	33	20	33	20	21	25
GRAND FORKS	1328	1372	1369	1443	1439	1277	1329	1304	1275	1229	1147	1140	1159	1153	1107	1126	1008	1165
GRANT	72	71	66	60	51	51	44	43	41	44	27	34	35	21	39	27	25	34
GRIGGS	58	55	64	60	44	44	47	46	36	42	31	28	32	28	32	28	28	33
HETTINGER	61	73	55	59	61	47	62	60	42	46	35	22	29	25	32	23	20	33
KIDDER	60	56	62	56	34	31	56	39	34	44	33	29	31	25	23	25	29	31
LAMOURE	100	94	97	81	90	76	67	65	53	57	56	41	47	43	54	38	42	50
LOGAN	40	46	42	40	38	29	35	29	38	27	21	19	29	26	27	31	23	27
McHENRY	104	104	113	102	100	100	76	76	78	58	56	63	56	56	48	63	61	62
McINTOSH	65	63	65	62	58	42	53	51	37	31	25	30	26	42	36	28	31	34
McKENZIE	177	212	211	152	188	147	134	135	113	102	89	107	93	71	77	59	84	93
McLEAN	212	216	239	185	173	168	147	136	138	110	115	100	94	88	78	83	90	103
MERCER	195	228	253	250	240	205	208	173	138	146	130	117	111	92	109	86	80	118
MORTON	518	522	495	439	452	365	366	407	316	333	283	314	291	299	311	295	309	316
MOUNTRAIL	186	164	140	148	139	129	101	102	89	92	105	97	100	94	95	110	98	98
NELSON	58	72	73	63	63	61	54	52	39	40	35	48	38	37	23	22	38	37
OLIVER	53	52	40	50	37	39	36	38	25	19	16	16	14	15	15	16	17	19
PEMBINA	172	152	199	151	161	174	129	125	119	116	97	105	91	91	120	92	96	105
PIERCE	96	108	65	78	83	79	64	71	58	64	52	55	49	45	45	52	58	55
RAMSEY	228	217	209	214	198	178	199	190	178	165	170	205	176	164	169	151	156	172
RANSOM	85	98	106	81	84	69	76	73	60	85	66	73	59	65	67	65	55	67
RENVILLE	44	51	61	52	42	53	35	32	30	32	32	19	23	28	25	21	26	27
RICHLAND	345	356	316	321	310	297	254	246	249	224	217	227	219	224	217	214	229	227
ROLETTE	337	354	331	329	343	324	301	343	298	305	313	309	303	306	277	300	291	305
SARGENT	69	92	73	64	67	57	60	62	58	64	47	60	58	57	48	50	47	55
SHERIDAN	40	29	40	34	32	32	28	19	21	21	20	17	12	15	14	11	15	17
SIOUX	121	111	118	124	103	99	136	97	126	113	102	110	79	74	95	69	99	96
SLOPE	21	23	13	26	18	20	12	11	8	13	11	4	12	7	7	7	12	9
STARK	673	702	609	521	501	413	377	372	357	344	338	302	266	319	294	276	267	314
STEELE	41	45	50	41	35	38	36	34	25	25	22	23	31	25	27	28	20	26
STUTSMAN	414	371	365	370	352	347	333	318	269	271	261	247	280	251	242	215	234	259
TOWNER	71	71	57	67	73	74	64	52	40	31	30	30	38	33	34	34	32	35
TRAILL	135	139	131	136	114	98	110	115	79	111	102	98	85	95	86	79	114	96
WALSH	240	268	271	209	230	216	193	212	197	175	170	150	146	151	152	147	130	163
WARD	1265	1336	1310	1300	1287	1269	1207	1149	1152	1017	1018	995	1019	1036	1004	1025	1026	1044
WELLS	98	94	90	101	83	91	79	79	71	60	53	49	48	55	43	41	38	54
WILLIAMS	649	716	625	589	537	474	349	356	315	292	268	257	286	279	247	256	232	279
Total	12407	12655	12380	11833	11697	10824	10303	10111	9566	9253	8888	8817	8693	8585	8479	8346	8358	8910

North Dakota

Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

Date: March 8, 1999

To: Tom Decker, Director
School Finance and Organization

From: Steve Hiebert, MIS

Re: Historical, Current, and Projected Enrollments for Kindergarten through Grade 12

The following column descriptions are for the attached report.

Name	Description
IDP	County-District-Plant Number
DNAME	District Name
DENK1280	District Enrollment K-12 for 1980
DENK1285	District Enrollment K-12 for 1985
DENK1290	District Enrollment K-12 for 1990
DENK1295	District Enrollment K-12 for 1995
DENK1298	District Enrollment K-12 for 1998
ENR2011	Projects K-12 Enrollment for 2011 based on 2002 projected enrollment for grades 1,2,3
CHG14-1	Change in district enrollment from 1985 to 1998
PCHG14-1	Percent change in district enrollment from 1985 to 1998
CHG12 –2	Change in district enrollment from 1998 to 2011
PCHG12-2	Percent change in district enrollment from 1998 to 2011
Page 6-16	Historical and current enrollments – kindergarten to grade 12 with county data aggregated.

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

DTYPE=HIGH SCHOOL

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
1	1013	Hettinger 13	515	491	512	490	472	225	-19	-4	-247	-52
2	2002	Valley City 2	1580	1367	1404	1460	1302	1118	-65	-5	-184	-14
3	2013	Oriska 13	105	145	116	100	105	56	-40	-28	-49	-47
4	2065	N Central 65	263	260	265	260	216	126	-44	-17	-90	-42
5	2082	Wimbledon-Courte	136	200	217	200	222	165	22	11	-57	-26
6	2093	KATHRYN 93	81	60	43	.	.	.	.	.	.	.
7	3005	Minnewaukan 5	198	185	158	177	139	82	-46	-25	-57	-41
8	3006	Leeds 6	292	238	247	271	234	134	-4	-2	-100	-43
9	3009	Maddock 9	303	245	219	247	236	139	-9	-4	-97	-41
10	3025	ESMOND 25	209	120	66	.	.	.	.	.	.	.
11	3029	Warwick 29	197	220	202	230	255	208	35	16	-47	-18
12	3030	Ft Totten 30	211	254	206	131	164	290	-90	-35	126	77
13	5001	Bottineau 1	906	920	857	834	832	412	-88	-10	-420	-50
14	5013	Willow City 13	178	150	135	124	102	56	-48	-32	-46	-45
15	5017	Westhope 17	267	290	258	233	184	108	-106	-37	-76	-41
16	5029	SOURIS 29	79	72	67	.	.	.	.	.	.	.
17	5048	NEWBURG 48	58	128	111	.	.	.	.	.	.	.
18	5054	Newburg-United 5	.	.	.	130	102	95	.	.	-7	-7
19	6001	Bowman 1	634	621	529	466	473	256	-148	-24	-217	-46
20	6017	Rhame 17	125	135	129	120	125	43	-10	-7	-82	-66
21	6033	Scranton 33	247	221	181	174	181	65	-40	-18	-116	-64
22	7014	Bowbells 14	198	191	163	131	119	69	-72	-38	-50	-42
23	7027	Powers Lake 27	241	234	211	191	145	100	-89	-38	-45	-31
24	7034	COLUMBUS 34	95	101	83	.	.	.	.	.	.	.
25	7035	FLAXTON 35	58	41	.	.	.	.	.	.	.	.
26	7036	Burke Central 36	185	157	179	189	135	43	-22	-14	-92	-68
27	8001	Bismarck 1	8677	9391	10479	10843	10697	6933	1306	14	-3764	-35
28	8028	Wing 28	171	168	142	120	77	56	-91	-54	-21	-27
29	8036	Driscoll 36	80	77	58	44	35	13	-42	-55	-22	-63
30	9001	Fargo 1	8607	8559	9920	11093	11763	18707	3204	37	6944	59
31	9002	Kindred 2	559	467	532	677	721	429	254	54	-292	-40
32	9003	DAKOTA 3	319	230	212	207	.	.	.	.	.	.
33	9004	Maple Valley 4	250	256	249	253	275	113	19	7	-162	-59
34	9006	West Fargo 6	3281	3774	4147	4716	4867	4468	1093	29	-399	-8
35	9017	Central Cass 17	705	656	618	732	804	581	148	23	-223	-28
36	9026	CHAFFEE 26	106	91	82	.	.	.	.	.	.	.
37	9054	LEONARD 54	128	134	132	.	.	.	.	.	.	.
38	9076	CASS VALLEY N 76	213	210	234	211	.	.	.	.	.	.
39	9080	Page 80	160	153	156	167	156	100	3	2	-56	-36
40	9097	Northern Cass 97	.	.	.	.	448	303	.	.	-145	-32
41	10002	ALSEN 2	44	.	.	.	.	.	.	.	.	.
42	10014	Border Central 1	125	140	90	62	44	39	-96	-69	-5	-11
43	10019	Munich 19	192	205	198	165	151	152	-54	-26	1	1
44	10023	Langdon 23	891	654	660	622	624	386	-30	-5	-238	-38
45	10024	LINDEN 24	47	.	.	.	.	.	.	.	.	.
46	10030	Milton 30	58	44	28	36	32	17	-12	-27	-15	-47
47	10036	NEKOMA 36	52	.	.	.	.	.	.	.	.	.
48	11038	MONANGO 38	68	58	44	.	.	.	.	.	.	.
49	11040	Ellendale 40	509	436	457	436	417	247	-19	-4	-170	-41
50	11041	Oakes 41	723	723	598	558	547	464	-176	-24	-83	-15
51	11042	FORBES	68	56	.	.	.	.	.	.	.	.
52	12001	Divide County 1	522	516	448	457	391	186	-125	-24	-205	-52
53	13016	Killdeer 16	411	496	417	423	381	308	-115	-23	-73	-19
54	13019	Halliday 19	179	193	149	121	105	65	-88	-46	-40	-38
55	14001	New Rockford 1	477	410	431	413	408	286	-2	0	-122	-30
56	14012	Sheyenne 12	122	143	141	176	169	91	26	18	-78	-46
57	15006	Hazelton-Moffit-	188	179	151	174	179	65	0	0	-114	-64
58	15007	BRADDOCK 7	102	91	57	.	.	.	.	.	.	.
59	15015	Strasburg 15	164	230	201	225	249	178	19	8	-71	-29
60	15036	Linton 36	651	506	410	375	378	342	-128	-25	-36	-10
61	16010	Carrington 10	829	750	638	715	763	420	13	2	-343	-45
62	16014	GLEN SUT MCHENRY	112	75	149	.	.	.	.	.	.	.
63	16016	GRACE CITY 16	63	71	70	.	.	.	.	.	.	.
64	17003	Beach 3	416	458	447	454	412	295	-46	-10	-117	-28
65	18001	Grand Forks 1	8823	8569	9084	9872	8701	11696	132	2	2995	34
66	18044	Larimore 44	776	666	672	648	593	286	-73	-11	-307	-52
67	18061	Thompson 61	399	419	480	545	555	230	136	32	-325	-59
68	18128	Midway 128	348	319	362	396	360	269	41	13	-91	-25
69	18129	Northwood 129	417	397	435	379	372	121	-25	-6	-251	-67
70	19016	ELGIN 16	325	308	278	210	.	.	.	.	.	.

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

DTYPE=HIGH SCHOOL (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
71	19018	Roosevelt 18	246	240	193	163	151	147	-89	-37	-4	-3
72	19049	Elgin-New Leipzi	.	.	.	.	283	147	.	.	-136	-48
73	20007	Midkota 7	.	.	.	273	234	178	.	.	-56	-24
74	20018	Griggs County Ce	361	377	374	360	396	329	19	5	-67	-17
75	20023	BINFORD 23	149	141	121	.	.	.	.	.	.	.
76	21006	Mott 6	379	314	243	253	242	182	-72	-23	-60	-25
77	21009	New England 9	261	249	225	298	273	134	24	10	-139	-51
78	21014	Regent 14	165	163	132	110	108	61	-55	-34	-47	-44
79	22020	Tuttle-Pettibone	112	130	138	108	85	17	-45	-35	-68	-80
80	22026	Steele-Dawson 26	321	284	292	290	266	152	-18	-6	-114	-43
81	22028	Tappen 28	156	143	132	133	127	104	-16	-11	-23	-18
82	23003	Edgeley 3	349	275	304	333	282	269	7	3	-13	-5
83	23005	JUD 5	81	80	54	.	.	.	.	.	.	.
84	23007	Kulm 7	196	178	184	191	171	104	-7	-4	-67	-39
85	23008	LaMoure 8	435	424	417	442	381	247	-43	-10	-134	-35
86	23009	Marion 9	175	184	158	129	127	82	-57	-31	-45	-35
87	23011	Verona 11	124	96	96	96	86	43	-10	-10	-43	-50
88	24002	Napoleon 2	532	417	354	294	268	195	-149	-36	-73	-27
89	24014	GACKLE 14	207	181	166	189	.	.	.	.	.	.
90	24056	Gackle-Streeter	.	.	.	.	209	139	.	.	-70	-33
91	25001	Velva 1	411	437	390	513	483	217	46	11	-266	-55
92	25004	Newport 4	384	312	280	243	210	147	-102	-33	-63	-30
93	25014	Anamoose 14	215	173	136	124	107	43	-66	-38	-64	-60
94	25025	Granville 25	194	194	176	169	164	126	-30	-15	-38	-23
95	25029	Upham 29	116	120	123	122	69	78	-51	-43	9	13
96	25037	THURSBY BUTTE 37	73	51	54	.	.	.	.	.	.	.
97	25054	KARLSRUHE 54	137	104	74	.	.	.	.	.	.	.
98	25057	Drake 57	237	186	154	167	166	74	-20	-11	-92	-55
99	26004	Zeeland 4	167	104	113	82	61	61	-43	-41	0	0
100	26009	Ashley 9	335	282	247	232	222	143	-60	-21	-79	-36
101	26010	LEHR 10	117	108	95	57	.	.	.	.	.	.
102	26019	Wishek 19	395	297	289	293	285	204	-12	-4	-81	-28
103	27001	McKenzie Co 1	846	1099	895	755	681	373	-418	-38	-308	-45
104	27002	Alexander 2	127	168	120	116	128	35	-40	-24	-93	-73
105	27036	Mandaree 36	.	182	184	239	246	95	64	35	-151	-61
106	28001	Montefiore 1	302	326	276	287	291	95	-35	-11	-196	-67
107	28004	Washburn 4	474	567	549	548	468	273	-99	-17	-195	-42
108	28008	Underwood 8	395	379	344	410	339	230	-40	-11	-109	-32
109	28050	Max 50	297	298	210	175	177	108	-121	-41	-69	-39
110	28051	Garrison 51	559	575	475	484	435	195	-140	-24	-240	-55
111	28062	Butte 62	73	85	94	71	46	17	-39	-46	-29	-63
112	28072	Turtle Lake-Merc	365	382	327	261	214	108	-168	-44	-106	-50
113	28085	White Shield 85	.	.	.	189	167	95	.	.	-72	-43
114	28089	RIVERDALE 89	177	168	150	.	.	.	.	.	.	.
115	29003	Hazen 3	629	961	953	1003	892	477	-69	-7	-415	-47
116	29014	ZAP 14	128	155	117	.	.	.	.	.	.	.
117	29020	Golden Valley 20	106	107	52	57	76	35	-31	-29	-41	-54
118	29022	Stanton 22	229	233	172	137	105	91	-128	-55	-14	-13
119	29027	Beulah 27	674	1067	940	1151	1058	585	-9	-1	-473	-45
120	30001	Mandan 1	3140	3220	3567	3774	3682	2864	462	14	-818	-22
121	30007	New Salem 7	452	423	396	390	398	199	-25	-6	-199	-50
122	30013	Hebron 13	335	320	272	237	212	87	-108	-34	-125	-59
123	30039	Flasher 39	316	293	281	287	290	139	-3	-1	-151	-52
124	30048	Glen Ullin 48	387	335	283	294	256	173	-79	-24	-83	-32
125	31001	New Town 1	644	628	642	749	758	459	130	21	-299	-39
126	31002	Stanley 2	618	641	576	523	449	277	-192	-30	-172	-38
127	31003	Parshall 3	356	364	379	346	327	238	-37	-10	-89	-27
128	31137	Plaza 137	127	103	104	90	67	65	-36	-35	-2	-3
129	32001	Dakota Prairie 1	.	.	.	613	455	282	.	.	-173	-38
130	32020	ANETA 20	99	94	81	.	.	.	.	.	.	.
131	32040	MICHIGAN 40	237	146	125	.	.	.	.	.	.	.
132	32046	MCVILLE 46	197	189	156	.	.	.	.	.	.	.
133	32066	Lakota 66	377	282	298	263	290	117	8	3	-173	-60
134	32074	TOLNA 74	187	186	168	.	.	.	.	.	.	.
135	32080	UNITY 80	140	125	135	.	.	.	.	.	.	.
136	33018	Center 18	430	448	476	408	334	178	-114	-25	-156	-47
137	34001	Pembina 1	192	188	165	160	151	113	-37	-20	-38	-25
138	34006	Cavalier 6	716	656	697	722	667	364	11	2	-303	-45
139	34012	Valley 12	214	214	213	189	174	130	-40	-19	-44	-25

