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DESCRIPTION

2031

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La Costa Rickford
Operator's Signature

10/15/03
Date

2003 SENATE EDUCATION
SB 2031

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LaCosta Rickford
Operator's Signature

10/15/03
Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2031

Senate Education Committee

Conference Committee

Hearing Date 01-15-03

Tape Number	Side A	Side B	Meter #
1	x		9.5 - end
1		x	0 - 23.5
1		x	35.0 - 46.0
Committee Clerk Signature <i>Danda Johnson</i>			

Minutes: CHAIRMAN FREBORG called the committee to order. Roll Call was taken with all (6) members present.

CHAIRMAN FREBORG opened the hearing on SB 2031 which relates to high school course offerings.

Testimony in support of SB 2031:

ANITA THOMAS, LC staff, explained the bill. The present law is too vague. (example: With the current language, a school could "make available" four units of English in one year and then nothing for the next four years). The present law only provides a subject name. (example: The law states that there must be four units of science, and there is no data as to what should be taught in that area of science). The interim committee opted for a bill that specifically states how many units need to be offered and at which grade level. The bill also requires that the subject matter to be taught has to meet or exceed the state content standards. Under present law four

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Senate Education Committee
Bill/Resolution Number SB 2031
Hearing Date 01-15-03

units of English are required, and this bill still requires four units of English, but it specifically states that one unit has to be offered at each grade level through 9 - 12. Similarly, three units of mathematics were required, and now four units, one at each grade level 9 - 12; four units of science (same as before), but at each grade level from 9 - 12; three units of social studies, now four units, one at each grade level from 9 - 12. Up to this point, this bill requires one extra unit of English, one extra unit of social studies. It also requires ½ unit of health at each grade level from 9 - 12; ½ unit of phy ed; two units of music; three units of the same foreign language; and twenty-four units of elective courses. The major difference between current law and what is being proposed comes in the definition of "shall make available". Under this bill, students are to be given a list of course offerings, that at a minimum, include the courses that were just eliminated. If the student selects one of those courses, the school has to deliver. Nothing in the bill requires that the subject has to be taught in the traditional methods. The bill provides that the school may deliver the course by several methods. The catch is if a student selects a course, the district has to offer it and has to pay for it. The interim committee views this bill as one that will provide the students in the state with equitable educational opportunities.

Senator Cook stated that some schools will not be affected. Some are offering what this bill requires now. Is there data on the individual course offerings per school within the state.

Senator Flakoll asked, in respect to the non-traditional form of teaching, could these courses be offered through the Division of Independent Study and would the school then be responsible for the cost. Ms. Thomas stated this could happen if the school offers three social studies courses and a student wants to take the fourth, the school would probably opt not to hire a teacher, but ask the student to go to the Div. of Ind. Study, and the school be responsible for the cost.

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Senate Education Committee
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Senator Cook stated that the interim committee dealt with a bill that set a minimum number of credits a ND student must have before they can be issued a diploma. There is nothing in CC that states what a student must take before being issued a diploma. Ms. Thomas replied no, that is up to the individual school district.

Senator Cook asked if this would impact the fee a school can charge a student. There is a specific list for what a school can charge a student. (example: if it states a school can charge a \$30 lab fee, if the student took the lab through the Div. of Ind. Study, then the fee could be charged).

ANITA DECKER, Director of School Approval and Accreditation for DPI, presented testimony. (see attached). She also provided a handout which provides information about the credit units offered by schools as reported to DPI this school year. She also provided a handout which provides information on dual credit courses offered by distance education over the past five years.

Senator Cook asked her definition of "elective" courses. Ms. Decker stated it is any course not required that is an approved course offering.

Senator Cook asked if six courses are offered and four are required, could the other two be elective. Ms. Decker stated that unless the district specifies which are required, her opinion is yes, two would be elective.

In discussing music, there is no performance music offered by distance learning. A concept in music could be offered.

BEV NIELSON, ND School Boards Assn., presented testimony with concerns and with possible amendment. (see attached). she also feels there needs to be clarity in this bill so the public does

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not perceive that a student must take all the "required" courses. The bill states that schools only have to offer the number of courses.

Senator Cook asked if all schools have graduation requirements determined by the local district.

Ms. Nielson stated yes. She feels the purpose of this bill is to expand the offerings by schools.

Senator Cook wondered if this won't cause problems by penalizing some areas of education (such as vo ed, music, drama, art, etc.) in order to offer what is required. Ms. Nielson stated NDSBA has a concern in finding qualified staff and funding for all courses that will be required.

LARRY KLUNDT, ND Council of Educational Leaders, feels the intent of the bill is okay, but there are some problems. He would hope that we would not confuse quantity with quality. He feels the problem areas are the requirements for foreign language and the elimination of some vo tech offerings. He stated most schools now offer 20 electives. He feels the bill will affect many schools by requiring if a student wants a course, the school must offer it. The high school principals of large schools objected strenuously to that concept.

NANCY SAND, NDEA, stated they support the concept of increasing the opportunities for student. They do have a concern in requiring district to "make available" courses. They feels there would be a fiscal impact on the districts to meet the requirements of the bill. They do support the broadening of some areas.

Testimony was presented from KAREN K. EHRENS, Media Representative for the ND Dietetic Association

Testimony in opposition to SB 2031:

RON NESS, Executive Director Petroleum Council, testified. He asks that the committee does not negatively impact vocational education in the state. He feels the bill does that. He presented

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Senate Education Committee
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a handout (see attached) that shows how important vocational education is in the job market here in ND.

WAYNE KUTZER, Director of State Board for Vocational and Technical Education, presented testimony. (see attached).

DALE HOERAUF, Director of Vocational Education in the Bismarck School district, stated by eliminating language on vocational education (pg 2, lines 1 - 7) would be a set back for them. He would ask that the courses be reinstated as electives.

AL LIEBERSBACH, Director of Vocational Education in Mandan, has a concern as to what would be offered as far as electives if this bill passes in this form. What will happen to career and technical education? He presented a handout - JOBS SKILL LEVEL CHANGES (1950 - 2000). He stated there are two definitions for "required": 1. Required for the school district to offer the course, 2. Required for graduation from the local school. He stated the majority of jobs created in ND in the past 10 years is in the career and technical areas. Senator Flakoll asked if he felt that if more subjects are required for the schools to offer, will that increase the number of credits needed for graduation. Mr. Liebersbach stated he had no documentation of data as such, but he feels if an instructor is on hand to teach a certain number of requirements, the district may require more credits for graduation because of the person on staff. Also the electives may be geared toward teachers already on staff.

Senator Taylor asked for examples of career and technical programs: auto, construction, drafting, home ec, electronics, technical ed, family and consumer science, health careers and graphic and digital design.

Testimony was presented from DAN PULLEN, Director, ND Educational Technology Council. .

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Senate Education Committee
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Hearing Date 01-15-03

The hearing was closed on SB 2031.

Senator Freborg would like the committee to study the bill and how they would like to improve it. He asked for a committee to look into some issues with the bill and stated their recommendations would not be binding. The committee members are Senator Cook, Senator Christenson, Senator G. Lee. Senator Freborg feels there are several areas to assess:

1. the 24 required electives
2. to require certain electives be offered
3. a definition of elective
4. number of units of Foreign language
5. an effective date
6. should the rule apply to the electives as to the required subjects as to if a student wants the course, does it have to be offered, not basing this on the number students signing up for the course
7. increase the music units to two
8. could the entire curriculum be offered by Independent Study

Committee was adjourned.

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2031

Senate Education Committee

Conference Committee

Hearing Date 2-03-03

Tape Number	Side A	Side B	Meter #
2		x	19.0 - end

Committee Clerk Signature *Andee Johnson*

Minutes: CHAIRMAN FREBORG called the committee to order. Roll Call was taken with all (6) members present.

SENATOR COOK presented an amendment (30078.0502). (see attached). He stated that when the subcommittee met they were in agreement as to the required units. They tended to categorize them. In looking at English, Mathematics, Science, and Social Studies, they agreed they should be moved to four units each and be specific. They wanted to remove the language that addresses the state content standards for each grade level, and come up with something more specific. They also wanted to apply to these four subject areas the fact they would be provided in the classroom with a live teacher. The other categories had basically two conditions apply. They can be available through any method of teaching, and if a class offering was an elective, and if one student wanted to take the class, would the school have to offer it. These amendments say they do. This is the intent of the amendments. He feels where the bar becomes the minimum level of adequacy in ND is in subsection 1, a, b, c, d which define a level of adequacy in ND.

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Senate Education Committee

Bill/Resolution Number SB 2031

Hearing Date 2-03--03

SENATOR CHRISTENSON asked if removing "meets or exceeds state standards" is a given or how is that being worked through. She wonders if ND will be in trouble by removing this.

SENATOR COOK stated he felt there would be no ramification in removal of that language. He feels it is covered in NCLB legislation. SENATOR FREBORG asked if these same required units can be taken by IVN now. SENATOR COOK replied yes.

SENATOR LEE feels the bill addresses the concerns he has heard. He agrees with the two units of Foreign language as being adequate. He has a problem with subsection 2 and wonders if the bar is set too high where a live teacher is required. SENATOR COOK stated that a - d are the only ones this applies to. There is an option to coop with a neighboring school. SENATOR CHRISTENSON says there are other ways to work this out. The school and teacher can provide an individual class (independent study).

SENATOR TAYLOR addressed a student with dual credits; if a student takes a course through the university and uses the credits for both high school and college, who will pay the fee.

SENATOR COOK stated he thought the student would pay the fee if receiving dual credits and if they were used in meeting the four units needed for high school graduation.

SENATOR FREBORG has some minor concerns but feels the subcommittee did good work.

SENATOR COOK stated the subcommittee wanted a - d which raises the standard for ND.

SENATOR COOK moved the amendments (30078.0502). Seconded by SENATOR CHRISTENSON.

Roll Call Vote: 5 YES. 1 NO. 0 Absent. Amendment adopted.

SENATOR CHRISTENSON feels this raises the bar and should be considered.

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Hearing Date 2-03--03

SENATOR COOK moved a **DO PASS** as Amended. Seconded by **SENATOR LEE**.

Roll Call Vote: 5 YES. 1 NO. 0 Absent. Motion Carried.

Carrier: SENATOR CHRISTENSON

The committee was adjourned.

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Operator's Signature

10/15/03
Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2031

Senate Education Committee

Conference Committee

Hearing Date 02-04-03

Tape Number	Side A	Side B	Meter #
2		x	3.0 - 52.0

Committee Clerk Signature

Audra Johnson

Minutes: CHAIRMAN FREBORG called the committee to order. Roll Call was taken with all (6) members present.

SENATOR LEE moved to reconsider the action by which the committee passed SB 2031.

Seconded by SENATOR CHRISTENSON. Roll Call Vote: 4 YES. 2 NO. 0 Absent.

Motion to reconsider SB 2031 passed.

SENATOR LEE wonders if the amendment on SB 2031 doesn't prohibit some opportunities for cooperation between schools and would like to have it explained. He has a problem with having to have a live teacher in the classroom for all of subsections a - d. Could there be an opportunity for two schools in a district to share a teacher, with one possibly over IVN. With this bill that could not be done. Feels good work done on bill, but has some concern with the live teacher in a classroom. SENATOR COOK stated he had presented the amendments because of a concern of a parent whose child took a course over IVN.

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Operator's Signature

10/15/03
Date

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Senate Education Committee
Bill/Resolution Number SB 2031
Hearing Date 02-04-03

SENATOR TAYLOR concurs with the concerns of SENATOR LEE. There needs to be some flexibility in the bill for the small school districts.

SENATOR COOK asked if we should put the number 24 back into the bill as the number of electives the schools must offer. This was done to set a level of adequacy for students.

SENATOR LEE sees no need to do that.

SENATOR FREBORG asked if SENATOR COOK believes that the quality of education is less over IVN. SENATOR COOK feels there are many factors entering into this.

SENATOR CHRISTENSON feels the courses in subsections a - d should be offered and with a live teacher. She feels an on-sight teacher is necessary for a quality education. Some teachers do independent study when only one student is enrolled in a class.

SENATOR COOK believes some students don't have access to all subjects listed in subsection a - d. He wonders if the migration from rural to urban would have something to do with the subjects students are not able to get in the small schools with a physical teacher.

SENATOR LEE moved to amend the bill: To offer the schools the opportunity to offer the core classes in Section 1, subsection a - d through other means than a live teacher, if 6 or less students signed up for the class. Seconded by SENATOR FLAKOLL.

Roll Call Vote: 4 YES. 0 NO. 0 Absent. Amendment Adopted.

SENATOR CHRISTENSON stated there are many factors and variables involved in ratings.

SENATOR FLAKOLL asked if there should be a cap on how many classes can be offered through video conferencing.

SENATOR CHRISTENSON asked ANITA DECKER, DPI, some questions on this. MS.

DECKER stated it is still probably the best for a live teacher in the classroom. She said some

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Senate Education Committee

Bill/Resolution Number SB 2031

Hearing Date 02-04-03

students succeed better on-line, but that is the minority. The way schools report (semester or annual) does make a difference on statistics.

SENATOR COOK moved a DO PASS as Amended. Seconded by SENATOR TAYLOR.

Roll Call Vote: 5 YES. 1 NO. 0 Absent.

Carrier: SENATOR COOK

SENATOR FLAKOLL stated if there are still concerns, maybe they can be addressed in a conference committee.

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LaCosta Rickford
Operator's Signature

10/15/03
Date

FISCAL NOTE
 Requested by Legislative Council
 02/13/2003

Amendment to: SB 2031

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

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

There is no direct impact on state funding. If there were an impact, it would be on local school district budgets. It is not possible to accurately estimate fiscal impact, however. School's current staffing and programming, as well as access to distance education technology and willingness and potential for sharing teachers are all factors to be considered.