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

DTYPE=HIGH SCHOOL (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
140	34019	Drayton 19	348	306	296	244	252	147	-54	-18	-105	-42
141	34027	Walhalla 27	481	362	422	389	355	273	-7	-2	-82	-23
142	34043	St Thomas 43	165	166	143	133	131	100	-35	-21	-31	-24
143	34055	Neche 55	157	160	193	158	137	74	-23	-14	-63	-46
144	35001	Wolford 1	105	93	84	57	56	65	-37	-40	9	16
145	35005	Rugby 5	990	848	799	811	757	529	-91	-11	-228	-30
146	35007	BALTA 7	100	75	38	.	.	.	.	.	.	.
147	36001	Devils Lake 1	1936	1868	2027	2156	2042	1850	174	9	-192	-9
148	36002	Edmore 2	250	208	192	162	139	104	-69	-33	-35	-25
149	36004	CHURCHS FERRY 4	59	48	.	.	.	.	.	.	.	.
150	36034	HAMPDEN 34	62	.	.	.	.	.	.	.	.	.
151	36044	Starkweather 44	161	169	178	153	133	74	-36	-21	-59	-44
152	37019	Lisbon 19	864	734	728	727	700	386	-34	-5	-314	-45
153	37022	Enderlin 22	423	397	431	394	392	256	-5	-1	-136	-35
154	38002	Sherwood 2	133	122	156	141	143	78	21	17	-65	-45
155	38009	Mohall 9	327	342	345	367	297	165	-45	-13	-132	-44
156	38025	TOLLEY 25	62	51	.	.	.	.	.	.	.	.
157	38026	Glenburn 26	290	300	308	295	326	152	26	9	-174	-53
158	39008	Hankinson 8	410	370	368	396	345	186	-25	-7	-159	-46
159	39018	Fairmount 18	176	144	161	169	144	91	0	0	-53	-37
160	39028	Lidgerwood 28	373	344	284	266	280	178	-64	-19	-102	-36
161	39037	Wahpeton 37	1437	1448	1624	1753	1650	1447	202	14	-203	-12
162	39042	Wyndmere 42	319	272	301	352	355	212	83	31	-143	-40
163	39044	Richland 44	290	277	286	307	324	251	47	17	-73	-23
164	40001	Dunseith 1	506	422	509	547	512	533	90	21	21	4
165	40003	St John 3	270	246	274	275	317	282	71	29	-35	-11
166	40004	Mt Pleasant 4	442	410	391	404	398	243	-12	-3	-155	-39
167	40007	Belcourt 7	.	1349	1361	1767	1897	1790	548	41	-107	-6
168	40029	Rolette 29	359	336	266	243	218	165	-118	-35	-53	-24
169	41002	Milnor 2	325	274	249	263	306	234	32	12	-72	-24
170	41003	N Sargent 3	289	269	231	182	200	165	-69	-26	-35	-18
171	41006	Sargent Central	493	440	418	376	359	299	-81	-18	-60	-17
172	42016	Goodrich 16	117	115	94	82	71	52	-44	-38	-19	-27
173	42019	McClusky 19	273	219	171	186	150	69	-69	-32	-81	-54
174	43003	Solen 3	250	201	195	246	216	260	15	7	44	20
175	43004	Ft Yates 4	.	196	230	203	240	321	44	22	81	34
176	43008	Selfridge 8	103	80	113	116	91	82	11	14	-9	-10
177	45001	Dickinson 1	2759	3276	3174	3118	3045	2652	-231	-7	-393	-13
178	45004	Richardton 4	210	167	125	181	183	134	16	10	-49	-27
179	45009	S Heart 9	372	382	379	335	296	217	-86	-23	-79	-27
180	45013	Belfield 13	315	384	318	319	350	182	-34	-9	-168	-48
181	46010	Hope 10	212	164	138	171	180	91	16	10	-89	-49
182	46019	Finley-Sharon 19	321	259	207	216	186	169	-73	-28	-17	-9
183	47001	Jamestown 1	3072	3167	3087	2990	2797	2440	-370	-12	-357	-13
184	47003	Medina 3	178	211	162	193	199	100	-12	-6	-99	-50
185	47010	Pingree-Buchanan	90	61	139	142	136	91	75	123	-45	-33
186	47014	Montpelier 14	131	137	143	150	152	69	15	11	-83	-55
187	47019	Kensal 19	132	108	98	105	98	30	-10	-9	-68	-69
188	47024	COURTENAY	73	.	.	.	.	.	.	.	.	.
189	47028	CLEVELAND 28	76	.	.	.	.	.	.	.	.	.
190	47030	WOODWORTH 30	94	69	65	.	.	.	.	.	.	.
191	48002	Bisbee-Egeland 2	124	89	71	72	130	91	41	46	-39	-30
192	48008	Southern 8	426	419	373	374	344	243	-75	-18	-101	-29
193	48028	N Central 28	157	147	124	116	98	39	-49	-33	-59	-60
194	49003	Central Valley 3	380	330	299	334	325	199	-5	-2	-126	-39
195	49004	CLIFF GALESBUR 4	158	151	139	.	.	.	.	.	.	.
196	49007	Hatton 7	248	241	280	268	272	160	31	13	-112	-41
197	49009	Hillsboro 9	588	518	473	506	510	277	-8	-2	-233	-46
198	49010	MAYVILLE PORTLAN	685	610	617	.	.	.	.	.	.	.
199	49014	May-Port CG 14	.	.	.	735	707	481	.	.	-226	-32
200	50003	Grafton 3	1275	1220	1156	1232	1138	737	-82	-7	-401	-35
201	50020	Minto 20	248	238	230	266	286	108	48	20	-178	-62
202	50071	PISEK 71	67	80	76	.	.	.	.	.	.	.
203	50078	Park River 78	528	520	517	536	484	325	-36	-7	-159	-33
204	50079	Fordville 79	147	119	82	87	94	87	-25	-21	-7	-7
205	50106	Edinburg 106	231	197	184	188	179	104	-18	-9	-75	-42
206	50128	Adams 128	147	147	133	122	116	65	-31	-21	-51	-44
207	51001	Minot 1	7357	7750	7730	7702	7531	3241	-219	-3	-4290	-57
208	51007	United 7	524	632	657	707	702	498	70	11	-204	-29

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

DTYPE=HIGH SCHOOL (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
209	51016	Sawyer 16	303	268	213	157	182	165	-86	-32	-17	-9
210	51028	Kenmare 28	440	402	397	401	389	199	-13	-3	-190	-49
211	51041	Surrey 41	411	399	380	462	480	234	81	20	-246	-51
212	51054	Berthold 54	258	237	207	232	210	169	-27	-11	-41	-20
213	51156	CARPIO 156	216	163	96	.	.	.	.	.	.	.
214	51158	N Shore 158	205	181	135	120	111	95	-70	-39	-16	-14
215	52038	Harvey 38	837	751	665	619	604	420	-147	-20	-184	-30
216	52039	Sykes 39	102	103	85	93	89	52	-14	-14	-37	-42
217	52040	Fessenden 40	323	258	224	247	209	130	-49	-19	-79	-38
218	53001	Williston 1	2756	3506	3104	2937	2735	2366	-771	-22	-369	-13
219	53002	Nesson 2	178	209	264	268	230	186	21	10	-44	-19
220	53006	Eight Mile 6	183	304	238	231	191	139	-113	-37	-52	-27
221	53015	Tioga 15	583	565	513	437	379	199	-186	-33	-180	-47
222	53064	COTTONWOOD LAKE	65	52	28	.	.	.	.	.	.	.
223	53088	EPPING 88	75	74	.	.	.	.	.	.	.	.
224	53091	Wildrose-Alamo 9	72	56	53	79	68	22	12	21	-46	-68
225	53099	Grenora 99	156	148	140	135	97	91	-51	-34	-6	-6
DTYPE			112126	113305	112984	115178	111151	92166	188		-18985	

DTYPE=GRADED ELEM

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
226	1003	Reeder 3	154	137	95	55	22	43	-115	-84	21	95
227	2052	Litchville 52	162	120	114	135	101	91	-19	-16	-10	-10
228	2054	FINGAL 54	37	.	.	.	.	.	.	.	.	.
229	3016	Oberon 16	40	32	38	41	32	30	0	0	-2	-6
230	4001	Billings Co 1	105	102	140	126	107	61	5	5	-46	-43
231	5004	GARDENA 4	30	.	.	.	.	.	.	.	.	.
232	5028	MAXBASS 28	97	52	44	.	.	.	.	.	.	.
233	5032	ANTLER 32	26	32	.	.	.	.	.	.	.	.
234	5035	Lansford 35	140	131	106	64	47	39	-84	-64	-8	-17
235	5046	KRAMER 46	81	83	51	.	.	.	.	.	.	.
236	8002	Regan 2	28	20	16	13	20	22	0	0	2	10
237	8029	Baldwin 29	37	30	29	14	13	17	-17	-57	4	31
238	8033	Menoken 33	39	44	24	29	39	52	-5	-11	13	33
239	8035	Sterling 35	38	35	35	45	41	30	6	17	-11	-27
240	8038	LINCOLN 38	146	255	.	.	.	.	.	.	.	.
241	8039	Apple Creek 39	26	25	28	44	46	78	21	84	32	70
242	8046	TELFER 46	21	27	13	5	.	.	.	.	.	.
243	9007	Mapleton 7	91	137	161	127	105	212	-32	-23	107	102
244	10001	Osnabrock 1	92	71	57	35	23	43	-48	-68	20	87
245	11037	FULLERTON 37	60	55	38	.	.	.	.	.	.	.
246	13008	Dodge 8	109	81	69	80	72	35	-9	-11	-37	-51
247	13033	NEW CASTLE 33	22	.	.	.	.	.	.	.	.	.
248	13037	Twin Buttes 37	.	51	37	52	51	35	0	0	-16	-31
249	15009	ODESSA 9	21	14	12	.	.	.	.	.	.	.
250	15010	Bakker 10	37	44	36	29	12	35	-32	-73	23	192
251	15030	HAGUE 30	76	40	28	.	.	.	.	.	.	.
252	16004	LAKE GEORGE 4	21	.	.	.	.	.	.	.	.	.
253	16015	MCHENRY	91	83	.	.	.	.	.	.	.	.
254	17006	Lone Tree 6	97	81	67	62	50	69	-31	-38	19	38
255	18125	Manvel 125	132	160	199	223	222	156	62	39	-66	-30
256	18127	Emerado 127	132	160	133	139	146	78	-14	-9	-68	-47
257	19015	NEW LEIPZIG 15	144	140	110	121	.	.	.	.	.	.
258	19034	LEAHY 34	75	47	38	14	.	.	.	.	.	.
259	20022	HANNAFORD 22	88	99	99	95	.	.	.	.	.	.
260	22011	Pettibone-Tuttle	69	66	69	57	41	13	-25	-38	-28	-68
261	22014	Robinson 14	102	83	78	55	13	26	-70	-84	13	100
262	23006	KENNISON 6	35	27	14	.	.	.	.	.	.	.
263	27014	Yellowstone 14	133	143	120	87	84	61	-59	-41	-23	-27
264	30004	Little Heart 4	36	38	10	29	33	39	-5	-13	6	18
265	30008	Sims 8	76	47	39	47	37	43	-10	-21	6	16
266	31083	PALERMO 83	22	29	8	.	.	.	.	.	.	.
267	35031	SELZ 31	24	17	.	.	.	.	.	.	.	.
268	36003	CRARY 3	110	70	60	24	.	.	.	.	.	.

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

DTYPE=GRADED ELEM (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
269	37002	Sheldon 2	137	103	99	87	56	78	-47	-46	22	39
270	37006	Ft Ransom 6	24	42	35	28	31	26	-11	-26	-5	-16
271	39005	Mantador 5	35	29	45	30	23	26	-6	-21	3	13
272	44012	Marmarth 12	29	37	28	17	23	22	-14	-38	-1	-4
273	44032	Central Elem 32	26	21	24	20	13	43	-8	-38	30	231
274	45003	Taylor 3	106	144	146	137	153	52	9	6	-101	-66
275	45020	ST PIUS 20	27	.	.	.	.	.	.	.	.	.
276	45027	LEFOR 27	34	18	13	.	.	.	.	.	.	.
277	46018	WILLOW LAKE 18	34	13	16	.	.	.	.	.	.	.
278	47006	WINDSOR 6	8	.	.	.	.	.	.	.	.	.
279	47011	BUCHANAN 11	82	91	.	.	.	.	.	.	.	.
280	47012	ELDRIDGE 12	25	29	18	.	.	.	.	.	.	.
281	47026	Spiritwood 26	26	23	27	21	12	9	-11	-48	-3	-25
282	47042	STREETER 42	121	82	79	53	.	.	.	.	.	.
283	48012	E CENTRAL 12	75	98	87	87	.	.	.	.	.	.
284	50039	Lankin 39	84	68	78	82	71	39	3	4	-32	-45
285	50051	Nash 51	15	27	33	29	28	22	1	4	-6	-21
286	51002	HARRISON 2	63	.	.	.	.	.	.	.	.	.
287	51004	Nedrose 4	186	227	253	230	265	104	38	17	-161	-61
288	51010	Bell 10	164	168	168	178	137	169	-31	-18	32	23
289	51019	Eureka 19	26	27	17	14	12	26	-15	-56	14	117
290	51024	DONNYBROOK 24	95	73	31	.	.	.	.	.	.	.
291	51070	S Prairie 70	130	121	107	140	137	152	16	13	15	11
292	52003	CATHAY	15	.	.	.	.	.	.	.	.	.
293	52023	Bowdon 23	125	128	109	85	101	39	-27	-21	-62	-61
294	52035	Pleasant Valley	37	16	23	37	30	22	14	88	-8	-27
295	53008	New 8	192	282	257	262	247	160	-35	-12	-87	-35
DTYPE			5023	4775	3908	3384	2696	2297	-605		-399	

DTYPE=RURAL

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
296	1018	BEISIGL 18	7	.	.	.	.	.	.	.	.	.
297	6021	EDEN 21	8	.	.	.	.	.	.	.	.	.
298	6030	MUD BUTTE 30	5	5	6	.	.	.	.	.	.	.
299	8003	GRASS LAKE 3	7	2	.	.	.	.	.	.	.	.
300	8025	Naughton 25	10	17	13	9	7	0	-10	-59	-7	-100
301	8034	McKenzie 34	30	27	20	8	9	17	-18	-67	8	89
302	8045	Manning 45	8	10	14	16	16	26	6	60	10	63
303	15012	Union 12	.	.	9	11	5	26	.	.	21	420
304	18025	RYE 25	20	6	.	.	.	.	.	.	.	.
305	27018	Earl 18	13	16	7	4	8	43	-8	-50	35	438
306	27019	Bowline Butte 19	5	4	6	10	3	9	-1	-25	6	200
307	27032	Horse Creek 32	10	5	4	7	7	9	2	40	2	29
308	30017	Sweet Briar 17	7	11	12	11	15	22	4	36	7	47
309	30035	OAK COULEE 35	14	10	10	.	.	.	.	.	.	.
310	31032	SWEETWATER 32	11	.	.	.	.	.	.	.	.	.
311	33007	BISMARCK 7	5	.	.	.	.	.	.	.	.	.
312	33014	SPRINGBROOK 14	11	9	9	.	.	.	.	.	.	.
313	37010	Salund 10	7	3	7	7	7	13	4	133	6	86
314	44014	Sheets 14	11	8	7	4	5	22	-3	-38	17	340
DTYPE			189	133	124	87	82	187	-24		105	
			117338	118213	117016	118649	113929	94650	-441		-19279	

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=ADAMS

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
1	1003	Reeder 3	154	137	95	55	22	43	-115	-84	21	95
2	1013	Hettinger 13	515	491	512	490	472	225	-19	-4	-247	-52
3	1018	BEISIGL 18	7	.	.	.	.	.	.	.	.	.
COUNTY			676	628	607	545	494	268	-134		-226	

COUNTY=BARNES

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
4	2002	Valley City 2	1580	1367	1404	1460	1302	1118	-65	-5	-184	-14
5	2013	Oriska 13	105	145	116	100	105	56	-40	-28	-49	-47
6	2052	Litchville 52	162	120	114	135	101	91	-19	-16	-10	-10
7	2054	FINGAL 54	37	.	.	.	.	.	.	.	.	.
8	2065	N Central 65	263	260	265	260	216	126	-44	-17	-90	-42
9	2082	Wimbledon-Courte	136	200	217	200	222	165	22	11	-57	-26
10	2093	KATHRYN 93	81	60	43	.	.	.	.	.	.	.
COUNTY			2364	2152	2159	2155	1946	1556	-146		-390	

COUNTY=BENSON

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
11	3005	Minnewaukan 5	198	185	158	177	139	82	-46	-25	-57	-41
12	3006	Leeds 6	292	238	247	271	234	134	-4	-2	-100	-43
13	3009	Maddock 9	303	245	219	247	236	139	-9	-4	-97	-41
14	3016	Oberon 16	40	32	38	41	32	30	0	0	-2	-6
15	3025	ESMOND 25	209	120	66	.	.	.	.	.	.	.
16	3029	Warwick 29	197	220	202	230	255	208	35	16	-47	-18
17	3030	Ft Totten 30	211	254	206	131	164	290	-90	-35	126	77
COUNTY			1450	1294	1136	1097	1060	883	-114		-177	

COUNTY=BILLINGS

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
18	4001	Billings Co 1	105	102	140	126	107	61	5	5	-46	-43

COUNTY=BOTTINEAU

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
19	5001	Bottineau 1	906	920	857	834	832	412	-88	-10	-420	-50
20	5004	GARDENA 4	30	.	.	.	.	.	.	.	.	.
21	5013	Willow City 13	178	150	135	124	102	56	-48	-32	-46	-45
22	5017	Westhope 17	267	290	258	233	184	108	-106	-37	-76	-41
23	5028	MAXBASS 28	97	52	44	.	.	.	.	.	.	.
24	5029	SOURIS 29	79	72	67	.	.	.	.	.	.	.
25	5032	ANTLER 32	26	32	.	.	.	.	.	.	.	.
26	5035	Lansford 35	140	131	106	64	47	39	-84	-64	-8	-17
27	5046	KRAMER 46	81	83	51	.	.	.	.	.	.	.
28	5048	NEWBURG 48	58	128	111	.	.	.	.	.	.	.
29	5054	Newburg-United 5	.	.	.	130	102	95	.	.	-7	-7
COUNTY			1862	1858	1629	1385	1267	710	-326		-557	

COUNTY=BOWMAN

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
30	6001	Bowman 1	634	621	529	466	473	256	-148	-24	-217	-46
31	6017	Rhame 17	125	135	129	120	125	43	-10	-7	-82	-66

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=BOWMAN (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
32	6021	EDEN 21	8	.	.	.	.	.	.	.	.	.
33	6030	MUD BUTTE 30	5	5	6	.	.	.	.	.	.	.
34	6033	Scranton 33	247	221	181	174	181	65	-40	-18	-116	-64
COUNTY			1019	982	845	760	779	364	-198		-415	

COUNTY=BURKE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
35	7014	Bowbells 14	198	191	163	131	119	69	-72	-38	-50	-42
36	7027	Powers Lake 27	241	234	211	191	145	100	-89	-38	-45	-31
37	7034	COLUMBUS 34	95	101	83	.	.	.	.	.	.	.
38	7035	FLAXTON 35	58	41	.	.	.	.	.	.	.	.
39	7036	Burke Central 36	185	157	179	189	135	43	-22	-14	-92	-68
COUNTY			777	724	636	511	399	212	-183		-187	

COUNTY=BURLEIGH

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
40	8001	Bismarck 1	8677	9391	10479	10843	10697	6933	1306	14	-3764	-35
41	8002	Regan 2	28	20	16	13	20	22	0	0	2	10
42	8003	GRASS LAKE 3	7	2	.	.	.	.	.	.	.	.
43	8025	Naughton 25	10	17	13	9	7	0	-10	-59	-7	-100
44	8028	Wing 28	171	168	142	120	77	56	-91	-54	-21	-27
45	8029	Baldwin 29	37	30	29	14	13	17	-17	-57	4	31
46	8033	Menoken 33	39	44	24	29	39	52	-5	-11	13	33
47	8034	McKenzie 34	30	27	20	8	9	17	-18	-67	8	89
48	8035	Sterling 35	38	35	35	45	41	30	6	17	-11	-27
49	8036	Driscoll 36	80	77	58	44	35	13	-42	-55	-22	-63
50	8038	LINCOLN 38	146	255	.	.	.	.	.	.	.	.
51	8039	Apple Creek 39	26	25	28	44	46	78	21	84	32	70
52	8045	Manning 45	8	10	14	16	16	26	6	60	10	63
53	8046	TELFER 46	21	27	13	5	.	.	.	.	.	.
COUNTY			9318	10128	10871	11190	11000	7244	1156		-3756	

COUNTY=CASS

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
54	9001	Fargo 1	8607	8559	9920	11093	11763	18707	3204	37	6944	59
55	9002	Kindred 2	559	467	532	677	721	429	254	54	-292	-40
56	9003	DAKOTA 3	319	230	212	207	.	.	.	.	.	.
57	9004	Maple Valley 4	250	256	249	253	275	113	19	7	-162	-59
58	9006	West Fargo 6	3281	3774	4147	4716	4867	4468	1093	29	-399	-8
59	9007	Mapleton 7	91	137	161	127	105	212	-32	-23	107	102
60	9017	Central Cass 17	705	656	618	732	804	581	148	23	-223	-28
61	9026	CHAFFEE 26	106	91	82	.	.	.	.	.	.	.
62	9054	LEONARD 54	128	134	132	.	.	.	.	.	.	.
63	9076	CASS VALLEY N 76	213	210	234	211	.	.	.	.	.	.
64	9080	Page 80	160	153	156	167	156	100	3	2	-56	-36
65	9097	Northern Cass 97	.	.	.	.	448	303	.	.	-145	-32
COUNTY			14419	14667	16443	18183	19139	24913	4689		5774	

COUNTY=CAVALIER

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
66	10001	Osnabrock 1	92	71	57	35	23	43	-48	-68	20	87
67	10002	ALSEN 2	44	.	.	.	.	.	.	.	.	.

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=CAVALIER (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
68	10014	Border Central 1	125	140	90	62	44	39	-96	-69	-5	-11
69	10019	Munich 19	192	205	198	165	151	152	-54	-26	1	1
70	10023	Langdon 23	891	654	660	622	624	386	-30	-5	-238	-38
71	10024	LINDEN 24	47	.	.	.	.	.	.	.	.	.
72	10030	Milton 30	58	44	28	36	32	17	-12	-27	-15	-47
73	10036	NEKOMA 36	52	.	.	.	.	.	.	.	.	.
COUNTY			1501	1114	1033	920	874	637	-240		-237	

COUNTY=DICKEY

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
74	11037	FULLERTON 37	60	55	38	.	.	.	.	.	.	.
75	11038	MONANGO 38	68	58	44	.	.	.	.	.	.	.
76	11040	Ellendale 40	509	436	457	436	417	247	-19	-4	-170	-41
77	11041	Oakes 41	723	723	598	558	547	464	-176	-24	-83	-15
78	11042	FORBES	68	56	.	.	.	.	.	.	.	.
COUNTY			1428	1328	1137	994	964	711	-195		-253	

COUNTY=DIVIDE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
79	12001	Divide County 1	522	516	448	457	391	186	-125	-24	-205	-52

COUNTY=DUNN

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
80	13008	Dodge 8	109	81	69	80	72	35	-9	-11	-37	-51
81	13016	Killdeer 16	411	496	417	423	381	308	-115	-23	-73	-19
82	13019	Halliday 19	179	193	149	121	105	65	-88	-46	-40	-38
83	13033	NEW CASTLE 33	22	.	.	.	.	.	.	.	.	.
84	13037	Twin Buttes 37	.	51	37	52	51	35	0	0	-16	-31
COUNTY			721	821	672	676	609	443	-212		-166	

COUNTY=EDDY

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
85	14001	New Rockford 1	477	410	431	413	408	286	-2	0	-122	-30
86	14012	Sheyenne 12	122	143	141	176	169	91	26	18	-78	-46
COUNTY			599	553	572	589	577	377	24		-200	

COUNTY=EMMONS

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
87	15006	Hazelton-Moffit-	188	179	151	174	179	65	0	0	-114	-64
88	15007	BRADDOCK 7	102	91	57	.	.	.	.	.	.	.
89	15009	ODESSA 9	21	14	12	.	.	.	.	.	.	.
90	15010	Bakker 10	37	44	36	29	12	35	-32	-73	23	192
91	15012	Union 12	.	.	9	11	5	26	.	.	21	420
92	15015	Strasburg 15	164	230	201	225	249	178	19	8	-71	-29
93	15030	HAGUE 30	76	40	28	.	.	.	.	.	.	.
94	15036	Linton 36	651	506	410	375	378	342	-128	-25	-36	-10
COUNTY			1239	1104	904	814	823	646	-141		-177	

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=FOSTER

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
95	16004	LAKE GEORGE 4	21	.	.	.	.	.	.	.	.	.
96	16010	Carrington 10	829	750	638	715	763	420	13	2	-343	-45
97	16014	GLEN SUT MCHENRY	112	75	149	.	.	.	.	.	.	.
98	16015	MCHENRY	91	83	.	.	.	.	.	.	.	.
99	16016	GRACE CITY 16	63	71	70	.	.	.	.	.	.	.
COUNTY			1116	979	857	715	763	420	13		-343	

COUNTY=GOLDEN VALLEY

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
100	17003	Beach 3	416	458	447	454	412	295	-46	-10	-117	-28
101	17006	Lone Tree 6	97	81	67	62	50	69	-31	-38	19	38
COUNTY			513	539	514	516	462	364	-77		-98	

COUNTY=GRAND FORKS

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
102	18001	Grand Forks 1	8823	8569	9084	9872	8701	11696	132	2	2995	34
103	18025	RYE 25	20	6	.	.	.	.	.	.	.	.
104	18044	Larimore 44	776	666	672	648	593	286	-73	-11	-307	-52
105	18061	Thompson 61	399	419	480	545	555	230	136	32	-325	-59
106	18125	Manvel 125	132	160	199	223	222	156	62	39	-66	-30
107	18127	Emerado 127	132	160	133	139	146	78	-14	-9	-68	-47
108	18128	Midway 128	348	319	362	396	360	269	41	13	-91	-25
109	18129	Northwood 129	417	397	435	379	372	121	-25	-6	-251	-67
COUNTY			11047	10696	11365	12202	10949	12836	259		1887	

COUNTY=GRANT

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
110	19015	NEW LEIPZIG 15	144	140	110	121	.	.	.	.	.	.
111	19016	ELGIN 16	325	308	278	210	.	.	.	.	.	.
112	19018	Roosevelt 18	246	240	193	163	151	147	-89	-37	-4	-3
113	19034	LEAHY 34	75	47	38	14	.	.	.	.	.	.
114	19049	Elgin-New Leipzi	.	.	.	.	283	147	.	.	-136	-48
COUNTY			790	735	619	508	434	294	-89		-140	

COUNTY=GRIGGS

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
115	20007	Midkota 7	.	.	.	273	234	178	.	.	-56	-24
116	20018	Griggs County Ce	361	377	374	360	396	329	19	5	-67	-17
117	20022	HANNAFORD 22	88	99	99	95	.	.	.	.	.	.
118	20023	BINFORD 23	149	141	121	.	.	.	.	.	.	.
COUNTY			598	617	594	728	630	507	19		-123	

COUNTY=HETTINGER

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
119	21006	Mott 6	379	314	243	253	242	182	-72	-23	-60	-25
120	21009	New England 9	261	249	225	298	273	134	24	10	-139	-51
121	21014	Regent 14	165	163	132	110	108	61	-55	-34	-47	-44
COUNTY			805	726	600	661	623	377	-103		-246	

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=KIDDER

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
122	22011	Pettibone-Tuttle	69	66	69	57	41	13	-25	-38	-28	-68
123	22014	Robinson 14	102	83	78	55	13	26	-70	-84	13	100
124	22020	Tuttle-Pettibone	112	130	138	108	85	17	-45	-35	-68	-80
125	22026	Steele-Dawson 26	321	284	292	290	266	152	-18	-6	-114	-43
126	22028	Tappen 28	156	143	132	133	127	104	-16	-11	-23	-18
COUNTY			760	706	709	643	532	312	-174		-220	

COUNTY=LAMOURE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
127	23003	Edgeley 3	349	275	304	333	282	269	7	3	-13	-5
128	23005	JUD 5	81	80	54	.	.	.	.	.	.	.
129	23006	KENNISON 6	35	27	14	.	.	.	.	.	.	.
130	23007	Kulm 7	196	178	184	191	171	104	-7	-4	-67	-39
131	23008	LaMoure 8	435	424	417	442	381	247	-43	-10	-134	-35
132	23009	Marion 9	175	184	158	129	127	82	-57	-31	-45	-35
133	23011	Verona 11	124	96	96	96	86	43	-10	-10	-43	-50
COUNTY			1395	1264	1227	1191	1047	745	-110		-302	

COUNTY=LOGAN

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
134	24002	Napoleon 2	532	417	354	294	268	195	-149	-36	-73	-27
135	24014	GACKLE 14	207	181	166	189	.	.	.	.	.	.
136	24056	Gackle-Streeter	.	.	.	.	209	139	.	.	-70	-33
COUNTY			739	598	520	483	477	334	-149		-143	

COUNTY=MCHENRY

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
137	25001	Velva 1	411	437	390	513	483	217	46	11	-266	-55
138	25004	Newport 4	384	312	280	243	210	147	-102	-33	-63	-30
139	25014	Anamoose 14	215	173	136	124	107	43	-66	-38	-64	-60
140	25025	Granville 25	194	194	176	169	164	126	-30	-15	-38	-23
141	25029	Upham 29	116	120	123	122	69	78	-51	-43	9	13
142	25037	THURSBY BUTTE 37	73	51	54	.	.	.	.	.	.	.
143	25054	KARLSRUHE 54	137	104	74	.	.	.	.	.	.	.
144	25057	Drake 57	237	186	154	167	166	74	-20	-11	-92	-55
COUNTY			1767	1577	1387	1338	1199	685	-223		-514	

COUNTY=MCINTOSH

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
145	26004	Zeeland 4	167	104	113	82	61	61	-43	-41	0	0
146	26009	Ashley 9	335	282	247	232	222	143	-60	-21	-79	-36
147	26010	LEHR 10	117	108	95	57	.	.	.	.	.	.
148	26019	Wishek 19	395	297	289	293	285	204	-12	-4	-81	-28
COUNTY			1014	791	744	664	568	408	-115		-160	

COUNTY=MCKENZIE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
149	27001	McKenzie Co 1	846	1099	895	755	681	373	-418	-38	-308	-45
150	27002	Alexander 2	127	168	120	116	128	35	-40	-24	-93	-73

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=MCKENZIE (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
151	27014	Yellowstone 14	133	143	120	87	84	61	-59	-41	-23	-27
152	27018	Earl 18	13	16	7	4	8	43	-8	-50	35	438
153	27019	Bowline Butte 19	5	4	6	10	3	9	-1	-25	6	200
154	27032	Horse Creek 32	10	5	4	7	7	9	2	40	2	29
155	27036	Mandaree 36	.	182	184	239	246	95	64	35	-151	-61
COUNTY			1134	1617	1336	1218	1157	625	-460		-532	

COUNTY=MCLEAN

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
156	28001	Montefiore 1	302	326	276	287	291	95	-35	-11	-196	-67
157	28004	Washburn 4	474	567	549	548	468	273	-99	-17	-195	-42
158	28008	Underwood 8	395	379	344	410	339	230	-40	-11	-109	-32
159	28050	Max 50	297	298	210	175	177	108	-121	-41	-69	-39
160	28051	Garrison 51	559	575	475	484	435	195	-140	-24	-240	-55
161	28062	Butte 62	73	85	94	71	46	17	-39	-46	-29	-63
162	28072	Turtle Lake-Merc	365	382	327	261	214	108	-168	-44	-106	-50
163	28085	White Shield 85	.	.	.	189	167	95	.	.	-72	-43
164	28089	RIVERDALE 89	177	168	150	.	.	.	.	.	.	.
COUNTY			2642	2780	2425	2425	2137	1121	-642		-1016	

COUNTY=MERCER

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
165	29003	Hazen 3	629	961	953	1003	892	477	-69	-7	-415	-47
166	29014	ZAP 14	128	155	117	.	.	.	.	.	.	.
167	29020	Golden Valley 20	106	107	52	57	76	35	-31	-29	-41	-54
168	29022	Stanton 22	229	233	172	137	105	91	-128	-55	-14	-13
169	29027	Beulah 27	674	1067	940	1151	1058	585	-9	-1	-473	-45
COUNTY			1766	2523	2234	2348	2131	1188	-237		-943	

COUNTY=MORTON

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
170	30001	Mandan 1	3140	3220	3567	3774	3682	2864	462	14	-818	-22
171	30004	Little Heart 4	36	38	10	29	33	39	-5	-13	6	18
172	30007	New Salem 7	452	423	396	390	398	199	-25	-6	-199	-50
173	30008	Sims 8	76	47	39	47	37	43	-10	-21	6	16
174	30013	Hebron 13	335	320	272	237	212	87	-108	-34	-125	-59
175	30017	Sweet Briar 17	7	11	12	11	15	22	4	36	7	47
176	30035	OAK COULEE 35	14	10	10	.	.	.	.	.	.	.
177	30039	Flasher 39	316	293	281	287	290	139	-3	-1	-151	-52
178	30048	Glen Ullin 48	387	335	283	294	256	173	-79	-24	-83	-32
COUNTY			4763	4697	4870	5069	4923	3566	236		-1357	

COUNTY=MOUNTRAIL

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
179	31001	New Town 1	644	628	642	749	758	459	130	21	-299	-39
180	31002	Stanley 2	618	641	576	523	449	277	-192	-30	-172	-38
181	31003	Parshall 3	356	364	379	346	327	238	-37	-10	-89	-27
182	31032	SWEETWATER 32	11	.	.	.	.	.	.	.	.	.
183	31083	PALERMO 83	22	29	8	.	.	.	.	.	.	.
184	31137	Plaza 137	127	103	104	90	67	65	-36	-35	-2	-3
COUNTY			1778	1765	1709	1708	1601	1039	-135		-562	

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=NELSON

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
185	32001	Dakota Prairie 1	.	.	.	613	455	282	.	.	-173	-38
186	32020	ANETA 20	99	94	81	.	.	.	.	.	.	.
187	32040	MICHIGAN 40	237	146	125	.	.	.	.	.	.	.
188	32046	MCVILLE 46	197	189	156	.	.	.	.	.	.	.
189	32066	Lakota 66	377	282	298	263	290	117	8	3	-173	-60
190	32074	TOLNA 74	187	186	168	.	.	.	.	.	.	.
191	32080	UNITY 80	140	125	135	.	.	.	.	.	.	.
COUNTY			1237	1022	963	876	745	399	8		-346	

COUNTY=OLIVER

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
192	33007	BISMARCK 7	5	.	.	.	.	.	.	.	.	.
193	33014	SPRINGBROOK 14	11	9	9	.	.	.	.	.	.	.
194	33018	Center 18	430	448	476	408	334	178	-114	-25	-156	-47
COUNTY			446	457	485	408	334	178	-114		-156	

COUNTY=PEMBINA

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
195	34001	Pembina 1	192	188	165	160	151	113	-37	-20	-38	-25
196	34006	Cavalier 6	716	656	697	722	667	364	11	2	-303	-45
197	34012	Valley 12	214	214	213	189	174	130	-40	-19	-44	-25
198	34019	Drayton 19	348	306	296	244	252	147	-54	-18	-105	-42
199	34027	Walhalla 27	481	362	422	389	355	273	-7	-2	-82	-23
200	34043	St Thomas 43	165	166	143	133	131	100	-35	-21	-31	-24
201	34055	Neche 55	157	160	193	158	137	74	-23	-14	-63	-46
COUNTY			2273	2052	2129	1995	1867	1201	-185		-666	

COUNTY=PIERCE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
202	35001	Wolford 1	105	93	84	57	56	65	-37	-40	9	16
203	35005	Rugby 5	990	848	799	811	757	529	-91	-11	-228	-30
204	35007	BALTA 7	100	75	38	.	.	.	.	.	.	.
205	35031	SELZ 31	24	17	.	.	.	.	.	.	.	.
COUNTY			1219	1033	921	868	813	594	-128		-219	