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

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

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

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

Name:	Anita Decker	Agency:	Public Instruction
Phone Number:	328-1718	Date Prepared:	02/17/2003

FISCAL NOTE
 Requested by Legislative Council
 12/16/2002

Bill/Resolution No.: SB 2031

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

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

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

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

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

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

Name:	Linda L. Gibbins	Agency:	Public Instruction
Phone Number:	328-2261	Date Prepared:	12/17/2002

JK
2-4-3
10/2

PROPOSED AMENDMENTS TO SENATE BILL NO. 2031

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to amend and reenact section 15.1-21-02 of the North Dakota Century Code, relating to required units for approved high schools.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. Section 15.1-21-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02. High schools - Required units.

1. In order to be approved by the superintendent of public instruction, each a public and high school or a nonpublic high school shall ~~make available to each student each year~~ allow students to make selections from a list that includes:
 1. a. Four units of English.
 2. b. ~~Three~~ Four units of mathematics, which must include at least one unit of algebra I, one unit of algebra II, one unit of geometry-trigonometry, and one unit of calculus.
 3. c. Four units of science, which must include at least one unit of biology, one unit of chemistry, and one unit of physics.
 4. d. ~~Three~~ Four units of social studies, including which must include at least one unit of world history and one unit of United States history, both of which must emphasize geography.
 5. e. ~~One~~ One-half unit of health and physical education.
 6. ~~One unit at each grade level from nine through twelve.~~
 - f. One-half unit of physical education at each grade level from nine through twelve.
 - g. Two units of music.
 7. ~~Any six units selected from business education, economics and the free enterprise system, foreign language, American sign language, and vocational courses including family and consumer sciences, agriculture, business and office technology, marketing, diversified occupations, trade and industrial education, technology education, and health careers. The vocational courses may be offered through cooperative arrangements approved by the state board for vocational and technical education.~~
 - h. Two units of the same foreign language.
 - i. Three units of vocational education.
 - j. Twelve units of electives.

- 2 of 2
2.
 - a. If any student selects a unit from the requirements provided in subdivisions a through d of subsection 1, the public high school or nonpublic high school shall provide the unit to the student.
 - b. The unit must be taught by an individual licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, and both the individual teaching the course and the student must be physically present in the same room.
 - c. Subdivision b does not apply to a nonpublic high school having an enrollment of fifty students or fewer.
 3. If any student selects a unit from the requirements provided in subdivisions e through j of subsection 1, the public school or nonpublic high school shall provide the unit to the student. The school may provide the unit by any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.
 4. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in units as provided in this section, other than the fees permitted by section 15.1-09-36.
 5. If in order to meet the minimum unit requirements of this section, a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district shall:
 - a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and
 - b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family."

Renumber accordingly

PROPOSED AMENDMENTS TO SENATE BILL NO. 2031

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to amend and reenact section 15.1-21-02 of the North Dakota Century Code, relating to required units for approved high schools.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. Section 15.1-21-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02. High schools - Required units.

1. In order to be approved by the superintendent of public instruction, ~~each a public and high school or a nonpublic high school shall make available to each student~~ each year allow students to make selections from a list that includes:
 4. ~~a.~~ a. Four units of English.
 2. ~~b.~~ b. ~~Three~~ Four units of mathematics, which must include at least one unit of algebra I, one unit of algebra II, one unit of geometry-trigonometry, and one unit of calculus.
 3. ~~c.~~ c. Four units of science, which must include at least one unit of biology, one unit of chemistry, and one unit of physics.
 4. ~~d.~~ d. ~~Three~~ Four units of social studies, including which must include at least one unit of world history and one unit of United States history, both of which must emphasize geography.
 5. ~~e.~~ e. ~~One~~ One-half unit of health and physical education.
 6. ~~One unit at each grade level from nine through twelve.~~
 - f. One-half unit of physical education at each grade level from nine through twelve.
 - g. Two units of music.
 7. ~~Any six units selected from business education, economics and the free enterprise system, foreign language, American sign language, and vocational courses including family and consumer sciences, agriculture, business and office technology, marketing, diversified occupations, trade and industrial education, technology education, and health careers. The vocational courses may be offered through cooperative arrangements approved by the state board for vocational and technical education.~~
 - h. Two units of the same foreign language.
 - i. Three units of vocational education.
 - l. Twelve units of electives.

2.
 - a. If any student selects a unit from the requirements provided in subdivisions a through d of subsection 1, the public high school or nonpublic high school must provide the unit to the student.
 - b. The unit must be taught by an individual licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board, and both the individual teaching the course and the student must be physically present in the same room.
 - c. The provisions of subdivision b do not apply to a nonpublic high school having an enrollment of fifty students or fewer.
3. If any student selects a unit from the requirements provided in subdivisions e through j of subsection 1, the public school or nonpublic high school must provide the unit to the student. The school may provide the unit by any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.
4. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in units as provided in this section, other than the fees permitted by section 15.1-09-36.
5. If in order to meet the minimum unit requirements of this section, a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district must:
 - a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and
 - b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family."

Renumber accordingly

Date: 2/3/03
Roll Call Vote #: 1

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2031

Senate EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken moved amendments 30078.0502

Motion Made By Sen. Cook Seconded By Sen Christenson

Senators	Yes	No	Senators	Yes	No
LAYTON FREBORG, CHAIR.	✓		LINDA CHRISTENSON	✓	
GARY A. LEE, V. CHAIR.	✓		RYAN M. TAYLOR	✓	
DWIGHT COOK	✓				
TIM FLAKOLL		✓			

Total (Yes) 5 No 1

Absent 0

Floor Assignment _____

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

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La Costa Rickford 10/15/03
Operator's Signature Date

Date: 2/3/03
Roll Call Vote #: 2

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2031

Senate EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as Amended

Motion Made By Sen. Cook Seconded By Sen. Lee

Senators	Yes	No	Senators	Yes	No
LAYTON FREBORG, CHAIR.	✓		LINDA CHRISTENSON	✓	
GARY A. LEE, V. CHAIR.	✓		RYAN M. TAYLOR	✓	
DWIGHT COOK	✓				
TIM FLAKOLL		✓			

Total (Yes) 5 No 1

Absent 0

Floor Assignment Sen. Christenson

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

Date: 2/4/03
Roll Call Vote #: 1

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

Senate EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken reconsider bill SB 2031

Motion Made By Sen. Lee Seconded By Sen. Christenson

Senators	Yes	No	Senators	Yes	No
LAYTON FREBORG, CHAIR.	✓		LINDA CHRISTENSON		✓
GARY A. LEE, V. CHAIR.	✓		RYAN M. TAYLOR	✓	
DWIGHT COOK		✓			
TIM FLAKOLL	✓				

Total (Yes) 4 No 2

Absent 0

Floor Assignment _____

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

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Falco Costa Rickford 10/15/03
Operator's Signature Date

903
2-5-3
1st

PROPOSED AMENDMENTS TO SENATE BILL NO. 2031

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to amend and reenact section 15.1-21-02 of the North Dakota Century Code, relating to required units for approved high schools.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. Section 15.1-21-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02. High schools - Required units.

1. In order to be approved by the superintendent of public instruction, ~~each a public and high school or a nonpublic high school shall make available to each student~~ each year allow students to make selections from a list that includes:
 - ~~1.~~ a. Four units of English.
 - ~~2.~~ b. ~~Three~~ Four units of mathematics, which must include at least one unit of algebra I, one unit of algebra II, one unit of geometry-trigonometry, and one unit of calculus.
 - ~~3.~~ c. Four units of science, which must include at least one unit of biology, one unit of chemistry, and one unit of physics.
 - ~~4.~~ d. ~~Three~~ Four units of social studies, including which must include at least one unit of world history and one unit of United States history, both of which must emphasize geography.
 - ~~5.~~ e. ~~One~~ One-half unit of health and physical education.
 - ~~6.~~ One unit at each grade level from nine through twelve.
 - ~~f.~~ One-half unit of physical education at each grade level from nine through twelve.
 - ~~g.~~ Two units of music.
 - ~~7.~~ Any six units selected from business education, economics and the free enterprise system, foreign language, American sign language, and vocational courses including family and consumer sciences, agriculture, business and office technology, marketing, diversified occupations, trade and industrial education, technology education, and health careers. The vocational courses may be offered through cooperative arrangements approved by the state board for vocational and technical education.
 - ~~h.~~ Two units of the same foreign language.
 - ~~i.~~ Three units of vocational education.
 - ~~j.~~ Twelve units of electives.

2 of 2

2. If any student selects a unit from the requirements provided in subdivisions a through d of subsection 1, the public high school or nonpublic high school shall provide the unit to the student.
3.
 - a. If six or fewer students select a unit from the requirements provided in subdivisions a through d of subsection 1, the course may be provided through any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment options.
 - b. If any student selects a unit from the requirements provided in subdivisions e through j of subsection 1, the public school or nonpublic high school shall provide the unit to the student. The school may provide the unit by any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.
4. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in units as provided in this section, other than the fees permitted by section 15.1-09-36.
5. If in order to meet the minimum unit requirements of this section, a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district shall:
 - a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and
 - b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family."

Renumber accordingly

Date: 2/4/03
Roll Call Vote #: 2

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2031

Senate EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 30078
6504

Action Taken moved amendment

Motion Made By Sen. Lee Seconded By Sen. Flakoll

Senators	Yes	No	Senators	Yes	No
LAYTON FREBORG, CHAIR.	✓		LINDA CHRISTENSON		✓
GARY A. LEE, V. CHAIR.	✓		RYAN M. TAYLOR	✓	
DWIGHT COOK		✓			
TIM FLAKOLL	✓				

Total (Yes) 4 No 2

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent: to offer the schools the opportunity to offer the core classes in Sec. 1, a-d, through other means than a live teacher, if 6 or less students signed up for class

Fa Costa Rickford 10/15/03
Operator's Signature Date

Date: 2/4/03
Roll Call Vote #: 3

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB2031

Senate EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken DPA

Motion Made By Sen. Cook Seconded By Sen. Taylor

Senators	Yes	No	Senators	Yes	No
LAYTON FREBORG, CHAIR.	✓		LINDA CHRISTENSON		✓
GARY A. LEE, V. CHAIR.	✓		RYAN M. TAYLOR	✓	
DWIGHT COOK	✓				
TIM FLAKOLL	✓				

Total (Yes) 5 No 1

Absent 0

Floor Assignment Sen. Cook

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

REPORT OF STANDING COMMITTEE

SB 2031: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (5 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). SB 2031 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to amend and reenact section 15.1-21-02 of the North Dakota Century Code, relating to required units for approved high schools.

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 - ~~2.~~ b. Four units of mathematics, which must include at least one unit of algebra I, one unit of algebra II, one unit of geometry-trigonometry, and one unit of calculus.
 - ~~3.~~ c. Four units of science, which must include at least one unit of biology, one unit of chemistry, and one unit of physics.
 - ~~4.~~ d. Four units of social studies, including which must include at least one unit of world history and one unit of United States history, both of which must emphasize geography.
 - ~~5.~~ e. One One-half unit of health and physical education.
 - ~~6.~~ One unit at each grade level from nine through twelve.
 - f. One-half unit of physical education at each grade level from nine through twelve.
 - g. Two units of music.
 - ~~7.~~ Any six units selected from business education, economics and the free enterprise system, foreign language, American sign language, and vocational courses including family and consumer sciences, agriculture, business and office technology, marketing, diversified occupations, trade and industrial education, technology education, and health careers. The vocational courses may be offered through cooperative arrangements approved by the state board for vocational and technical education.
 - h. Two units of the same foreign language.
 - i. Three units of vocational education.
 - l. Twelve units of electives.

2. If any student selects a unit from the requirements provided in subdivisions a through d of subsection 1, the public high school or nonpublic high school shall provide the unit to the student.
3.
 - a. If six or fewer students select a unit from the requirements provided in subdivisions a through d of subsection 1, the course may be provided through any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment options.
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4. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in units as provided in this section, other than the fees permitted by section 15.1-09-36.
5. If in order to meet the minimum unit requirements of this section, a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district shall:
 - a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and
 - b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family."

Renumber accordingly

2003 HOUSE EDUCATION

SB 2031

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10/15/03
Date

2003 HOUSE STANDING COMMITTEE MINUTES
BILL/RESOLUTION NO. SB 2031
House Education Committee

Conference Committee

Hearing Date March 12, 2003

Tape Number	Side A	Side B	Meter #
2	x		730-3214
2	x		5420-end
2		x	00-end
3	x		00-1300
Committee Clerk Signature <i>Linda Seckner</i>			

Chairman Kelsch opened the hearing on SB 2031.

Anita Thomas, Legislative Council assigned to Education Interim Committee.

I am testifying neither for nor against, but to introduce this bill for the Interim Committee.