COUNTY=RAMSEY

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
206	36001	Devils Lake 1	1936	1868	2027	2156	2042	1850	174	9	-192	-9
207	36002	Edmore 2	250	208	192	162	139	104	-69	-33	-35	-25
208	36003	CRARY 3	110	70	60	24	.	.	.	.	.	.
209	36004	CHURCHS FERRY 4	59	48	.	.	.	.	.	.	.	.
210	36034	HAMPDEN 34	62	.	.	.	.	.	.	.	.	.
211	36044	Starkweather 44	161	169	178	153	133	74	-36	-21	-59	-44
COUNTY			2578	2363	2457	2495	2314	2028	69		-286	

COUNTY=RANSOM

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
212	37002	Sheldon 2	137	103	99	87	56	78	-47	-46	22	39
213	37006	Ft Ransom 6	24	42	35	28	31	26	-11	-26	-5	-16

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=RANSOM (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
214	37010	Salund 10	7	3	7	7	7	13	4	133	6	86
215	37019	Lisbon 19	864	734	728	727	700	386	-34	-5	-314	-45
216	37022	Enderlin 22	423	397	431	394	392	256	-5	-1	-136	-35
COUNTY			1455	1279	1300	1243	1186	759	-93		-427	

COUNTY=RENVILLE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
217	38002	Sherwood 2	133	122	156	141	143	78	21	17	-65	-45
218	38009	Mohall 9	327	342	345	367	297	165	-45	-13	-132	-44
219	38025	TOLLEY 25	62	51	.	.	.	.	.	.	.	.
220	38026	Glenburn 26	290	300	308	295	326	152	26	9	-174	-53
COUNTY			812	815	809	803	766	395	2		-371	

COUNTY=RICHLAND

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
221	39005	Mantador 5	35	29	45	30	23	26	-6	-21	3	13
222	39008	Hankinson 8	410	370	368	396	345	186	-25	-7	-159	-46
223	39018	Fairmount 18	176	144	161	169	144	91	0	0	-53	-37
224	39028	Lidgerwood 28	373	344	284	266	280	178	-64	-19	-102	-36
225	39037	Wahpeton 37	1437	1448	1624	1753	1650	1447	202	14	-203	-12
226	39042	Wyndmere 42	319	272	301	352	355	212	83	31	-143	-40
227	39044	Richland 44	290	277	286	307	324	251	47	17	-73	-23
COUNTY			3040	2884	3069	3273	3121	2391	237		-730	

COUNTY=ROLETTE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
228	40001	Dunseith 1	506	422	509	547	512	533	90	21	21	4
229	40003	St John 3	270	246	274	275	317	282	71	29	-35	-11
230	40004	Mt Pleasant 4	442	410	391	404	398	243	-12	-3	-155	-39
231	40007	Belcourt 7	.	1349	1361	1767	1897	1790	548	41	-107	-6
232	40029	Rolette 29	359	336	266	243	218	165	-118	-35	-53	-24
COUNTY			1577	2763	2801	3236	3342	3013	579		-329	

COUNTY=SARGENT

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
233	41002	Milnor 2	325	274	249	263	306	234	32	12	-72	-24
234	41003	N Sargent 3	289	269	231	182	200	165	-69	-26	-35	-18
235	41006	Sargent Central	493	440	418	376	359	299	-81	-18	-60	-17
COUNTY			1107	983	898	821	865	698	-118		-167	

COUNTY=SHERIDAN

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
236	42016	Goodrich 16	117	115	94	82	71	52	-44	-38	-19	-27
237	42019	McClusky 19	273	219	171	186	150	69	-69	-32	-81	-54
COUNTY			390	334	265	268	221	121	-113		-100	

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=SIOUX

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
238	43003	Solen 3	250	201	195	246	216	260	15	7	44	20
239	43004	Ft Yates 4	.	196	230	203	240	321	44	22	81	34
240	43008	Selfridge 8	103	80	113	116	91	82	11	14	-9	-10
COUNTY			353	477	538	565	547	663	70		116	

COUNTY=SLOPE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
241	44012	Marmarth 12	29	37	28	17	23	22	-14	-38	-1	-4
242	44014	Sheets 14	11	8	7	4	5	22	-3	-38	17	340
243	44032	Central Elem 32	26	21	24	20	13	43	-8	-38	30	231
COUNTY			66	66	59	41	41	87	-25		46	

COUNTY=STARK

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
244	45001	Dickinson 1	2759	3276	3174	3118	3045	2652	-231	-7	-393	-13
245	45003	Taylor 3	106	144	146	137	153	52	9	6	-101	-66
246	45004	Richardton 4	210	167	125	181	183	134	16	10	-49	-27
247	45009	S Heart 9	372	382	379	335	296	217	-86	-23	-79	-27
248	45013	Belfield 13	315	384	318	319	350	182	-34	-9	-168	-48
249	45020	ST PIUS 20	27	.	.	.	.	.	.	.	.	.
250	45027	LEFOR 27	34	18	13	.	.	.	.	.	.	.
COUNTY			3823	4371	4155	4090	4027	3237	-326		-790	

COUNTY=STEELE

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
251	46010	Hope 10	212	164	138	171	180	91	16	10	-89	-49
252	46018	WILLOW LAKE 18	34	13	16	.	.	.	.	.	.	.
253	46019	Finley-Sharon 19	321	259	207	216	186	169	-73	-28	-17	-9
COUNTY			567	436	361	387	366	260	-57		-106	

COUNTY=STUTSMAN

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
254	47001	Jamestown 1	3072	3167	3087	2990	2797	2440	-370	-12	-357	-13
255	47003	Medina 3	178	211	162	193	199	100	-12	-6	-99	-50
256	47006	WINDSOR 6	8	.	.	.	.	.	.	.	.	.
257	47010	Pingree-Buchanan	90	61	139	142	136	91	75	123	-45	-33
258	47011	BUCHANAN 11	82	91	.	.	.	.	.	.	.	.
259	47012	ELDRIDGE 12	25	29	18	.	.	.	.	.	.	.
260	47014	Montpelier 14	131	137	143	150	152	69	15	11	-83	-55
261	47019	Kensal 19	132	108	98	105	98	30	-10	-9	-68	-69
262	47024	COURTENAY	73	.	.	.	.	.	.	.	.	.
263	47026	Spiritwood 26	26	23	27	21	12	9	-11	-48	-3	-25
264	47028	CLEVELAND 28	76	.	.	.	.	.	.	.	.	.
265	47030	WOODWORTH 30	94	69	65	.	.	.	.	.	.	.
266	47042	STREETER 42	121	82	79	53	.	.	.	.	.	.
COUNTY			4108	3978	3818	3654	3394	2739	-313		-655	

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=TOWNER

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
267	48002	Bisbee-Egeland 2	124	89	71	72	130	91	41	46	-39	-30
268	48008	Southern 8	426	419	373	374	344	243	-75	-18	-101	-29
269	48012	E CENTRAL 12	75	98	87	87	.	.	.	.	.	.
270	48028	N Central 28	157	147	124	116	98	39	-49	-33	-59	-60
COUNTY			782	753	655	649	572	373	-83		-199	

COUNTY=TRAILL

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
271	49003	Central Valley 3	380	330	299	334	325	199	-5	-2	-126	-39
272	49004	CLIFF GALESBUR 4	158	151	139	.	.	.	.	.	.	.
273	49007	Hatton 7	248	241	280	268	272	160	31	13	-112	-41
274	49009	Hillsboro 9	588	518	473	506	510	277	-8	-2	-233	-46
275	49010	MAYVILLE PORTLAN	685	610	617	.	.	.	.	.	.	.
276	49014	May-Port CG 14	.	.	.	735	707	481	.	.	-226	-32
COUNTY			2059	1850	1808	1843	1814	1117	18		-697	

COUNTY=WALSH

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
277	50003	Grafton 3	1275	1220	1156	1232	1138	737	-82	-7	-401	-35
278	50020	Minto 20	248	238	230	266	286	108	48	20	-178	-62
279	50039	Lankin 39	84	68	78	82	71	39	3	4	-32	-45
280	50051	Nash 51	15	27	33	29	28	22	1	4	-6	-21
281	50071	PISEK 71	67	80	76	.	.	.	.	.	.	.
282	50078	Park River 78	528	520	517	536	484	325	-36	-7	-159	-33
283	50079	Fordville 79	147	119	82	87	94	87	-25	-21	-7	-7
284	50106	Edinburg 106	231	197	184	188	179	104	-18	-9	-75	-42
285	50128	Adams 128	147	147	133	122	116	65	-31	-21	-51	-44
COUNTY			2742	2616	2489	2542	2396	1487	-140		-909	

COUNTY=WARD

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
286	51001	Minot 1	7357	7750	7730	7702	7531	3241	-219	-3	-4290	-57
287	51002	HARRISON 2	63	.	.	.	.	.	.	.	.	.
288	51004	Nedrose 4	186	227	253	230	265	104	38	17	-161	-61
289	51007	United 7	524	632	657	707	702	498	70	11	-204	-29
290	51010	Bell 10	164	168	168	178	137	169	-31	-18	32	23
291	51016	Sawyer 16	303	268	213	157	182	165	-86	-32	-17	-9
292	51019	Eureka 19	26	27	17	14	12	26	-15	-56	14	117
293	51024	DONNYBROOK 24	95	73	31	.	.	.	.	.	.	.
294	51028	Kenmare 28	440	402	397	401	389	199	-13	-3	-190	-49
295	51041	Surrey 41	411	399	380	462	480	234	81	20	-246	-51
296	51054	Berthold 54	258	237	207	232	210	169	-27	-11	-41	-20
297	51070	S Prairie 70	130	121	107	140	137	152	16	13	15	11
298	51156	CARPIO 156	216	163	96	.	.	.	.	.	.	.
299	51158	N Shore 158	205	181	135	120	111	95	-70	-39	-16	-14
COUNTY			10378	10648	10391	10343	10156	5052	-256		-5104	

COUNTY=WELLS

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
300	52003	CATHAY	15	.	.	.	.	.	.	.	.	.
301	52023	Bowdon 23	125	128	109	85	101	39	-27	-21	-62	-61
302	52035	Pleasant Valley	37	16	23	37	30	22	14	88	-8	-27
303	52038	Harvey 38	837	751	665	619	604	420	-147	-20	-184	-30

HISTORICAL AND CURRENT ENROLLMENTS - KINDERGARTEN TO GRADE 12
BY SCHOOL DISTRICT 79-80 TO 98-99 HISTEN2

COUNTY=WELLS (continued)

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
304	52039	Sykes 39	102	103	85	93	89	52	-14	-14	-37	-42
305	52040	Fessenden 40	323	258	224	247	209	130	-49	-19	-79	-38
COUNTY			1439	1256	1106	1081	1033	663	-223		-370	

COUNTY=WILLIAMS

OBS	ID	DNAME	DENK1280	DENK1285	DENK1290	DENK1295	DENK1299	ENR2011	CHG14_1	PCHG14_1	CHG12_2	PCHG12_2
306	53001	Williston 1	2756	3506	3104	2937	2735	2366	-771	-22	-369	-13
307	53002	Nesson 2	178	209	264	268	230	186	21	10	-44	-19
308	53006	Eight Mile 6	183	304	238	231	191	139	-113	-37	-52	-27
309	53008	New 8	192	282	257	262	247	160	-35	-12	-87	-35
310	53015	Tioga 15	583	565	513	437	379	199	-186	-33	-180	-47
311	53064	COTTONWOOD LAKE	65	52	28	.	.	.	.	.	.	.
312	53088	EPPING 88	75	74	.	.	.	.	.	.	.	.
313	53091	Wildrose-Alamo 9	72	56	53	79	68	22	12	21	-46	-68
314	53099	Grenora 99	156	148	140	135	97	91	-51	-34	-6	-6
COUNTY			4260	5196	4597	4349	3947	3163	-1123		-784	
			117338	118213	117016	118649	113929	94650	-441		-19279	

North Dakota

Department of Public Instruction
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Dr. Wayne G. Sanstead
State Superintendent

determ costs

March 16, 1999

MEMO TO: Gary Gronberg

FROM: Ralph Messmer RM

SUBJECT: Effect of Changes to School Placed Contracts

The attached four reports show the effect of increasing the local share on the 97-98 **school placed student contracts** from 2.5 times the state average cost per student to 2.5, 3, 3.2, and 3.4 times with an additional co-pay of 20 and 30 percent. Costs for boarding care (approx. $569,000) and agency placed contracts (approx. $2.5 million) are **not** included in these reports.

On all four reports the new amounts are compared to the current amount using the 2.5 times factor. The difference resulting after the comparison is then distributed based on ADM.

The amount shown on the reports under the 2.5 times column is not the actual amount that was paid during 97-98, but the original amount on the contracts. It is the remaining amount after subtracting the product of 2.5 times the state average cost from the estimated state allowable cost for school placed contracts. It doesn't include the cut or adjustments. Adjustments result when the final reimbursement request for state contract dollars is different than the original contract due to changes throughout the year.

G:\ralph\copay.mem

Report Showing the Effect of Increasing the State Average Cost from 2.5 Times to 2.5 Times with Co-pays

UNIT	ESTIMATED STATE ALLOWABLE COSTS	2.5 TIMES	2.5 TIMES 20% COPAY	2.5 TIMES 30% COPAY	DIFF 2.5 TIMES WITH 20% COPAY	DIFF 2.5 TIMES WITH 30% COPAY	ADM	ADDITIONAL ADM 2.5 TIMES WITH 20% COPAY	ADDITIONAL ADM 2.5 TIMES WITH 30% COPAY
BISMARCK Total	$412,153.42	$155,244.56	$124,195.65	$108,671.20	($31,048.91)	($46,573.37)	10,396.17	$42,728.26	$64,144.37
BUFFALO VALLEY Total	$151,247.64	$96,898.53	$77,518.82	$67,828.97	($19,379.71)	($29,069.56)	3,563.85	$14,647.42	$21,988.95
BURLEIGH Total	$61,469.93	$14,271.22	$11,416.98	$9,989.85	($2,854.24)	($4,281.37)	334.57	$1,375.08	$2,064.30
DICKEY/LAMOURE Total	$7,044.04	$0.00	$0.00	$0.00	$0.00	$0.00	1,635.27	$6,720.96	$10,089.62
DICKINSON Total	$284,526.73	$93,832.73	$75,066.18	$65,682.91	($18,766.55)	($28,149.82)	2,996.16	$12,314.22	$18,486.31
DIVIDE TOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	427.16	$1,755.63	$2,635.58
EAST CENTRAL Total	$12,800.09	$3,057.09	$2,445.67	$2,139.96	($611.42)	($917.13)	1,395.08	$5,733.78	$8,607.64
EMMONS Total	$16,519.71	$6,776.71	$5,421.37	$4,743.70	($1,355.34)	($2,033.01)	800.20	$3,288.82	$4,937.23
FARGO Total	$676,585.24	$355,514.24	$284,411.39	$248,859.97	($71,102.85)	($106,654.27)	10,949.65	$45,003.06	$67,559.34
FT TOTTEN Total	$7,161.02	$0.00	$0.00	$0.00	$0.00	$0.00	141.50	$581.57	$873.06
GRAND FORKS Total	$586,515.73	$201,739.89	$161,391.91	$141,217.92	($40,347.98)	($60,521.97)	9,849.89	$40,483.05	$60,773.82
GST Total	$249,663.84	$59,417.84	$47,534.27	$41,592.49	($11,883.57)	($17,825.35)	3,235.30	$13,297.08	$19,961.80
LAKE REGION Total	$283,820.23	$97,292.23	$77,833.78	$68,104.56	($19,458.45)	($29,187.67)	5,257.04	$21,606.43	$32,435.94
LONETREE Total	$146,431.48	$72,653.48	$58,122.78	$50,857.44	($14,530.70)	($21,796.04)	2,804.47	$11,526.37	$17,303.58
MORTON-SIOUX Total	$432,150.02	$195,599.74	$156,479.79	$136,919.81	($39,119.95)	($58,679.92)	5,238.92	$21,531.96	$32,324.14
NORTHERN PLAINS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	918.61	$3,775.49	$5,667.82
OLIVER/MERCER Total	$141,025.89	$46,608.39	$37,286.71	$32,625.87	($9,321.68)	($13,982.52)	2,677.25	$11,003.50	$16,518.63
PEACE GARDEN Total	$241,778.73	$91,468.31	$73,174.65	$64,027.82	($18,293.66)	($27,440.49)	3,523.66	$14,482.24	$21,740.98
PEMBINA Total	$178,266.38	$34,954.88	$27,963.90	$24,468.42	($6,990.98)	($10,486.46)	1,935.25	$7,953.88	$11,940.49
RURAL CASS Total	$150,629.55	$73,060.21	$58,448.17	$51,142.15	($14,612.04)	($21,918.06)	1,939.21	$7,970.15	$11,964.93
SHEYENNE VALLEY Tota	$237,892.27	$135,497.42	$108,397.94	$94,848.19	($27,099.48)	($40,649.23)	2,636.71	$10,836.88	$16,268.50
SOURIS VALLEY Total	$548,653.33	$215,669.75	$172,535.80	$150,968.82	($43,133.95)	($64,700.92)	14,486.80	$59,540.75	$89,383.56
SOUTH CENT PRAIRIE T	$49,969.55	$24,335.00	$19,468.00	$19,939.50	($4,867.00)	($4,395.50)	1,645.99	$6,765.02	$10,155.76
SOUTH VALLEY Total	$168,545.34	$85,969.45	$68,775.56	$57,273.62	($17,193.89)	($28,695.83)	3,550.18	$14,591.24	$21,904.61
SOUTHWEST Total	$49,299.00	$37,697.00	$30,157.60	$26,387.90	($7,539.40)	($11,309.10)	989.76	$4,067.91	$6,106.82
TURTLE MT Total	$7,934.66	$0.00	$0.00	$0.00	$0.00	$0.00	1,741.95	$7,159.41	$10,747.83
UPPER VALLEY Total	$168,628.99	$69,813.38	$55,850.70	$48,869.37	($13,962.68)	($20,944.01)	3,685.14	$15,145.93	$22,737.31
WAHPETON Total	$20,000.00	$514.00	$411.20	$359.80	($102.80)	($154.20)	1,688.67	$6,940.43	$10,419.09
WEST FARGO Total	$217,765.82	$60,466.82	$48,373.46	$42,326.77	($12,093.36)	($18,140.05)	4,661.02	$19,156.79	$28,758.49
WEST RIVER Total	$108,267.73	$41,481.67	$33,185.34	$29,037.17	($8,296.33)	($12,444.50)	3,725.96	$15,313.70	$22,989.17
WILMAC Total	$229,226.29	$76,066.96	$60,853.57	$53,246.87	($15,213.39)	($22,820.09)	5,321.42	$21,871.04	$32,833.16
GRAND TOTALS	$5,845,972.65	$2,345,901.49	$1,876,721.19	$1,642,131.05	($469,180.30)	($703,770.45)	114,152.81	469,168.05	704,322.84

Note! 2.5 times the state average cost = $9743(elementary) $11,602(secondary)

Report Showing the Effect of Increasing the State Average Cost from 2.5 Times to 3.0 Times

UNIT	ESTIMATED STATE ALLOWABLE COSTS	2.5 TIMES	3 TIMES	3 TIMES 20% COPAY	3 TIMES 30% COPAY	DIFF 3.0 TIMES	DIFF 3.0 TIMES WITH 20% COPAY	DIFF 3.0 TIMES WITH 30% COPAY	ADM	ADDITIONAL ADM 3.0 TIMES	ADDITIONAL ADM 3.0 TIMES WITH 20% COPAY	ADDITIONAL ADM 3.0 TIMES WITH 30% COPAY
BISMARCK Total	$412,153.42	$155,244.56	$114,108.43	$91,286.74	$79,875.90	($41,136.13)	($63,957.82)	($75,368.66)	10,396.17	$51,253.12	$83,689.17	$99,907.19
BUFFALO VALLEY Tota	$151,247.64	$96,898.53	$88,983.17	$71,186.54	$62,288.22	($7,915.36)	($25,711.99)	($34,610.31)	3,563.85	$17,569.78	$28,688.99	$34,248.60
BURLEIGH Total	$61,469.93	$14,271.22	$7,308.22	$5,846.58	$5,115.75	($6,963.00)	($8,424.64)	($9,155.47)	334.57	$1,649.43	$2,693.29	$3,215.22
DICKEY/LAMOURE Tota	$7,044.04	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1,635.27	$8,061.88	$13,163.92	$15,714.94
DICKINSON Total	$284,526.73	$93,832.73	$57,044.36	$45,635.49	$39,931.05	($36,788.37)	($48,197.24)	($53,901.68)	2,996.16	$14,771.07	$24,119.09	$28,793.10
DIVIDE TOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	427.16	$2,105.90	$3,438.64	$4,105.01
EAST CENTRAL Total	$12,800.09	$3,057.09	$1,109.09	$887.27	$776.36	($1,948.00)	($2,169.82)	($2,280.73)	1,395.08	$6,877.74	$11,230.39	$13,406.72
EMMONS Total	$16,519.71	$6,776.71	$4,828.71	$3,862.97	$3,380.10	($1,948.00)	($2,913.74)	($3,396.61)	800.20	$3,944.99	$6,441.61	$7,689.92
FARGO Total	$676,585.24	$355,514.24	$295,210.84	$236,168.67	$206,647.59	($60,303.40)	($119,345.57)	($148,866.65)	10,949.65	$53,981.77	$88,144.68	$105,226.14
FT TOTTEN Total	$7,161.02	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	141.50	$697.60	$1,139.08	$1,359.82
GRAND FORKS Total	$586,515.73	$201,739.89	$132,750.40	$106,200.32	$92,925.28	($68,989.49)	($95,539.57)	($108,814.61)	9,849.89	$48,559.96	$79,291.61	$94,657.44
GST Total	$249,663.84	$59,417.84	$32,563.78	$26,051.02	$22,794.65	($26,854.06)	($33,366.82)	($36,623.19)	3,235.30	$15,950.03	$26,044.17	$31,091.23
LAKE REGION Total	$283,820.23	$97,292.23	$65,076.16	$52,060.93	$45,553.31	($32,216.07)	($45,231.30)	($51,738.92)	5,257.04	$25,917.21	$42,319.17	$50,520.15
LONETREE Total	$146,431.48	$72,653.48	$57,898.48	$46,318.78	$40,528.94	($14,755.00)	($26,334.70)	($32,124.54)	2,804.47	$13,826.04	$22,575.98	$26,950.96
MORTON-SIOUX Total	$432,150.02	$195,599.74	$153,822.08	$123,057.66	$107,675.46	($41,777.66)	($72,542.07)	($87,924.28)	5,238.92	$25,827.88	$42,173.31	$50,346.02
NORTHERN PLAINS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	918.61	$4,528.75	$7,394.81	$8,827.84
OLIVER/MERCER Total	$141,025.89	$46,608.39	$29,085.54	$23,268.43	$20,359.88	($17,522.85)	($23,339.96)	($26,248.51)	2,677.25	$13,198.84	$21,551.86	$25,728.37
PEACK GARDEN Total	$241,778.73	$91,468.31	$70,285.01	$56,228.01	$49,199.51	($21,183.30)	($35,240.30)	($42,268.80)	3,523.66	$17,371.64	$28,365.46	$33,862.37
PEMBINA Total	$178,266.38	$34,954.88	$25,214.88	$20,171.90	$17,650.42	($9,740.00)	($14,782.98)	($17,304.46)	1,935.25	$9,540.78	$15,578.76	$18,597.75
RURAL CASS Total	$150,629.55	$73,060.21	$60,409.64	$48,327.71	$42,286.75	($12,650.57)	($24,732.50)	($30,773.46)	1,939.21	$9,560.31	$15,610.64	$18,635.81
SHEYENNE VALLEY Tot	$237,892.27	$135,497.42	$117,174.10	$93,739.28	$82,021.87	($18,323.32)	($41,758.14)	($53,475.55)	2,636.71	$12,998.98	$21,225.52	$25,338.78
SOURIS VALLEY Total	$548,653.33	$215,669.75	$170,616.90	$136,493.52	$119,431.83	($45,052.85)	($79,176.23)	($96,237.92)	14,486.80	$71,419.92	$116,618.74	$139,218.15
SOUTH CENT PRAIRIE	$49,969.55	$24,335.00	$26,164.00	$20,931.20	$18,314.00	$1,829.00	($3,403.80)	($6,021.00)	1,645.99	$8,114.73	$13,250.22	$15,817.96
SOUTH VALLEY Total	$168,545.34	$85,969.45	$68,136.81	$54,509.45	$47,695.77	($17,832.64)	($31,460.00)	($38,273.68)	3,550.18	$17,502.39	$28,578.95	$34,117.23
SOUTHWEST Total	$49,299.00	$37,697.00	$35,376.00	$28,300.80	$24,763.20	($2,321.00)	($9,396.20)	($12,933.80)	989.76	$4,879.52	$7,967.57	$9,511.59
TURTLE MT Total	$7,934.66	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1,741.95	$8,587.81	$14,022.70	$16,740.14
UPPER VALLEY Total	$168,628.99	$69,813.38	$57,881.59	$46,305.27	$40,517.11	($11,931.79)	($23,508.11)	($29,296.27)	3,685.14	$18,167.74	$29,665.38	$35,414.20
WAHPETON Total	$20,000.00	$514.00	$0.00	$0.00	$0.00	($514.00)	($514.00)	($514.00)	1,688.67	$8,325.14	$13,593.79	$16,228.12
WEST FARGO Total	$217,765.82	$60,466.82	$35,609.93	$28,487.94	$24,926.95	($24,856.89)	($31,978.88)	($35,539.87)	4,661.02	$22,978.83	$37,521.21	$44,792.40
WEST RIVER Total	$108,267.73	$41,481.67	$29,047.67	$23,238.14	$20,333.37	($12,434.00)	($18,243.53)	($21,148.30)	3,725.96	$18,368.98	$29,993.98	$35,806.48
WILMAC Total	$229,226.29	$76,066.96	$47,825.53	$38,260.42	$33,477.87	($28,241.43)	($37,806.54)	($42,589.09)	5,321.42	$26,234.60	$42,837.43	$51,138.85
GRAND TOTALS	$5,845,972.65	$2,345,901.49	$1,783,531.32	$1,426,825.06	$1,248,471.12	($562,370.17)	($919,076.44)	($1,097,430.37)	114,152.81	562,773.35	918,930.12	1,097,008.50

Note! 2.5 times the state average cost = $9743(elementary) $11,602(secondary)
3.0 times the state average cost = $11,691(elementary) $13,923(secondary)

Report Showing the Effect of Increasing the State Average Cost from 2.5 Times to 3.2 Times

UNIT	ESTIMATED STATE ALLOWABLE COSTS	2.5 TIMES	3.2 TIMES	3.2 TIMES 20% COPAY	3.2 TIMES 30% COPAY	DIFF 3.2 TIMES	DIFF 3.2 TIMES WITH 20% COPAY	DIFF 3.2 TIMES WITH 30% COPAY	ADM	ADDITIONAL ADM 3.2 TIMES	ADDITIONAL ADM 3.2 TIMES WITH 20% COPAY	ADDITIONAL ADM 3.2 TIMES WITH 30% COPAY
BISMARCK Total	$412,153.42	$155,244.56	$101,480.50	$81,184.40	$71,036.35	($53,764.06)	($74,060.16)	($84,208.21)	10,396.17	$68,718.68	$97,724.00	$112,174.67
BUFFALO VALLEY Total	$151,247.64	$96,898.53	$85,818.33	$68,654.66	$60,072.83	($11,080.20)	($28,243.87)	($36,825.70)	3,563.85	$23,557.05	$33,500.19	$38,453.94
BURLEIGH Total	$61,469.93	$14,271.22	$4,524.22	$3,619.38	$3,166.95	($9,747.00)	($10,651.84)	($11,104.27)	334.57	$2,211.51	$3,144.96	$3,610.01
DICKEY/LAMOURE Total	$7,044.04	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1,635.27	$10,809.13	$15,371.54	$17,644.56
DICKINSON Total	$284,526.73	$93,832.73	$43,907.98	$35,126.38	$30,735.59	($49,924.75)	($58,706.35)	($63,097.14)	2,996.16	$19,804.62	$28,163.90	$32,328.57
DIVIDE TOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	427.16	$2,823.53	$4,015.30	$4,609.06
EAST CENTRAL Total	$12,800.09	$3,057.09	$330.09	$264.07	$231.06	($2,727.00)	($2,793.02)	($2,826.03)	1,395.08	$9,221.48	$13,113.75	$15,052.91
EMMONS Total	$16,519.71	$6,776.71	$4,049.71	$3,239.77	$2,834.80	($2,727.00)	($3,536.94)	($3,941.91)	800.20	$5,289.32	$7,521.88	$8,634.16
FARGO Total	$676,585.24	$355,514.24	$273,354.51	$218,683.61	$191,348.16	($82,159.73)	($136,830.63)	($164,166.08)	10,949.65	$72,377.19	$102,926.71	$118,146.72
FT TOTTEN Total	$7,161.02	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	141.50	$935.32	$1,330.10	$1,526.79
GRAND FORKS Total	$586,515.73	$201,739.89	$109,269.38	$87,415.50	$76,488.57	($92,470.51)	($114,324.39)	($125,251.32)	9,849.89	$65,107.77	$92,588.97	$106,280.31
GST Total	$249,663.84	$59,417.84	$24,782.55	$19,826.04	$17,347.79	($34,635.29)	($39,591.80)	($42,070.06)	3,235.30	$21,385.33	$30,411.82	$34,908.89
LAKE REGION Total	$283,820.23	$97,292.23	$54,599.71	$43,679.77	$38,219.80	($42,692.52)	($53,612.46)	($59,072.43)	5,257.04	$34,749.03	$49,416.18	$56,723.46
LONETREE Total	$146,431.48	$72,653.48	$51,998.48	$41,598.78	$36,398.94	($20,655.00)	($31,054.70)	($36,254.54)	2,804.47	$18,537.55	$26,362.02	$30,260.23
MORTON-SIOUX Total	$432,150.02	$195,599.74	$138,944.25	$111,155.40	$97,260.97	($56,655.49)	($84,444.34)	($98,338.76)	5,238.92	$34,629.26	$49,245.85	$56,527.95
NORTHERN PLAINS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	918.61	$6,072.01	$8,634.93	$9,911.80
OLIVER/MERCER Total	$141,025.89	$46,608.39	$24,131.54	$19,305.23	$16,892.08	($22,476.85)	($27,303.16)	($29,716.31)	2,677.25	$17,696.62	$25,166.15	$28,887.53
PEACE GARDEN Total	$241,778.73	$91,468.31	$63,552.74	$50,842.19	$44,486.92	($27,915.57)	($40,626.12)	($46,981.39)	3,523.66	$23,291.39	$33,122.40	$38,020.29
PEMBINA Total	$178,266.38	$34,954.88	$21,319.88	$17,055.90	$14,923.92	($13,635.00)	($17,898.98)	($20,030.96)	1,935.25	$12,792.00	$18,191.35	$20,881.35
RURAL CASS Total	$150,629.55	$73,060.21	$56,630.05	$45,304.04	$39,641.04	($16,430.16)	($27,756.17)	($33,419.17)	1,939.21	$12,818.18	$18,228.57	$20,924.08
SHEYENNE VALLEY Tota	$237,892.27	$135,497.42	$111,366.88	$89,093.50	$77,956.82	($24,130.54)	($46,403.92)	($57,540.60)	2,636.71	$17,428.65	$24,785.07	$28,450.10
SOURIS VALLEY Total	$548,653.33	$215,669.75	$153,116.43	$122,493.15	$107,181.50	($62,553.31)	($93,176.60)	($108,488.24)	14,486.80	$95,757.75	$136,175.92	$156,312.57
SOUTH CENT PRAIRIE T	$49,969.55	$24,335.00	$25,236.00	$20,188.80	$17,665.20	$901.00	($4,146.20)	($6,669.80)	1,645.99	$10,879.99	$15,472.31	$17,760.23
SOUTH VALLEY Total	$168,545.34	$85,969.45	$63,501.49	$50,801.19	$44,451.04	($22,467.96)	($35,168.26)	($41,518.41)	3,550.18	$23,466.69	$33,371.69	$38,306.44
SOUTHWEST Total	$49,299.00	$37,697.00	$34,448.00	$27,558.40	$24,113.60	($3,249.00)	($10,138.60)	($13,583.40)	989.76	$6,542.31	$9,303.74	$10,679.51
TURTLE MT Total	$7,934.66	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1,741.95	$11,514.29	$16,374.33	$18,795.64
UPPER VALLEY Total	$168,628.99	$69,813.38	$54,039.82	$43,231.86	$37,827.87	($15,773.56)	($26,581.52)	($31,985.51)	3,685.14	$24,358.78	$34,640.32	$39,762.66
WAHPETON Total	$20,000.00	$514.00	$0.00	$0.00	$0.00	($514.00)	($514.00)	($514.00)	1,688.67	$11,162.11	$15,873.50	$18,220.75
WEST FARGO Total	$217,765.82	$60,466.82	$28,710.56	$22,968.45	$20,097.39	($31,756.26)	($37,498.37)	($40,369.43)	4,661.02	$30,809.34	$43,813.59	$50,292.41
WEST RIVER Total	$108,267.73	$41,481.67	$24,239.82	$19,391.86	$16,967.87	($17,241.85)	($22,089.81)	($24,513.80)	3,725.96	$24,628.60	$35,024.02	$40,203.11
WILMAC Total	$229,226.29	$76,066.96	$37,557.57	$30,046.06	$26,290.30	($38,509.39)	($46,020.90)	($49,776.66)	5,321.42	$35,174.59	$50,021.35	$57,418.12
GRAND TOTALS	$5,845,972.65	$2,345,901.49	$1,590,910.49	$1,272,728.39	$1,113,637.34	($754,991.00)	($1,073,173.10)	($1,232,264.15)	114,152.81	754,550.07	1,073,036.41	1,231,708.82

Note! 2.5 times the state average cost = $9743(elementary) $11,602(secondary)
3.2 times the state average cost = $12,470(elementary) $14,851(secondary)

Report Showing the Effect of Increasing t[redacted]ate Average Cost from 2.5 Times to 3.4 Times