This bill contains some significant changes and provisions that were recommended by the interim committee. I will highlight the changes, explaining the provisions of the bill as introduced and then moving to the Senate changes. Others coming behind me will address the impact of those changes. The interim education committee was charged with studying education with during insuing 5-10-20-years. And in so doing the committee decided to look at what courses the schools had to make available to their students. As current law provides in order to approved a high school must make available to each student 4 units of English, 4 units of Science, 3 units of Math, 3 units of Social Studies, 1 unit of health and physical education. The committee determined that present law had two principal difficulties. The first is the phrase 'shall make available' that is not defined. Under a liberal reading of the law, school districts have hired and English teacher for year, provide four units of English in that one year and then provide nothing

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House Education Committee
Bill/Resolution Number SB 2031
Hearing Date March 12, 2003

for the remaining three years. Now a second concern was that the interim committee had was that the current law required only that a particular subject be made available, example 4 units of Science must be made available. The law does not specify nor does it provide any guidance as to what it must be to stay within the broad designation. Based on those conclusions, the interim committee crafted a bill that identified the units that must be offered, the grade levels at which the units must be offered, and provided some frame of reference with respect to what must be included in these units. The current law required that 4 units of English be made available to each student and Senate bill 2031 as introduced will require 1 unit of English/language/arts at each grade level of 9-12. Each of those units would have to meet or exceed the states content standards. Currently 3 units of Math are required, SB 2031 as introduced would raise that to 4 units and 1 unit be required at each grade level of 9-12. Science has 4 units for current law, and the requirements for social studies was raised from 3 to 4. Again one unit at each grade level, meeting or exceeding all standards. The current law provides that a school must make available 1 unit of Health and Physical Education. The interim committee felt that it was not clear that this means a school must provide 1 unit of health and 1 unit of physical education or whether a single unit was to incorporate both the health and physical education. In order to be clear the interim committee specifically directed that 1/2 unit of each be made available at each grade level 9-12. As for Music only 1 unit is required and the interim committee raised it to 2 units. Foreign language is presently used as an elective which may or may not be offered, because of a significant number of colleges are requiring 2-3 years of a foreign language, the committee determined that at least three units of the same foreign language be offered by a high school. SB 2031 provided that these three units must meet standards but did not require them to be offered at

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any specific grade level. Current law required that 6 elective units be made available, and that those 6 be selected from a specific list. The committee felt that there might be other electives that schools would prefer to offer and therefore the committee removed the requirements that the electives be selected from a statutory list. The committee did however feel that requiring a school to offer only 6 elective options to students who would attend high school for four years was not sufficient. The committee therefore recommended that each school make available at least 24 electives. The interim committee wanted to be clear that each high school, public or nonpublic would have to provide students with a list of units identified in the bill. If any student wanted to take a unit on that list, the school would have to make that unit available. The committee gave the schools a great deal of flexibility in determining how the units will be made available. School could offer the unit by means of classroom, individual instruction, distance learning options such as IVAN, computer instruction or correspondence. The bill even recognizes the post-secondary enrollment as an option, the only provisos was that if a school would use this option to meet the requirement then the school has to pay the costs of the students attendance and provide transportation or reimbursement for the transportation. That was the bill as it came out of the interim committee. Changes to the bill in the Senate, removed the requirements that the units meet or exceed the states content standard. And with a couple of notable exceptions, it removed the requirements that the units be made available at each grade level between 9-12. Instead it required that the schools make available each year 4 units of English, 4 units of Math (including Alg I & II Geometry/Trig and), 4 units of Science (including Biology, Chemistry, Physics), 4 units of Social Studies (including World History, US History, Geography), 1 unit of Health and Physical Education and reduced the foreign language requirement to two years but added three

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Bill/Resolution Number SB 2031
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units of vocational education. And finally it required 12 elective units available. Any student may opt to take one of the English units, Math, Science, or one of the Social Studies units, the school has to provide that. However if only 6 or fewer students sign up for that unit, the schools may provide it by means of classroom or individual instruction, distance learning or post-secondary enrollment. The bill is silent if 7 or more sign up for the unit. I don't know if the intent was required that with the larger enrollment the unit must be provided by a teacher in front of the class. Engrossed SB2031 goes on to provide that if any student selects a unit from the remainder of the list which consists of Health, Physical Ed, Music, Foreign Language, Vocation Education or one of the 12 electives the school shall provide the unit and it may provide it by provide it by any lawful means. The remainder of 2031 also prohibits the imposition of fees or charges upon a student other than those that are already permitted by law. And when post secondary options are utilized to meet the requirements of the act the school has to pay the cost of the student to attend, and transportation.

Rep. Hawken: I just need a clarification, 1/2 unit of health every year, do they have to be different do you have to have 4 different offerings.

Chairman Kelsch It is the selection that you have the ability to be offered, 1/2 unit of health each year 9-12 and 1/2 unit of physical education at each grade level 9-12.

Chairman Kelsch what's the reason for the deduction in the requirements for foreign languages?

Thomas: I was not privy to the conversation in the Senate

Rep. Sitte Under 5A, does that mean that the students from Washburn take interactive video classes for different psychology's through BSC. So will the Washburn public schools be paying for he tuition for those students, it is a dual credit class.

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Thomas: Yes, it comes under the provision of the post-secondary 15.1-25 and that course is being used to meet the minimum requirements of the act, then yes it would be the responsibility of the school and to provide the transportation.

Chairman Kelsch However I don't think that dual courses are meeting the minimum requirements, there would still be a fee opposed upon the kids.

Rep. Mueller If I am seeing the Engrossed bill correctly, they don't have to meet the minimum course requirements anymore.

Chairman Kelsch Where Rep. Sitte was talking about it is says in order to meet the minimum unit requirements of this section the school district includes economic courses offered by post secondary under chapter 15.1-25, pay all of the costs.

Thomas: There was conversation during the interim about one high school district that was located in the town of a institution of higher education. And the grade 12 English course was taken at the college. That was the situation that the interim committee was interested in. The schools are required to offer four English courses, only three are offered at the school, the fourth is taken at the local campus, thus meeting the requirements.

Chairman Kelsch that is the section relating to 11th and 12th graders to get post secondary credit

Rep. Jon Nelson Sub section 3B, it says 'if the students selects a unit from the requirements the school must provide it.' so is that an option for a school in a town of a higher education institution that the school district is required to pay the tuition and the transportation.

Chairman Kelsch that is correct under there, the question had to do with dual credit classes, and those are not required classes for the minimum requirement.

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Anita Decker, Director of School Approval and Accreditation, Depart. of Public

Instruction, See Attached Testimony, proposed amendments and dual credit courses handout.

2538 Rep. Williams 15.1-21-02 1 unit of English/Language/Art at each grade level 9-12. How many schools right now whoa re not teaching all four levels in a given year, when they have a small number of students.

Decker: There are several, I can get that information for you.

Rep. Williams Math, generally there is Alg I & II, Geometry , Senior Math, they also are offered with the Geometry and senior math alternating years. And also the Sciences are juggled for the Jr. and Sr. classes. Physical Science, Biology, Physics, Chemistry, In the smaller schools this is the way that you have to offer them. This has a difficult effect on the smaller schools.

Decker: It may have a neg. effect on some small schools, that do not offer all courses each yr.

Rep. Sitte Are you saying that all nonpublic, but approved schools have to follow these guidelines. **Decker:** That is correct.

Rep. Jon Nelson How does a small school make this work, and still remain approved.

Decker: Many schools are sharing teachers now. If they have a teacher that has a full load and they don't offer all of the courses every year, perhaps partnering with a neighbor school is an option, or through distance learning they might be able to expand their curriculum.

Rep. Jon Nelson This is not an expansion of the curriculum, the course are offered throughout the four years, it is just not every year. I don't understand how this could be an expansion.

Decker: If they have to offer it every yr., it is expanding what many of hem are doing right now.

They are not offering them all now, some every other year. If they offered them every year it is an expansion of the offered courses.