UNIT	ESTIMATED STATE ALLOWABLE COSTS	2.5 TIMES	3.4 TIMES	3.4 TIMES 20% COPAY	3.4 TIMES 30% COPAY	DIFF 3.4 TIMES	DIFF 3.4 TIMES WITH 20% COPAY	DIFF 3.4 TIMES WITH 30% COPAY	ADM	ADDITIONAL ADM 3.4 TIMES	ADDITIONAL ADM 3.4 TIMES WITH 20% COPAY	ADDITIONAL ADM 3.4 TIMES WITH 30% COPAY
BISMARCK Total	$412,153.42	$155,244.56	$91,629.27	$73,303.42	$64,140.49	($63,615.29)	($81,941.15)	($91,104.08)	10,396.17	$84,520.86	$110,407.33	$123,298.58
BUFFALO VALLEY Total	$151,247.64	$96,898.53	$82,652.99	$66,122.39	$57,857.09	($14,245.53)	($30,776.13)	($39,041.43)	3,563.85	$28,974.10	$37,848.09	$42,267.26
BURLEIGH Total	$61,469.93	$14,271.22	$1,740.22	$1,392.18	$1,218.15	($12,531.00)	($12,879.04)	($13,053.07)	334.57	$2,720.05	$3,553.13	$3,968.00
DICKEY/LAMOURE Total	$7,044.04	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1,635.27	$13,294.75	$17,366.57	$19,394.30
DICKINSON Total	$284,526.73	$93,832.73	$31,907.49	$25,525.99	$22,335.24	($61,925.24)	($68,306.74)	($71,497.49)	2,996.16	$24,358.78	$31,819.22	$35,534.46
DIVIDE TOTAL	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	427.16	$3,472.81	$4,536.44	$5,066.12
EAST CENTRAL Total	$12,800.09	$3,057.09	$0.00	$0.00	$0.00	($3,057.09)	($3,057.09)	($3,057.09)	1,395.08	$11,342.00	$14,815.75	$16,545.65
EMMONS Total	$16,519.71	$6,776.71	$3,269.71	$2,615.77	$2,288.80	($3,507.00)	($4,160.94)	($4,487.91)	800.20	$6,505.63	$8,498.12	$9,490.37
FARGO Total	$676,585.24	$355,514.24	$252,052.69	$201,642.15	$176,436.88	($103,461.55)	($153,872.09)	($179,077.36)	10,949.65	$89,020.65	$116,285.28	$129,862.85
FT TOTTEN Total	$7,161.02	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	141.50	$1,150.40	$1,502.73	$1,678.19
GRAND FORKS Total	$586,515.73	$201,739.89	$88,092.25	$70,473.80	$61,664.58	($113,647.64)	($131,266.09)	($140,075.32)	9,849.89	$80,079.61	$104,605.83	$116,819.70
GST Total	$249,663.84	$59,417.84	$17,799.72	$14,239.78	$12,459.80	($41,618.12)	($45,178.06)	($46,958.04)	3,235.30	$26,302.99	$34,358.89	$38,370.66
LAKE REGION Total	$283,820.23	$97,292.23	$45,788.77	$36,631.02	$32,052.14	($51,503.46)	($60,661.21)	($65,240.09)	5,257.04	$42,739.74	$55,829.76	$62,348.49
LONETREE Total	$146,431.48	$72,653.48	$46,094.48	$36,875.58	$32,266.14	($26,559.00)	($35,777.90)	($40,387.34)	2,804.47	$22,800.34	$29,783.47	$33,261.01
MORTON-SIOUX Total	$432,150.02	$195,599.74	$126,221.50	$100,977.20	$88,355.05	($69,378.24)	($94,622.54)	($107,244.69)	5,238.92	$42,592.42	$55,637.33	$62,133.59
NORTHERN PLAINS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	918.61	$7,468.30	$9,755.64	$10,894.71
OLIVER/MERCER Total	$141,025.89	$46,608.39	$19,889.25	$15,911.40	$13,922.48	($26,719.14)	($30,696.99)	($32,685.92)	2,677.25	$21,766.04	$28,432.40	$31,752.19
PEACE GARDEN Total	$241,778.73	$91,468.31	$57,406.74	$45,925.39	$40,184.72	($34,061.57)	($45,542.92)	($51,283.59)	3,523.66	$28,647.36	$37,421.27	$41,790.61
PEMBINA Total	$178,266.38	$34,954.88	$17,419.88	$13,935.90	$12,193.92	($17,535.00)	($21,018.98)	($22,760.96)	1,935.25	$15,733.58	$20,552.36	$22,952.07
RURAL CASS Total	$150,629.55	$73,060.21	$52,936.72	$42,349.38	$37,055.70	($20,123.49)	($30,710.84)	($36,004.51)	1,939.21	$15,765.78	$20,594.41	$22,999.03
SHEYENNE VALLEY Tota	$237,892.27	$135,497.42	$105,758.88	$84,607.10	$74,031.22	($29,738.54)	($50,890.32)	($61,466.20)	2,636.71	$21,436.45	$28,001.86	$31,271.38
SOURIS VALLEY Total	$548,653.33	$215,669.75	$136,399.69	$109,119.75	$95,479.78	($79,270.05)	($106,549.99)	($120,189.96)	14,486.80	$117,777.68	$153,849.82	$171,813.45
SOUTH CENT PRAIRIE T	$49,969.55	$24,335.00	$24,308.00	$19,536.40	$17,015.60	($27.00)	($4,798.60)	($7,319.40)	1,645.99	$13,381.90	$17,480.41	$19,521.44
SOUTH VALLEY Total	$168,545.34	$85,969.45	$58,980.49	$47,184.39	$41,286.34	($26,988.96)	($38,785.06)	($44,683.11)	3,550.18	$28,862.96	$37,702.91	$42,105.13
SOUTHWEST Total	$49,299.00	$37,697.00	$33,520.00	$26,816.00	$23,464.00	($4,177.00)	($10,881.00)	($14,233.00)	989.76	$8,046.75	$10,511.25	$11,738.55
TURTLE MT Total	$7,934.66	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1,741.95	$14,162.05	$18,499.51	$20,659.53
UPPER VALLEY Total	$168,628.99	$69,813.38	$50,919.82	$40,735.86	$35,643.87	($18,893.56)	($29,077.52)	($34,169.51)	3,685.14	$29,960.19	$39,136.19	$43,705.76
WAHPETON Total	$20,000.00	$514.00	$0.00	$0.00	$0.00	($514.00)	($514.00)	($514.00)	1,688.67	$13,728.89	$17,933.68	$20,027.63
WEST FARGO Total	$217,765.82	$60,466.82	$22,818.93	$18,255.14	$15,973.25	($37,647.89)	($42,211.68)	($44,493.57)	4,661.02	$37,894.09	$49,500.03	$55,279.70
WEST RIVER Total	$108,267.73	$41,481.67	$20,191.82	$16,153.46	$14,134.27	($21,289.85)	($25,328.21)	($27,347.40)	3,725.96	$30,292.05	$39,569.70	$44,189.89
WILMAC Total	$229,226.29	$76,066.96	$29,484.64	$23,587.71	$20,639.25	($46,582.32)	($52,479.25)	($55,427.71)	5,321.42	$43,263.14	$56,513.48	$63,112.04
GRAND TOTALS	$5,845,972.65	$2,345,901.49	$1,417,283.95	$1,133,917.16	$992,098.77	($928,617.54)	($1,211,984.33)	($1,353,802.73)	114,152.81	928,062.35	1,212,302.84	1,353,852.33

Note! 2.5 times the state average cost = $9743(elementary) $11,602(secondary)
3.4 times the state average cost = $13,250(elementary) $15,779(secondary)

4/9/99 #2

R[redacted]owing the Effect of Increasing the State Av[redacted]t from 2.5 Times to 3.00 Times with 20% Co[redacted]

UNIT	ESTIMATED STATE ALLOWABLE COSTS	2.5 TIMES	3 TIMES 20% COPAY	DIFF 3.0 TIMES WITH 20% COPAY	ADM	ADDITIONAL ADM 3.0 TIMES WITH 20% COPAY PLUS $500,000
BISMARCK Total	$412,153.42	$155,244.56	$91,286.74	($63,957.82)	10,396.17	$129,224.39
BUFFALO VALLEY Total	$151,247.64	$96,898.53	$71,186.54	($25,711.99)	3,563.85	$44,298.66
BURLEIGH Total	$61,469.93	$14,271.22	$5,846.58	($8,424.64)	334.57	$4,158.71
DICKEY/LAMOURE Total	$7,044.04	$0.00	$0.00	$0.00	1,635.27	$20,326.41
DICKINSON Total	$284,526.73	$93,832.73	$45,635.49	($48,197.24)	2,996.16	$37,242.27
DIVIDE TOTAL	$0.00	$0.00	$0.00	$0.00	427.16	$5,309.60
EAST CENTRAL Total	$12,800.09	$3,057.09	$887.27	($2,169.82)	1,395.08	$17,340.84
EMMONS Total	$16,519.71	$6,776.71	$3,862.97	($2,913.74)	800.20	$9,946.49
FARGO Total	$676,585.24	$355,514.24	$236,168.67	($119,345.57)	10,949.65	$136,104.15
FT TOTTEN Total	$7,161.02	$0.00	$0.00	$0.00	141.50	$1,758.85
GRAND FORKS Total	$586,515.73	$201,739.89	$106,200.32	($95,539.57)	9,849.89	$122,434.13
GST Total	$249,663.84	$59,417.84	$26,051.02	($33,366.82)	3,235.30	$40,214.78
LAKE REGION Total	$283,820.23	$97,292.23	$52,060.93	($45,231.30)	5,257.04	$65,345.01
LONETREE Total	$146,431.48	$72,653.48	$46,318.78	($26,334.70)	2,804.47	$34,859.56
MORTON-SIOUX Total	$432,150.02	$195,599.74	$123,057.66	($72,542.07)	5,238.92	$65,119.78
NORTHERN PLAINS	$0.00	$0.00	$0.00	$0.00	918.61	$11,418.32
OLIVER/MERCER Total	$141,025.89	$46,608.39	$23,268.43	($23,339.96)	2,677.25	$33,278.22
PEACE GARDEN Total	$241,778.73	$91,468.31	$56,228.01	($35,240.30)	3,523.66	$43,799.09
PEMBINA Total	$178,266.38	$34,954.88	$20,171.90	($14,782.98)	1,935.25	$24,055.16
RURAL CASS Total	$150,629.55	$73,060.21	$48,327.71	($24,732.50)	1,939.21	$24,104.38
SHEYENNE VALLEY Tota	$237,892.27	$135,497.42	$93,739.28	($41,758.14)	2,636.71	$32,774.31
SOURIS VALLEY Total	$548,653.33	$215,669.75	$136,493.52	($79,176.23)	14,486.80	$180,070.92
SOUTH CENT PRAIRIE T	$49,969.55	$24,335.00	$20,931.20	($3,403.80)	1,645.99	$20,459.66
SOUTH VALLEY Total	$168,545.34	$85,969.45	$54,509.45	($31,460.00)	3,550.18	$44,128.74
SOUTHWEST Total	$49,299.00	$37,697.00	$28,300.80	($9,396.20)	989.76	$12,302.72
TURTLE MT Total	$7,934.66	$0.00	$0.00	$0.00	1,741.95	$21,652.44
UPPER VALLEY Total	$168,628.99	$69,813.38	$46,305.27	($23,508.11)	3,685.14	$45,806.29
WAHPETON Total	$20,000.00	$514.00	$0.00	($514.00)	1,688.67	$20,990.17
WEST FARGO Total	$217,765.82	$60,466.82	$28,487.94	($31,978.88)	4,661.02	$57,936.48
WEST RIVER Total	$108,267.73	$41,481.67	$23,238.14	($18,243.53)	3,725.96	$46,313.68
WILMAC Total	$229,226.29	$76,066.96	$38,260.42	($37,806.54)	5,321.42	$66,145.25
GRAND TOTALS	$5,845,972.65	$2,345,901.49	$1,426,825.06	($919,076.44)	114,152.81	1,418,919.43

Note! 2.5 times the state average cost = $9743(elementary) $11,602(secondary)
3.0 times the state average cost = $11,691(elementary) $13,923(secondary)

Greater incentive to be responsible with our costs

(4) Aarsvold

2% Hold Harmless, 90% of State Average Effort, Based on 1998-99 Payment Year

Effects of Am. 0207 (proposed)

14a (current) = 1998-99 Payment Year

14a (projected) = 1998-99 Payment Year based using 2% hold harmless if levying minimum 90% of state average general fund levy

GF Levy = General fund, tuition and transportation levies

ID	DNAME	14a (current)	14a (projected)	difference	GF Levy
1003	REEDER 3	25,612	25,612	-	170.91
1013	HETTINGER 13	845,770	845,770	-	169.38
2002	VALLEY CITY 2	2,439,914	2,474,438	(34,523)	192.80
2013	ORISKA 13	203,482	203,482	-	169.99
2052	LITCHVILLE 52	148,953	148,953	-	113.51
2065	N CENTRAL 65	390,153	390,153	-	162.87
2082	WIMBLEDON COURTENAY	427,732	427,732	-	163.64
2727	SHEYENNE VALLEY SP E	-	-	-	163.64
3005	MINNEWAUKAN 5	301,227	301,227	-	192.36
3006	LEEDS 6	444,124	444,124	-	154.03
3009	MADDOCK 9	460,257	460,257	-	166.16
3016	OBERON 16	58,631	58,631	-	136.17
3029	WARWICK 29	495,499	495,499	-	136.40
3030	FT TOTTEN 30	436,216	451,261	(15,045)	254.25
3736	FT TOTTEN SP ED	-	-	-	254.25
4001	BILLINGS CO 1	-	-	-	28.00
5001	BOTTINEAU 1	1,437,165	1,437,165	-	175.14
5013	WILLOW CITY 13	218,068	218,068	-	162.50
5017	WESTHOPE 17	393,356	393,356	-	140.90
5035	LANSFORD 35	68,268	68,268	-	168.98
5054	NEWBURG UNITED 54	144,096	144,096	-	139.74
5726	PEACE GARDEN SP ED	-	-	-	139.74
6001	BOWMAN 1	845,120	845,120	-	186.81
6017	RHAME 17	309,668	309,668	-	123.57
6033	SCRANTON 33	366,710	366,710	-	139.98
7014	BOWBELLS 14	219,268	219,268	-	153.20
7027	POWERS LAKE 27	330,751	334,179	(3,428)	178.54
7036	BURKE CENTRAL 36	290,391	290,391	-	170.80
8001	BISMARCK 1	18,324,402	18,324,402	-	227.37
8002	REGAN 2	27,777	27,777	-	169.26
8025	NAUGHTON 25	30,108	30,108	-	238.58
8028	WING 28	196,941	196,941	-	165.96
8029	BALDWIN 29	17,017	17,017	-	247.21
8033	MENOKEN 33	69,499	69,499	-	179.97
8034	MCKENZIE 34	6,753	6,753	-	150.40
8035	STERLING 35	68,308	68,308	-	194.13
8036	DRISCOLL 36	74,776	98,472	(23,696)	195.87
8039	APPLE CREEK 39	73,118	81,968	(8,850)	236.27
8045	MANNING 45	42,259	42,259	-	278.71
8702	BURLEIGH CO SP ED	-	-	-	278.71
8711	BISMARCK SP ED	-	-	-	278.71
9001	FARGO 1	19,047,049	19,047,049	-	280.48
9002	KINDRED 2	1,188,990	1,188,990	-	168.64
9004	MAPLE VALLEY 4	425,409	425,409	-	168.88
9006	WEST FARGO 6	8,147,820	8,147,820	-	188.86
9007	MAPLETON 7	192,703	192,703	-	236.06
9017	CENTRAL CASS 17	1,304,955	1,304,955	-	156.78
9080	PAGE 80	311,092	311,092	-	164.16
9097	NORTHERN CASS 97	693,703	700,702	(6,999)	198.24
9717	RURAL CASS SP ED	-	-	-	198.24
9730	FARGO SP ED	-	-	-	198.24

14a (current) = 1998-99 Payment Year
14a (projected) = 1998-99 Payment Year based using 2% hold harmless if levying minimum 90% of state average general fund levy
GF Levy = General fund, tuition and transportation levies

9734	WEST FARGO SP ED	-	-	-	198.24
10001	OSNABROCK 1	35,615	35,615	-	164.11
10014	BORDER CENTRAL 14	55,598	55,598	-	146.40
10019	MUNICH 19	308,608	308,608	-	149.28
10023	LANGDON 23	1,026,088	1,026,088	-	174.58
10030	MILTON 30	61,232	61,232	-	160.60
11040	ELLENDALE 40	666,984	666,984	-	151.69
11041	OAKES 41	922,850	922,850	-	173.68
12001	DIVIDE COUNTY 1	649,719	649,719	-	140.08
12738	DIVIDE CO SP ED	-	-	-	140.08
13008	DODGE 8	145,762	149,291	(3,529)	173.23
13016	KILLDEER 16	657,285	657,285	-	145.92
13019	HALLIDAY 19	248,959	248,959	-	156.14
13037	TWIN BUTTES 37	115,301	115,301	-	-
14001	NEW ROCKFORD 1	753,470	753,470	-	190.02
14012	SHEYENNE 12	380,613	380,613	-	152.62
14712	EAST CENTRAL SP ED	-	-	-	152.62
15006	HAZELTON MOFFIT BRAD	343,517	343,517	-	162.45
15010	BAKKER 10	29,497	29,497	-	149.62
15012	UNION 12	43,591	43,591	-	108.64
15015	STRASBURG 15	483,029	483,029	-	131.31
15036	LINTON 36	624,885	630,473	(5,588)	181.65
15722	EMMONS CO SP ED	-	-	-	181.65
16010	CARRINGTON 10	1,239,344	1,239,344	-	163.25
17003	BEACH 3	693,672	728,889	(35,217)	187.60
17006	LONE TREE 6	79,683	79,683	-	189.76
18001	GRAND FORKS 1	15,888,234	16,286,718	(398,484)	209.69
18044	LARIMORE 44	1,002,923	1,047,660	(44,736)	185.00
18061	THOMPSON 61	1,002,902	1,029,896	(26,993)	175.12
18125	MANVEL 125	330,217	330,217	-	193.38
18127	EMERADO 127	252,558	266,586	(14,028)	199.96
18128	MIDWAY 128	554,054	565,706	(11,652)	173.72
18129	NORTHWOOD 129	651,038	651,038	-	155.77
18140	GR FORKS AB 140	-	-	-	-
18733	GRAND FORKS SP ED	-	-	-	-
19018	ROOSEVELT 18	330,075	330,075	-	191.94
19049	ELGIN-NEW LEIPZIG 49	651,202	674,188	(22,986)	191.94
20007	MIDKOTA 7	466,760	473,138	(6,378)	206.45
20018	GRIGGS COUNTY CENTRA	681,073	681,073	-	190.00
21006	MOTT 6	451,992	451,992	-	148.13
21009	NEW ENGLAND 9	511,541	511,541	-	148.61
21014	REGENT 14	209,884	209,884	-	160.60
21709	SOUTHWEST SP ED	-	-	-	160.60
22011	PETTIBONE 11	95,721	95,721	-	169.38
22014	ROBINSON 14	-	51,522	(51,522)	199.44
22020	TUTTLE 20	193,062	193,062	-	176.73
22026	STEELE 26	513,462	513,462	-	153.60
22028	TAPPEN 28	269,994	269,994	-	156.37
23003	EDGELEY 3	484,681	484,681	-	151.33
23007	KULM 7	321,672	321,672	-	140.73
23008	LAMOURE 8	674,877	674,877	-	165.91
23009	MARION 9	234,571	234,571	-	140.69

14a (current) = 1998-99 Payment Year
14a (projected) = 1998-99 Payment Year based using 2% hold harmless if levying minimum 90% of state average general fund levy
GF Levy = General fund, tuition and transportation levies