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Decker: every student would have the option, every year of the full rich curriculum. We find the students that are transferring from one district to another, if they move into a district where this year it is Chemistry, and they had Chemistry last year they might not have the opportunity made to them. And it can be offered through the Division of Independent Study.

Rep. Williams the small schools of less than 75 in high school, that Science teacher that English teacher, that Math teacher, many times teaches in the middle school arena and the high school level. And if they have to offer some of these every year, it is going to have an economic impact on that school district, because they are going to have to offer more sections of that course. It is not always easy to share with another school on a required course. May be on Spanish.

Mueller: Your amendments, you have improved greatly in what we have before us in the Engrossed bill. Am I reading this correctly is the physics/chemistry type issue.

Decker I hope so, we want to make this better for the students.

Closed hearing until afternoon.

Dan Pullen, Director of ND Educational Technology Council, See Attached Testimony

Chairman Kelsch Other than the Dual credit courses, can you tell us some of the other courses that are being offered, Who is doing this?

Pullen: Sociology, College English, Physiology, Philosophy, Senior Math, Calculus, English, World Geography, Human Anatomy, plus Vocational classes.

Wayne Kutzer, Director of State Board for Vocational & Technical Education, See

Attached Testimony Handed in, written testimony in his absence.

Dana Bohn, Information Technology Council of ND,

We are in support of the original bill. Our mission is to promote the use, growth, and

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10/15/03
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development of information technology. And the 6 or fewer limit we are against.

OPPOSITION:

Bev Nielson, School Board Association, See Attached Testimony

We have learned a lot more about NCLB in just one month since this was changed. The concept of this bill in the interim and we did speak in favor of it on the Senate side. A uniform system is waning to much with the reality of high qualified teacher and requirements being brought forward, plus the shortage of dollars.

Chairman Kelsch Do you support amendments from Anita Decker.

Nielson: I didn't have a copy of them as she read it. I don't think the compliance year is in there, we would have to add that. I don't recall if she reduced the number of electives

Chairman Kelsch is at 12 electives and 2 years of foreign language. We are trying to look realistically what can be accomplished in the confines of the moneys that districts are going to receive. So in our amendment, we did not include the vocational requirements, because it just gets to be overwhelming

Rep. Jon Nelson In the engrossed bill it is pretty obvious that Anita state the offering of 4 units of science each year and now it is my understanding as I read the original bill, 1 unit of science offered at each grade level from 9-12.

Nielson: The way I understood it in the original bill, was that you had to offer 1 science at each grade level 9-12, each year. That is why I am saying, now that we know you can't use teachers with minors, that is cumbersome, perhaps in the difficult to fill offerings, by allowing the alternating of physics and chemistry in the last two years, may be acceptable. If you got a transfer student in you would have to be prepared to serve that student.

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Chairman Kelsch The US department of Education, their take on the composite degrees for the middle schools at least, was that you would be able to keep those, that they would be okay.

Nielson: This bill only addresses 9-12 **Chairman Kelsch** I have them checking on that

Rep. Jon Nelson I would think that you have a number of schools districts in your organization, that will have real heartburn with this provision and to me we should create policy not for the exception but for the majority of the students, and the exceptions could be handled through independent study or distance learning. Some schools may never have the exceptions. Some schools can only offer these by alternating years and with the efficiencies that are built into their systems, it is unworkable in my opinion, if we don't allow that.

Nielson: More and more things that are becoming worry some about this, and the alternating years is one of them. Partially because of the teachers and the requirement of them and because the number of students you have to offer them both each year for one or two kids is to much.

Chairman Kelsch How does that meet a uniform education across the state?

Nielson: I'm thinking that if they alternate say Chemistry and Physics, and allow clearly for a student who comes in new to the district and doesn't have one. You need to make that course available to them, but I don't think we need to say, that in small schools that students can pick to take one, one year and another he next year. Ending up with one or two kids in a class.

Chairman Kelsch How do you then get to Education opportunity equity, how do you justify alternating the courses, because they are not able to get back to back sciences to take a dual credit, because they are not going to have the background. They will not be able to take an advanced science course if the two classes are offered in Soph. and Sr. years.

Rep. Sitte My daughter is in a Calculus class with three students, our school only offers them

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under a block, but calc is only offered every other year. Our school has been flip flopping the Chemistry/Physics for years and a lot of other class B schools do it, it is very common.

Rep. Herbel How many schools are in this position?

Rep. Hanson You mentioned that the Vocational classes are very expensive, how about typing, bookkeeping, home health, are they considered a vocation type of class.

Nielsen: Their are a lot of things considered in what we call voc. tech. Whatever the new name for it is. Even your technology classes are considered in the voco. area, health service, I don't know about typing. It is called keyboarding.

Rep. Hawken: Only 6 public schools that don't have at least this many course offerings, and Rep. Hanson it is Family and Consumer science.

Chairman Kelsch : What is the rationale for 6 students. **Nielsen:** Someone very close to you.

Wayne Lingen, Cando-Bisbee/Egeland School 2 handouts.

Concerned about a mandate without funding. Cando meets the requirements and Bisbee does not.

Rep. Williams This gives reference to what I was saying this morning. My point is are you alternating your classes now.

Lingen: yes we are, not yet in Cando, but I See Attached Testimony that we are going to have to down the road.

David Chapman, Principal at Dakota Adventist Academy

I have several concerns about this piece of legislation, one of them having to do with this being to prescriptive. I come from a background of taking a lot of math and science but as this law is written, what is requiring four units of specific items, and as I think about our program we already offer 5 units and we don't even touch calculus. And to add Calculus to our program

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would increase for the upper end students but we don't deal with students that are just ready for calculus. We deal with students that come to us from both public and private schools that need pre algebra before they take algebra. Adding another math to our curriculum would require us to expend the equivalent of three percent additional to our budget to hire another teacher. And so I look at the things being prescribed, it concerns me, Secondly, as I look at how ND states the graduation requirements, do these requirements of the law match up with graduation requirements as stated in the law. I have found that the only thing pending for 21 units, but it is not prescriptive to the list you have here. As I understand the Century Code it states that the Superintendent makes sure that people take classes and train them in English, Math, Science, and Health, but it does not tell to what extent the training is to take place. Thirdly, I am a believer in a variety of classes, as this law is written, a school teach 39 units of credit, every year. Or provide for their offerings through distance learning or other things. And on top of that, how do we differentiate 4 different health classes. How do we put that curriculum together for freshman through senior that is different. We would have to design additional classes. Last, I have a strong concern about the elective requirements. In my dealings with Department of Public Instruction sometimes I get the impression, a math course would not count for an elective. That concerns me, because under this law I would have to be teaching 6 math course but 3 are required for graduation, and can the students use the additional classes as electives. My concern for the way it is written, someone at Department of Public Instruction may translate that to mean, math courses are listed separate from electives, therefore you have to come up with something else. Those are my concerns I would be happy to answer any questions of the committee.