23011 VERONA 11	190,176	190,176	-	175.42
23724 DICKEY LAMOURE SP ED	-	-	-	175.42
24002 NAPOLEON 2	473,215	473,215	-	159.12
24056 GACKLE STREETER 56	399,508	399,508	-	126.02
24718 S CENTRAL PRAIRIE SP	-	-	-	126.02
25001 VELVA 1	838,169	838,169	-	155.22
25004 NEWPORT 4	447,958	447,958	-	144.81
25014 ANAMOOSE 14	229,499	229,499	-	166.51
25025 GRANVILLE 25	364,592	364,592	-	172.00
25029 UPHAM 29	154,208	154,208	-	169.98
25057 DRAKE 57	332,930	332,930	-	140.30
26004 ZEELAND 4	101,493	101,493	-	138.33
26009 ASHLEY 9	439,566	439,566	-	162.04
26019 WISHEK 19	503,978	503,978	-	162.76
27001 MCKENZIE CO 1	1,106,187	1,106,187	-	151.94
27002 ALEXANDER 2	243,090	243,090	-	161.35
27014 YELLOWSTONE 14	290,942	290,942	-	191.33
27018 EARL 18	-	-	-	-
27019 BOWLINE BUTTE 19	-	-	-	111.75
27032 HORSE CREEK 32	16,771	16,771	-	67.57
27036 MANDAREE 36	572,222	572,222	-	106.96
28001 MONTEFIORE 1	564,757	564,757	-	160.11
28004 WASHBURN 4	875,644	875,644	-	150.25
28008 UNDERWOOD 8	653,806	688,007	(34,201)	189.02
28050 MAX 50	373,236	373,236	-	150.59
28051 GARRISON 51	746,798	777,707	(30,909)	185.00
28062 BUTTE 62	97,450	97,450	-	165.02
28072 TURTLE LAKE MERCER 7	441,100	441,100	-	116.38
28085 WHITE SHIELD 85	402,309	402,309	-	160.87
29003 HAZEN 3	1,765,271	1,777,959	(12,688)	193.21
29020 GOLDEN VALLEY 20	174,204	174,204	-	156.78
29022 STANTON 22	243,059	255,398	(12,340)	236.43
29027 BEULAH 27	1,978,821	1,994,014	(15,194)	184.97
29715 OLIVER MERCER SP ED	-	-	-	184.97
30001 MANDAN 1	6,457,739	6,457,739	-	167.55
30004 LITTLE HEART 4	50,948	50,948	-	104.09
30007 NEW SALEM 7	708,960	708,960	-	155.35
30008 SIMS 8	45,061	53,065	(8,003)	173.20
30013 HEBRON 13	444,683	444,683	-	157.44
30017 SWEET BRIAR 1	30,349	30,349	-	133.96
30039 FLASHER 39	547,245	549,862	(2,616)	186.95
30048 GLEN ULLIN 48	461,280	461,280	-	168.43
30725 MORTON SP ED	-	-	-	168.43
30800 ND YOUTH CORR CT	-	-	-	168.43
31001 NEW TOWN 1	1,371,569	1,371,569	-	152.33
31002 STANLEY 2	779,956	779,956	-	143.05
31003 PARSHALL 3	584,127	584,127	-	182.44
31137 PLAZA 137	156,961	156,961	-	207.00
31706 NORTHERN PLAINS SP E	-	-	-	207.00
32001 DAKOTA PRAIRIE 1	698,781	775,105	(76,324)	186.62
32066 LAKOTA 66	514,564	514,564	-	185.00
33018 CENTER 18	644,878	644,878	-	154.20

14a (current) = 1998-99 Payment Year
14a (projected) = 1998-99 Payment Year based using 2% hold harmless if levying minimum 90% of state average general fund levy
GF Levy = General fund, tuition and transportation levies

34001	PEMBINA 1	297,989	297,989	-	187.26
34006	CAVALIER 6	1,096,421	1,150,403	(53,982)	185.00
34012	VALLEY 12	341,973	346,652	(4,679)	183.66
34019	DRAYTON 19	425,161	425,161	-	153.19
34027	WALHALLA 27	616,054	676,510	(60,456)	186.63
34043	ST THOMAS 43	259,968	270,152	(10,184)	192.50
34055	NECHE 55	252,947	266,740	(13,793)	186.08
34707	PEMBINA SP ED	-	-	-	186.08
35001	WOLFORD 1	116,205	122,799	(6,594)	185.00
35005	RUGBY 5	1,293,912	1,312,610	(18,698)	183.93
36001	DEVILS LAKE 1	3,579,094	3,630,227	(51,133)	186.87
36002	EDMORE 2	237,194	237,194	-	143.63
36044	STARKWEATHER 44	257,962	257,962	-	153.21
36714	LAKE REGION SP ED	-	-	-	153.21
37002	SHELDON 2	92,624	94,594	(1,970)	229.46
37006	FT RANSOM 6	57,833	60,142	(2,309)	177.40
37010	SALUND 10	19,220	19,220	-	164.25
37019	LISBON 19	1,237,531	1,243,263	(5,732)	189.12
37022	ENDERLIN 22	675,783	704,319	(28,536)	182.05
38002	SHERWOOD 2	319,634	319,634	-	154.40
38009	MOHALL 9	572,027	572,027	-	127.79
38026	GLENBURN 26	633,442	633,442	-	118.38
39005	MANTADOR 5	32,342	35,523	(3,181)	209.78
39008	HANKINSON 8	652,077	704,700	(52,623)	183.40
39018	FAIRMOUNT 18	306,391	316,503	(10,112)	182.52
39028	LIDGERWOOD 28	491,673	491,673	-	185.00
39037	WAHPETON 37	2,827,799	2,917,392	(89,593)	188.15
39042	WYNDMERE 42	577,685	577,685	-	182.21
39044	RICHLAND 44	539,596	539,596	-	183.73
39728	SOUTH VALLEY SP ED	-	-	-	183.73
39737	WAHPETON SP ED	-	-	-	183.73
40001	DUNSEITH 1	1,459,063	1,459,063	-	165.30
40003	ST JOHN 3	623,109	623,109	-	164.16
40004	MT PLEASANT 4	698,471	698,471	-	162.08
40007	BELCOURT 7	3,680,886	3,680,886	-	-
40029	ROLETTE 29	477,257	477,257	-	162.33
40719	TURTLE MT SP ED	-	-	-	162.33
41002	MILNOR 2	580,231	580,231	-	176.94
41003	N SARGENT 3	419,674	419,674	-	189.40
41006	SARGENT CENTRAL 6	575,919	575,919	-	164.92
42016	GOODRICH 16	152,213	152,213	-	187.38
42019	MCCLUSKY 19	325,056	339,734	(14,678)	184.32
43003	SOLEN 3	562,463	580,765	(18,302)	176.47
43004	FT YATES 4	565,164	565,164	-	164.93
43008	SELFRIDGE 8	305,061	305,061	-	185.00
44012	MARMARTH 12	58,865	58,865	-	106.79
44014	SHEETS 14	3,157	3,157	-	82.70
44032	CENTRAL ELEMENTARY 3	5,558	5,558	0	71.44
45001	DICKINSON 1	5,443,881	5,443,881	-	185.00
45003	TAYLOR 3	240,751	240,751	-	157.01
45004	RICHARDTON 4	355,002	355,002	-	157.41
45009	SOUTH HEART 9	576,897	576,897	-	169.17

14a (current) = 1998-99 Payment Year
14a (projected) = 1998-99 Payment Year based using 2% hold harmless if levying minimum 90% of state average general fund levy
GF Levy = General fund, tuition and transportation levies

45013	BELFIELD 13	701,782	701,782	-	154.70
45701	WEST RIVER SP ED	-	-	-	154.70
45735	DICKINSON SP ED	-	-	-	154.70
46010	HOPE 10	368,836	368,836	-	177.61
46019	FINLEY SHARON 19	346,827	346,827	-	188.20
47001	JAMESTOWN 1	4,984,432	5,053,705	(69,273)	188.68
47003	MEDINA 3	399,291	399,291	-	156.23
47010	PINGREE 10	253,815	253,815	-	163.47
47014	MONTPELIER 14	346,291	346,291	-	151.61
47019	KENSAL 19	191,574	191,574	-	174.90
47026	SPIRITWOOD 26	-	-	-	139.31
47721	BUFFALO VALLEY SP ED	-	-	-	139.31
48002	BISBEE-EGELAND 2	247,004	247,004	-	149.82
48008	SOUTHERN 8	625,275	625,275	-	167.47
48028	N CENTRAL 28	208,836	208,836	-	144.78
49003	CENTRAL VALLEY 3	530,445	538,148	(7,704)	180.74
49007	HATTON 7	477,090	482,656	(5,566)	172.83
49009	HILLSBORO 9	857,139	857,139	-	170.28
49014	MAY-PORT CG 14	1,155,936	1,171,789	(15,853)	185.00
49723	GRIGGS/STEELE/TRAIL	-	-	-	185.00
50003	GRAFTON 3	2,008,926	2,008,926	-	221.64
50020	MINTO 20	524,057	524,057	-	168.39
50039	LANKIN 39	159,442	159,442	-	192.00
50051	NASH 51	37,757	37,757	-	205.81
50078	PARK RIVER 78	844,362	865,872	(21,510)	187.98
50079	FORDVILLE 79	176,787	176,787	-	167.03
50106	EDINBURG 106	382,996	389,768	(6,771)	192.13
50128	ADAMS 128	239,723	247,546	(7,823)	172.74
50729	UPPER VALLEY SP ED	-	-	-	172.74
51001	MINOT 1	13,440,886	13,591,556	(150,669)	174.23
51004	NEDROSE 4	395,116	402,205	(7,089)	200.49
51007	UNITED 7	1,267,575	1,267,575	-	146.58
51010	BELL 10	292,580	293,471	(891)	268.87
51016	SAWYER 16	429,185	438,821	(9,636)	175.98
51019	EUREKA 19	33,881	33,881	-	139.82
51028	KENMARE 28	662,651	669,428	(6,777)	185.00
51041	SURREY 41	905,176	905,176	-	158.21
51054	BERTHOLD 54	410,500	410,500	-	140.56
51070	S PRAIRIE 70	233,293	238,477	(5,184)	185.76
51158	N SHORE 158	197,893	197,893	-	170.79
51160	MINOT AFB 160	-	-	-	-
51708	SOURIS VAL SP ED	-	-	-	-
52023	BOWDON 23	161,424	161,424	-	180.66
52035	PLEASANT VALLEY 35	48,362	49,629	(1,267)	174.90
52038	HARVEY 38	1,013,976	1,052,528	(38,552)	176.32
52039	SYKES 39	172,176	172,436	(260)	182.24
52040	FESSENDEN 40	415,670	415,670	-	146.68
52705	LONETREE SP ED	-	-	-	146.68
53001	WILLISTON 1	5,053,768	5,219,468	(165,700)	231.33
53002	NESSON 2	466,549	504,634	(38,085)	177.76
53006	EIGHT MILE 6	458,256	476,513	(18,256)	238.48
53008	NEW 8	307,753	307,753	-	177.40

2% Hold Harmless, 90% of State Average Effort, Based on 1998-99 Payment Year

14a (current) = 1998-99 Payment Year
14a (projected) = 1998-99 Payment Year based using 2% hold harmless if levying minimum 90% of state average general fund levy
GF Levy = General fund, tuition and transportation levies

53015	TIOGA 15	662,161	673,368	(11,207)	185.20
53091	WILDROSE 91	155,532	155,532	-	151.83
53099	GRENORA 99	237,431	237,431	-	171.39
53720	WILMAC SP ED	-	-	-	171.39
99000	Total	203,808,595	205,749,153	(1,940,558)	191.20
				90% of GF levy =	172.08

WORKSHEET FOR ESTIMATING SCHOOL DISTRICT REVENUE

North Dakota Department of Public Instruction
Office of School Finance and Organization
SFN9432 1/98

District Name _____

School Year 1998-99

To calculate the estimated pupil payment for the 1998-99 school year, use the appropriate lines below. Convert the kindergarten program length from whole to half days. For example a 60 day kindergarten program equals to 120 half days. Insert the converted number of half days over 180 half days.

Note: The 1998-99 pupil payment will be based on the greater of ADM or enrollment, with the following exceptions: 1) the ADM will be reduced by the number of students that are attending another school district under the provisions of Open Enrollment, and 2) the comparison will only be made between current grade levels. (e.g. - If a district ceases to offer grades 9-12, the ADM versus enrollment comparison will only be made for grades PK-8.)

STATE SOURCES:

Pupil Payments			Pupil Units
1. Preschool Special Education	_____	X 1.2924 =	_____
2. Kindergarten _____ Students	_____ (180 1/2 days)	X .5720 =	_____
3. Grades 1-8 (Rural Schools)	_____	X 1:3198 =	_____
4. Grades 1-6 (1-99 ADM)	_____	X 1.2012 =	_____
5. Grades 1-6 (100-999 ADM)	_____	X .9477 =	_____
6. Grades 1-6 (> 999 ADM)	_____	X .9706 =	_____
7. Grades 7-8 (All Except Rural Schools)	_____	X .9832 =	_____
8. Grades 9-12 (1-74 ADM)	_____	X 1.4905 =	_____
9. Grades 9-12 (75-149 ADM)	_____	X 1.1981 =	_____
10. Grades 9-12 (150-549 ADM)	_____	X 1.0917 =	_____
11. Grades 9-12 (> 549 ADM)	_____	X 1.0473 =	_____
		Total Weighted Pupil Units (Pk-12) =	_____

12. _____ (Total Weighted Pupil Units) X $2,032 = . . . $_____

13. Transportation Payments

a) Small Vehicles (Less Than 10)	.25 X	_____	Miles	= $_____
b) Large Vehicles (10 or More)	.67 X	_____	Miles	= _____
c) Pupils Transported (Large Vehicles)	.40 X	_____	Pupil Days	= _____
d) In-city (All Vehicles)	.25 X	_____	Miles	= _____
e) In-city Transportation	.20 X	_____	In-city Rides	= _____
f) Family Transportation	.40 X	_____	Miles (One Way)	= _____

14. Transportation Payment (Add Lines 13a Through 13f) = ... $_____
(NOTE: Use the lesser of 90 percent of the most current year's operating expenditures with an 8-year average equipment cost or the estimated transportation payment.)

15. Tuition Apportionment $_____ ($204) X _____ (1997 Census (Ages 6-17) Adjusted for Open Enrollment) = ... $_____

16. Special Education ADM Payments $_____ ($134) X _____ (ADM) = . . $_____

17a. Less 32 Mills (.032) X $_____ (Taxable Valuation) = . $_____

17b. Less Excess Fund Balance Deduct (General Fund Ending Fund Balance - 75% of General Fund Expenditures - $20,000) = ... $_____

18. Net State Pupil, Transportation Payment, Tuition Apportionment and Special Education ADM Payments
(Subtotal of Lines 12, 14, 15 and 16 Less Lines 17a and 17b) = . . . $_____

19. Special Education . . . . . _____

20. Vocational Education . . . . . _____

[redacted] Other State (Technology Grants, Supplemental Revenue Payments, Limited English Proficient Students, etc) . . . . _____

22. Total Estimated State Aid (Add Lines 18 Through 21) . . . . . $_____

FEDERAL SOURCES:

23. Vocational Programs . . . . . $_____

24. Economic Opportunities Act . . . . . _____

25. Title I Program Aid . . . . . _____

26. Title II Eisenhower Prof. Dev. Strategies _____

27. Title VI Innovative Ed Program Strategies _____

28. Johnson O'Mally . . . . . _____

29. School Food Service . . . . . _____

30. Title XIII Impact Aid . . . . . _____

31. Other Federal Revenue . . . . . _____

32. Total Federal Revenue (Add Lines 23 Through 31) . . . . . $_____

[redacted]NTY SOURCES:

33. Oil & Gas Gross Production Tax . . . . . $_____

34. Coal Severance . . . . . _____

35. Coal Conversion . . . . . _____

36. Other County . . . . . _____

37. Total County Sources (Add Lines 33 Through 36) . . . . . $_____

LOCAL SOURCES:

38. General Fund Levy (From Worksheet Page 3) . . . . . $_____

Other Fund Group 1 Levies (Amount levied depends upon needs):

39. H.S. Tuition _____ Mills X $_____ T.V. = _____

40. H.S. Board & Room or Transp. _____ Mills X _____ T.V. = _____

41. Judgment Levy _____ Mills X _____ T.V. = _____

[redacted] Asbestos Removal Levy _____ Mills X _____ T.V. = _____

[redacted] Cooperative Project Levy _____ Mills X _____ T.V. = _____

44. Technology Levy _____ Mills X _____ T.V. = _____

Other Fund Group 1 Revenue:

45. Interest Income . . . . . _____

[redacted] Revenue From Patrons . . . . . _____

Revenue From Other Districts . . . . . _____

48. Other Local Revenue . . . . . _____

49. Total Local Revenue (Add Lines 38 Through 48) . . . . . $_____

50. Total Estimated Fund Group 1 Revenue
(Lines 22 + 32 + 37 + 49) . . . . . $_____

OTHER FUNDS:
The allowable increase does not apply to the following levies.

51. Special Reserve Levy _____ Mills X $_____ T.V. = $_____

52. Building Fund Levy _____ Mills X _____ T.V. = _____

53. Special Assessment Levy _____ Mills X _____ T.V. = _____

54. Sinking & Interest Levy _____ Mills X _____ T.V. = _____

55. Asbestos Bonding Levy _____ Mills X _____ T.V. = _____
(Maximum 15 Mills for 15 Years)

56. Bond Judgment Levy _____ Mills X _____ T.V. = _____

[redacted]ERAL FUND LEVY:
[redacted]ool districts may use any one of various methods to calculate the maximum levy for the general fund: (1) eighteen percent increase over last year's levy as authorized by NDCC 57-15-14, up to a maximum of 185 mills; (2) the maximum number of mills authorized by the electors of the district, NDCC 57-15-14; or (3) the amount levied in dollars in the base year (the highest amount levied in dollars in property taxes of the three taxable years immediately preceding the budget year, NDCC 57-15-01.1).

The following formulas will work for most school districts. School districts should review NDCC 57-15 and contact their county auditor to determine if any adjustments apply.