Rep. Meier Currently what does Dakota Academy require for graduation requirements?

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Chapman: 4 English, 3 Social Studies, 2 Science, 2 math, or college preparatory plus one year additional, 2 phy. ed. 1/2 unit of health, and 4 Religion, We recommend a foreign language.

Rep. Meler You don't require but you strongly recommend. **Chapman:** yes

Dean Bard, ND Small Organized School

We have been hearing back from some of our members about this bill, we tracked it during the interim committee. We were not terribly concerned with it at that time, I guess. In the first hearing on the bill in the Senate, but since then we have been hearing quite a bit from our membership about the effects that this bill would have. It may have a negative impact on some small schools that don't offer these courses each year and it will have a negative financially. We are suffering teacher shortages, esp. in smaller schools, and it is not easy to find teachers to teach in some of these areas when you are looking at foreign languages for instance. In addition the problem of offering 4 years of science and not being able to alternate. A lot of school districts are doing this now, they are alternating Chemistry and Physics, they want to continue to do that. The possibility of the transfer student not getting a need course for graduation. The one thing that I can be confident of is, if a lot of these changes are made, it will be troublesome for many schools.

Courtney Koebele, ND State Association for Non-Public Schools, See Attached Testimony

Rep. Sitte do you have access to ITV

Koebele, some do and some don't, most don't, that is not a practical solution for this matter.

Rep. Sitte Exactly, this is a very sensitive to the cost prohibitive.

Rep. Jon Nelson This added to NCLB and other legislation that we have seen esp. teaching in your major field of education. A lot of the public schools have tools at there disposal, one being joint powers to work as a group, are nonpublic schools part of joint powers agreements?

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Koebele: We do with the Roughrider / Dickinson and in Minot.

Darrin Christenson: Rock Lake Superintendent

To answer some questions that were posed earlier about how many districts rotate on a two year schedule. In my area, everyone within the 50 mile radius. We need the ability to stay with a two year schedule. I don't like all of the requirements and it takes away from the local control our school boards. Good job on saying we need this many credits to graduate and leave it to the boards to decide from that point. I have some concerns over the electives, it says in the first engrossment, foreign languages are not electives. Give us the money and we will find good teachers and then we will offer more electives. One of the ways that we offer electives is we combine our jr. and sr. English, with the additional period we offer an elective. We are doing the most that we can at the local level. It is getting very hard to find teachers.

Rep. Williams The original bill had three units of the same foreign language, this one has two, The schools in your area, how many schools that you know of offer the three years of the same foreign language?

Christensen: Langdon, French, Leeds, Spanish, and some have done it by IVAN, Lakota has a Spanish teacher that we are going to share.

Chairman Kelsch I listen to your argument about local control, the difference between this bill and talking about local control back home is the fact that your local school board is not bound by a constitution to provide a uniform education across the state. The reason that this bill came up in the first place is that we knew that there are potential lawsuits being tossed around in the interim and one of the issues of the three. Funding equity, Capital construction, and educational opportunities for the students. I understand your plea for local control, but this is what we as

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lawmakers are bound by in the constitution.

Sandy Clark, ND Farm Bureau

On the record to say this is very costly, the engrossed bill has the required courses is a real problem for small and medium sized schools, the alternating years that come up I think that it is a problem. We looked at a lot of our members we looking at the four year, we like two year and the 12 electives is better than what we saw before.

Joe Westby, NDEA

Engrossed bill sub section, 2/3 remain in there, it concerns is from our members who teach on IVAN, perhaps the interest in IVAN will grow by students if this bill stays the way it is. They want for me to express to you their concern that there should be some limits on the schools that can be at any given site. Because they have difficulty maintaining control of the students if they can not see them on the screen and if their are to many school districts tied in at once. Suggestion was made that three groups of 8, no more than 8-9 per site. No more than wheat you would put in the classroom if they were in from of you. Total aggregate of no more than 25. Three years ago the Quality Schools commission was actively meeting, we supported all attempts to improve the quality of education in ND, and we still do that. I think that was the intent of the bill to standardize quality across the state and improve the offerings to children. We applaud that idea, but the financial burden is to lage.

Rep. Meier In those classes that IVAN, is here someone that oversees the students, at each site?

Westby; I don't know much about it, that varies from place to place. Gary Gronberg says that is yes it is a requirement.

Carol Two Eagles, a teacher of traditional skills,

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On behalf of my sister, Iris of the Three Affiliated Tribes, that you change the language in the bill to how ever many units of any one language other than English. So that we can include Native American languages. I have been involved in saving native American languages actively since 1994. Iris teaches Hidatsa, and says there are fewer than 40 fluent speakers and yet we are talking about Lewis & Clark and everything. Our children go on and off the reservation, it is important to us to keep the benefits of our language. I would ask you to include this language.

Mary Wahl, ND Council of Education Leaders

I think it is very commendable that this legislation is attempting to address this issue of educational equity in our state. The one with regards to funding and educational opportunities that we offer our kids. It is commendable and essential that we do this. The problem is that we are attempting to address a very significant problems with very little funding. I'm not sure that you can accomplish those goals of offering the funding and education opportunity equity with only the current 5.4 M that we find in the budget today. You have heard it stated and I think it is a real fear that while school districts out there, if these come to them without money, it becomes indeed a unfunded mandate. And we talked yesterday about the impact that the current proposal for funding has on school districts, 100 of them receiving no new money, I guess we could say it is time for the local folks to step up to the plate, perhaps some might be able to do that, but some are at the limit. Another conundrum that it creates for you as a legislature, who are attempting to address the question of equity. One of the questions in the last Supreme Court equity law suit was the issue of state support vs. local support. And that was a issue that the judges discussed to decide whether the funding was constitutional. In 1990-19991 the Supreme Court sited when they did their discussion on that the funding on the state level was 50%. In the current year the

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funding on the state level is 42%. I'm not sure as you attempt to address equity that you move agenda forward an awful lot. If on one hand you are incurring costs, trying to provide more educational opportunity, but on the other hand widening the gap between the state and local provides in terms of support for education. Those are our concerns. What ifs, If you told kids they could sign up for anything, give them the opportunity and they will do it. And I can imagine that there will be many kids signing up for many courses, school districts would loose the flexibility that they sometimes need to be able to manage the staff that they have to provide education. Also there would be a need for more teachers. If you are going to offer Health twice as much someone is going to have to teach those courses. I'm not sure there are adequate resources in the budget to allow for the provisions in this bill and some of the other ones for NCLB and secondly, Are we adding another layer of stress over their heads.

Rep. Williams If you are sitting in one of those small towns and you are hearing 2154 and 2031, what is the message that is being sent.