Districts levying at or below 185 mills:

1. Maximum General Fund Levy 185 Mills X $_____ T.V. = $_____

2. 1997-98 General Fund Levy _____ Mills X $_____ T.V. = $_____

3. Maximum 1998-99 General Fund Levy 1.18 X $_____ (Line 2) = $_____
(The amount on line 3 cannot be larger than the amount on line 1.)

Districts levying over 185 mills:

4. The amount in dollars in the base year . . . . . = $_____

[redacted]

JC/ss

Special Education Entitlements

Student Contracts for Agency Placed Students

- Cost of Boarding Care minus School District Responsibility equals State Reimbursement for Boarding Care

- Cost of Education and Related Services minus the School District Responsibility equals the State Reimbursement for Education and Related Services

- Combine the two to total the Reimbursement for Agency Placed Students

Student Contracts for School Placed or Within District Placements

- Cost of education (excluding equipment and transportation) plus the cost of related services plus the cost of special education administration equals the allowable cost of education

- The allowable cost of education minus the percent funded from state special education sources equals non-funded cost of education minus the school district responsibility (2.5 times the average cost) equals the total reimbursement

Per Pupil Block Grant

- ½ of kindergarten ADM plus Grades 1-12 ADM multiplied by $128 equals the per pupil block grant entitlement

[redacted] School District Cost of Education and ADM - Used for the Weig[redacted] Factor Calculation

SB 2013

	Expenditures (5-Year)	ADM (5-Year)	Average Cost Per Pupil (5-Year)	Factors (5-Year)	Expenditures 1997-98	ADM 1997-98	Average Cost Per Pupil 1997-98	Expenditures 1996-97	ADM 1996-97	Average Cost Per Pupil 1996-97
Non-Operating	2,664,261.68	-	-	0.0000	573,363.99	-	-	791,807.76	-	-
Preschool Special Ed.	20,234,004.55	3,955.41	5,115.53	1.3136	4,490,288.73	830.24	5,408.42	4,254,405.86	846.05	5,028.55
Preschool (Not Spec. Ed.)	1,017,339.69	-	-	0.0000	-	-	-	-	-	-
Kindergarten	101,019,315.52	43,132.47	2,342.07	0.6014	21,337,222.67	8,250.26	2,586.25	21,208,384.91	8,522.74	2,488.45
Rural (1-8)	1,914,595.44	372.22	5,143.72	1.3209	426,337.92	79.38	5,370.85	381,192.96	70.90	5,376.49
Elementary (1-6) < 100	147,562,728.88	30,409.43	4,852.53	1.2461	30,988,893.65	5,838.03	5,308.11	30,461,612.78	5,914.46	5,150.36
Elementary (1-6) 100-999	394,697,790.45	104,892.22	3,762.89	0.9663	83,085,261.81	19,850.54	4,185.54	81,285,144.01	20,636.41	3,938.92
Elementary (1-6) > 999	510,224,747.15	131,853.53	3,869.63	0.9937	110,456,487.97	25,438.18	4,342.15	105,895,354.97	26,156.60	4,048.51
Elementary (7-8)	364,831,498.50	96,722.86	3,771.93	0.9686	77,907,938.65	18,805.57	4,142.81	74,916,970.99	19,244.06	3,892.99
High School (9-12) < 75	104,396,251.97	18,733.52	5,572.70	1.4310	20,474,652.72	3,358.76	6,095.90	21,350,597.88	3,635.30	5,873.13
High School (9-12) 75-149	138,196,542.47	31,007.50	4,456.87	1.1445	30,488,145.57	6,236.35	4,888.78	26,475,252.25	5,769.92	4,588.50
High School (9-12) 150-549	157,358,352.77	39,849.86	3,948.78	1.0140	33,918,334.45	8,415.22	4,030.59	33,362,742.42	8,452.72	3,946.98
High School (9-12) > 549	389,611,611.77	98,351.06	3,961.44	1.0173	91,098,247.83	20,893.85	4,360.05	85,343,173.33	20,645.49	4,133.74
Total	2,333,729,040.84	599,280.08	3,894.22	1.0000	505,245,175.96	117,996.38	4,281.87	485,726,640.12	119,894.65	4,051.28

[redacted] School District Cost of Education and ADM - Used for the Weig[redacted] Factor Calculation

	Expenditures 1995-96	ADM 1995-96	Average Cost Per Pupil 1995-96	Expenditures 1994-95	ADM 1994-95	Average Cost Per Pupil 1994-95	Expenditures 1993-94	ADM 1993-94	Average Cost Per Pupil 1993-94
Non-Operating	208,031.77	-	-	636,063.16	-	-	454,995.00	-	-
Preschool Special Ed.	4,024,140.78	823.74	4,885.21	3,624,774.02	721.14	5,026.45	3,840,395.16	734.24	5,230.44
Preschool (Not Spec. Ed.)	-	-	-	-	-	-	1,017,339.69	-	-
Kindergarten	20,033,964.41	8,687.20	2,306.15	19,237,436.74	8,799.55	2,186.18	19,202,306.79	8,872.72	2,164.20
Rural (1-8)	332,506.07	64.46	5,158.33	390,592.58	79.18	4,932.97	383,965.91	78.30	4,903.78
Elementary (1-6) < 100	28,520,433.91	5,932.58	4,807.43	27,388,129.57	5,996.83	4,567.10	30,203,658.97	6,727.53	4,489.56
Elementary (1-6) 100-999	78,938,396.07	21,111.16	3,739.18	77,243,754.93	21,721.74	3,556.06	74,145,233.63	21,572.37	3,437.05
Elementary (1-6) > 999	101,511,553.10	26,395.11	3,845.85	97,296,607.90	26,604.55	3,657.14	95,064,743.21	27,259.09	3,487.45
Elementary (7-8)	73,269,615.62	19,659.74	3,726.89	70,946,173.29	19,706.96	3,600.06	67,790,799.95	19,306.53	3,511.29
High School (9-12) < 75	20,369,416.90	3,727.23	5,465.03	20,451,557.18	3,839.15	5,327.11	21,750,027.29	4,173.08	5,211.98
High School (9-12) 75-149	26,825,900.05	6,087.17	4,406.96	28,064,632.47	6,573.61	4,269.29	26,342,612.13	6,340.45	4,154.69
High School (9-12) 150-549	33,587,067.28	8,373.26	4,011.23	28,844,298.72	7,517.24	3,837.09	27,645,909.90	7,091.42	3,898.50
High School (9-12) > 549	76,662,870.23	19,676.22	3,896.22	69,618,503.71	18,879.80	3,687.46	66,888,816.67	18,255.70	3,664.00
Total	464,283,896.19	120,537.87	3,851.77	443,742,524.27	120,439.75	3,684.35	434,730,804.30	120,411.43	3,610.38

Prepared by the North Dakota Legislative Council staff

March 10, 1999

AREA STATES' SCHOOL AID PROGRAMS

This memorandum summarizes the methods used to distribute state foundation aid, transportation aid, and special education aid to school districts in North Dakota, Wyoming, South Dakota, Montana, and Minnesota.

NORTH DAKOTA

Foundation Aid

The distribution of North Dakota's foundation aid is based on a statutorily provided payment amount per weighted student. The number of weighted students is determined by multiplying a weighting factor (based on the size and type of the school district) by either the average daily membership (ADM) for the previous year or the current year enrollment, whichever is greater. The appropriated per student payments were $1,954 for 1997-98 and are $2,032 for 1998-99.

School districts generate revenue locally through a property tax levy. Because of differences in the property value of school districts, and consequently the school districts' ability to raise local revenue, the state "equalizes" foundation aid payments. The state "equalizes" foundation aid payments by multiplying the school district's taxable valuation by a mill factor (32 mills) and deducting that amount from the payments the district would otherwise receive. Consequently, districts with a relatively high taxable property valuation receive a relatively high mill deduct and low state foundation aid payment.

In addition to foundation aid, the 1997 Legislative Assembly appropriated $3.1 million for supplemental payments to school districts that are below the state average in expenditures and property valuation per student and $5 million for payments to school districts as reimbursement for technology-related expenditures.

Transportation Aid

The distribution of North Dakota's transportation aid is based on a statutorily provided amount for each student transported and for each mile driven. Separate payment amounts are provided for in-city and rural transportation services based on the size of the bus. Transportation aid is limited to 90 percent of the actual transportation costs incurred.

Special Education

The majority of North Dakota's special education aid ($30.15 million of the $40.55 million appropriation for the 1997-99 biennium) is distributed on the basis of district ADM. Of the remaining amount, $10 million, is used to reimburse school districts for special education costs which are in excess of two and one-half times the state average per student educational cost. The remaining $400,000 is used for grants for gifted and talented programs.

WYOMING

Foundation Aid

The distribution of Wyoming's foundation aid is based on a statutorily provided payment per student and reduced by certain other revenue received by the district. For 1998-99, the determination of the foundation aid entitlement begins with the following calculation:

- $5,982 for each elementary student (kindergarten through grade 5) in the district.
- $6,092 for each middle school student (grades 6 through 8) in the district.
- $6,572 for each high school student (grades 9 through 12) in the district.

The average per student payment is calculated for each district based on the above amounts and the actual ADM of the district. From this average per student payment, the district must subtract the statewide average expenditure per ADM student for special education and transportation and add the district's average expenditures per ADM student for special education and transportation. Consequently, the foundation aid payment per student is reduced if actual district expenditures for special education and transportation are less than the state average and is increased if actual district expenditures for those programs are more than the state average.

The average foundation aid per student payment for each district is adjusted for the number of necessary small schools, the number of economically disadvantaged students, the seniority level of teachers, and regional cost of living differences. The adjusted foundation aid per student payment is then multiplied by the ADM of the district to determine the foundation aid entitlement. However, the foundation aid entitlement must be reduced by the following school district revenues to determine the state foundation aid payment:

- County property tax levies (mill levy rate set by statute).
- School district property tax levies (mill levy rate set by statute).
- Common schools trust fund income.
- Revenue from the sale of real or other property and interest earnings.
- Tuition received from other districts.

- Distributions of fines, forfeitures, and penalties; forest reserve funds; Taylor Grazing Act funds; the county motor vehicle fund; and railroad car company taxes.
- All other revenue available to provide educational services.

If the school district revenue exceeds the foundation aid entitlement, the district receives no foundation aid payment, and a portion of the district revenue must be paid to the state Department of Education through a process known as recapture. In addition to the state foundation aid payments, districts are eligible to receive a supplemental payment if the district taxable property valuation per ADM is less than the state average.

Transportation

A separate payment for transportation is not provided to school districts.

Special Education

A separate payment for special education is not provided to school districts.

SOUTH DAKOTA

Foundation Aid

The distribution of South Dakota's foundation aid is determined by subtracting the amount of "local effort" from the amount of "local need." Local effort is the amount of school district revenue generated through local property taxes (mill levy factors are set by law for certain types of property). Local need is defined as the statutory per student payment multiplied by the adjusted ADM (ADM adjusted by a weighting factor based on the size of the school district). For the 1997-98 school year, the statutory per student payment is $3,350, increased by the annual percentage change in the consumer price index for all urban wage earners or three percent, whichever is less. South Dakota law provides that the total amount of state foundation aid must be at least equal to 25 percent of the total general fund expenditures of all school districts during the preceding year.

Transportation Aid

A separate payment for transportation is not provided to school districts.

Special Education

South Dakota law provides that the special education payment a district is eligible to receive is determined by subtracting "local special education effort" from "local special education need." In order to receive the maximum amount of special education aid, a school district must levy, against all taxable property in the district, a special education tax of 1.4 mills. If a district levies less than 1.4 mills, the district will receive a proportionately reduced special education payment. The amount generated by the special education tax levy is the local effort for special education. For the 1997-98 school year, local need for a school district with ADM of less than 13,000 is determined by multiplying the payment for a student with mild disabilities by 10.25 percent of the district ADM and by multiplying the payment for a student with severe disabilities by 1.5 percent of the district ADM. The payment rates are $1,614 for students with mild disabilities and $19,364 for students with severe disabilities increased by the annual percentage change in the consumer price index for all urban wage earners or three percent, whichever is less.

For the 1998-99 school year, 5.75 percent of the state appropriation for special education is set aside for extraordinary special education expenses. The funds for extraordinary expenses are distributed based on the recommendations of an "oversight board" and must be approved by the Secretary of the Department of Education and Cultural Affairs.

MONTANA

BASE Aid

Montana's BASE aid program has two components: **direct state aid** and **guaranteed tax base aid**. **Direct state aid** is equal to 40 percent of the "basic entitlement" and 40 percent of the "per-ANB (average number belonging) entitlement". **Guaranteed tax base aid** is equal to **direct state aid** plus up to 40 percent of the district's special education payment and is available to certain districts with low, taxable property value.

The basic entitlement is:

- $200,000 for each high school district.
- $18,000 for each elementary district.

The per-ANB entitlement is:

- For each high school district, $4,773 for the first ANB and a decreasing amount for each additional student.
- For each elementary district, $3,410 for the first ANB and a decreasing amount for each additional student.

As stated above, the basic and per-ANB entitlements are components of the BASE aid program. In addition to BASE aid, school districts also receive a school facility entitlement and aid for technology acquisition, textbooks, library materials, and building maintenance.

With certain exceptions, districts are required to prepare budgets that are between required minimum and maximum amounts. The minimum budget is referred to as the BASE budget and is equal to 80 percent of the basic entitlement, 80 percent of the per-ANB entitlement, and 140 percent of the special

education allowable cost payment. The maximum budget is equal to the total basic entitlement, the total per-ANB entitlement, and 153 percent of the special education allowable cost payment. Consequently, the amount of local revenue required by the district depends upon the size of the school district's budget in relation to the amount of direct state aid and guaranteed tax base aid received.

Transportation

Transportation aid is distributed to reimburse school districts for:

- Public school busing, and
- Student transportation contracts entered into between the school district and the student's parent or guardian.

The amount of reimbursement is calculated based on statutorily provided amounts for contracts, miles driven, bus size, and students transported. The state aid for transportation is 50 percent of the statutorily calculated reimbursement amount. The county is required to match the state reimbursement amount. If actual school district costs exceed the reimbursement amount, the remaining costs are the school district responsibility.

Special Education

Special education allowable cost payments to districts include two types of grants:

1. **Block grants** are distributed based on the total number of students in the district. The block grant amount per student is calculated by the Superintendent of Public Instruction based on prior year expenditure data. Each district is required to match every $3 of state funds received with $1 of local funds. The following two types of block grants are distributed:
   a. **Instructional block grants** to be used for special education instructional costs.
   b. **Related services block grants** to be used for noninstructional special education services.
2. **Excess cost reimbursement grants** are distributed to a district if the district's special education expenditures exceed 110 percent of the block grant payments. Districts are eligible to receive reimbursement for up to 65 percent of these excess expenditures.

MINNESOTA

General Education Aid

The distribution of Minnesota's general education aid is based on the difference between the district's "general education revenue" and the amount generated locally by the general education property tax levy. A school district's "general education revenue" includes the following:

- Basic revenue - For 1998-99, basic revenue is equal to $3,530 multiplied by the number of weighted student units in the district. For 1998-99, kindergarten students are weighted at .53, elementary students at 1.06, and secondary students at 1.30.
- Basic skills revenue - A statutory formula provides a revenue amount based on the number of students who qualify for free or reduced price lunches and the number of students with limited English proficiency.
- Training and experience revenue - A statutory formula provides a revenue amount based on the training and experience of the district's teachers compared to the training and experience of other teachers in the state.
- Sparsity revenue - A statutory formula provides a revenue amount based on the distance to the nearest school and the school's attendance area. Elementary schools with ADM less than 140 and high schools with ADM less than 400 are eligible for an additional payment.
- Transportation sparsity revenue - A statutory formula provides payments based on the ratio of the square mile area of the district to the number of students in the district.
- Total operating capital revenue - A statutory formula provides payments to districts based on the district's number of students, square footage of buildings, and age of the buildings.
- Graduation standards implementation revenue - A statutory formula provides payments to school districts that have implemented a system of academic standards and student performance assessments.

The local general education property tax levy rate is set by the Commissioner of Education, based on a statutorily provided amount to be raised statewide by all local general education levies. The amount of state general education aid to a district is reduced proportionally by the amount the district levies that is less than the maximum amount set by law. The amount of state general education aid a district is eligible to receive is also reduced by the amount received from the permanent school trust fund, moneys apportioned to the school district by the county, and mineral tax proceeds allocated to the school district. School districts are also eligible to receive referendum equalization aid based on a statutory formula which considers the district's referendum levy (which must be approved by the voters of the district), number of students, and taxable property market value.

Transportation

Transportation sparsity revenue is included in general education revenue as indicated above, and consequently is included in the calculation of state general education aid. Categorical transportation aid is provided for special programs transportation, integration transportation, and nonpublic student transportation on a formula basis considering actual costs and the number of students transported. A portion of the transportation aid received by a district must be reserved to address transportation safety.

Special Education

Special education state aid includes the following:

- **Special education base revenue**, which is calculated based on cost data from two years prior to the current fiscal year, includes 68 percent of salaries for special education teachers and other persons providing services to students; 47 percent of supplies, materials, and equipment up to $47 per student; and 52 percent of the difference between the general education basic revenue for each special education student and the cost to a resident district for special education services provided through a contract with an agency other than a school district. Special education base revenue is adjusted by the percentage change in ADM from the current fiscal year to the fiscal year used to calculate the special education base revenue. State special education base aid in 1998-99 is 90 percent of the adjusted base revenue and will increase to 100 percent in 1999-2000.
- **Special education equalization revenue** is the difference between special education base revenue and the amount of state special education base aid (10 percent in 1998-99, 0 percent in future years). To equalize levy revenue, the state pays special education equalization aid based on a statutory formula which considers the value of taxable property in the district and the number of students in the district.
- **Special education excess cost aid** is paid to districts based on a portion of the difference between the district's special education base revenue and 5.7 percent of the district's general education revenue. The portion of the difference paid to districts as special education excess cost aid is 63 percent for 1998-99 and 70 percent for 1999-2000.