Wahl: I would have to guess that you don't value them as small schools, whether they exist or not is not that important.

closed hearing

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10/15/03
Date

2003 HOUSE STANDING COMMITTEE MINUTES
 BILL/RESOLUTION NO. SB 2031
 House Education Committee

Conference Committee

Hearing Date March 17, 2003

Tape Number	Side A	Side B	Meter #
1	x		601-1078
Committee Clerk Signature <i>Rinda Guehner</i>			

Committee work:

Rep. Herbel The sub committee met this morning and we have come to a fairly good portion of the resolution that we need to address this one, but there is a bit of concern, part of the bill has some language reads that 1/2 unit of physical education which meets or exceed the states standard at each grade level 9-12. The question is: is this going to produce a hardship for schools if this is to be for each grade level 9-12. The smaller and mid sized schools have offerings alternating. the larger ones offer each year. I would ask that committee members get a hold of superintendents to find out what kinds of problems they will have with this. That will make a difference in how we deal with this issue.

Chairman Kelsch The interpretation that you have is that it has to be a different phy ed class each year. **Herbel:** It does not say that. **Rep. Jon Nelson** it is combined

Chairman Kelsch So it could be that it is the same class offered each year,

Rep. Herbel And the 10th graders and the 11th graders can take it **Rep. Hanson** at the same time **Rep. Herbel** that is the question, each grade level 9-12, and there is concern now what does it take to satisfy this.

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Chairman Kelsch some schools already require within their curriculum that you have to have a Phy Ed every year. **Rep. Herbel** right now I think the statute says you have to provide one credit of health and Phy Ed., This one says a 1/2 unit through 9-12. You might want to address this with your local people. The reason is to keep the kids in physical condition, they are getting less and less exercise. **Chairman Kelsch** Yes unless they are in a sport

: you are saying that every student would need to be in Health for four years

Rep. Hunsakor **Rep. Herbel** we are talking phy ed. **Rep. Hawken:** They won't be if the school district does not require it. They have to make it available.

Rep. Herbel It is not a problem for the bigger schools only the smaller ones.

Rep. Williams do you recall why we are doing this. **Chairman Kelsch** During the interim the committee that studied different aspects of education. School consolidation, providing a uniform system of education across the state for all students, and one of the issues that this committee really thought was important was to be able to have a uniform type of education, so all students had access to the same types of courses. Whether they took them or not, we can lead a horse to water but we can't make them drink. So that they had the same opportunities whether you were from Woldford or from Fargo. You had access to those classes. We took a lot of testimony during the interim on this bill, worked relatively hard on the concept. Why some of the changes were made on the Senate side I am not sure.

Rep. Williams If we are going to be deliberating. **Rep. Herbel** we have already done this.

Rep. Norland social skills is not listed

Chairman Kelsch I have one son is taking lifetime sports, learning how to play pinochle. recess until 10 am for sub committees to work.

2003 HOUSE STANDING COMMITTEE MINUTES
BILL/RESOLUTION NO. SB 2031
House Education Committee

Conference Committee

Hearing Date March 19, 2003

Tape Number	Side A	Side B	Meter #
1		x	4446-end
2	x		00-1030
Committee Clerk Signature <i>Linda Fieckner</i>			

Committee work on SB 2031

Review amendments **Rep. Herbel** we went back to the original SB 2031 and made some changes. This gives the option now for schools to use alternate years for the 4 English, 4 math, 4 science, and so on. Original in statute it said one unit of Phy Ed. and Health now it says a 1/2 unit of Health for each year, so it means the school has to offer each year so that any grade may take it. The original bill had 2 units of Music, now this says 2 units of fine arts, one of which is music, option to use IVAN for music history, theater arts that kind of thing. Under H, we went to 2 of the same foreign languages, original had 3, Vocational went to 2 from 3, and 12 electives. Defined what 'make available' means on the second page. Subsection 6 indicates that this does not apply to the alternative schools.

Rep. Hanson What is included in vocational now **Rep. Herbel** page 1 number 7, it would be business ed, economics, free enterprise system, foreign languages

Rep. Hanson can they be the same as the electives, right **Rep. Herbel** they can be. The requirements for graduation is left up to the school boards. These are not the required courses.

Rep. Hanson We probably should have a geography in there, because it is not taught after the

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eighth grade.

Rep. Williams I don't think we need to do that, for example most of the class A schools in had geography in the 1980 most of schools have a global studies or geography. But I feel that is up to the local school boards **Rep. Hanson** Most kids don't even know where Iraq is.

Chairman Kelsch So then the vocational courses can be the family consumer sciences as well as the agriculture. **Rep. Herbel** yes

Rep. Jon Nelson I think we received the letter from Carol Two Eagles this morning about the native language being included. She suggested any language other than English be included, rather than using Foreign.

Anita Decker: I am not aware of any school right now that is offering a native language as a two year program. But as far as we are concerned we could count it, she is probably right in that we would have to rename it, may be even Modern Language, is which we normally do, I'm not sure we are running into other things there or not.

Rep. Herbel This would not prevent them from teaching it though, **Decker:** no

Rep. Sitte sign language is an option too. **Decker:** yes

Chairman Kelsch I think that the school board can interpret this for what ever they see is interested and needed. So that is all taken care of

Rep. Williams Concerned about going from 2 units of the same foreign language in this bill, Do you have any idea how many schools offer foreign language and how many schools only offer one year of that language. The University System on Minn. requires a foreign language. To my knowledge does not yet. **Chairman Kelsch** they don't yet but they are looking at it.

Rep. Herbel are you saying it is a good thing offering two years, **Rep. Williams** yes, but I do not

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want to hurt the smaller school districts.

Rep. Hunsakor Rep. Hanson has a valid point on Geography in the smaller schools in ND, there is very little knowledge where places are, if at all. We need a little more advise on this from our people.

Rep. Herbel But under section D, the school has the option to do it if they wish. If we put it in there we are dictating policy

Rep. Hawken: That is just what I was going to say. We did not want to make a long listing. this allows school boards to their job.

Rep. Hanson what are the four qualifiers: US History, World History, Economics, Government flip tape **Bev Nielsen** you have to meet or exceed the state standards, and rather than naming courses that is why we put the state standards in there. If geography is our test, and we are going to test on it, then we have to have it in the contents of your social studies.

Rep. Herbel the sub committee we did invite in the interested parties. and they are pretty much on board with this.

Rep. Norland I concur with the sub committee, I think we really feel we need to keep that open. When you hire a English teacher and there preference is grammar, writing, or literature, we don't know that some small schools won't have the teacher to teach that particular course.

Rep. Sitte I view this as a horrible unfunded mandate to the school. As well as a unfunded mandate on the private schools. They can't afford 100K to put IVAN in there school, and the state is not going to give the private school the money to have that.

Rep. Hanson to Rep. Herbel were the private schools invited to the table and were they in favor.

Rep. Herbel yes and they concurred.

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Chairman Kelsch I talked with Courtney and the only bill they were not in favor of was the highly qualified teacher and they got that extended to 2012.

Rep. Meier there is nothing in here to prevent a school from teaching geography is there

Rep. Mueller moved the amendments, **Rep. Hanson** second the motion

Discussion: I think we need to have some very different things at least be on the record for this bill so that we all understand, because Rep. Herbel told me that the that sports involvement counts as a Phy Ed, and this was a big concern of our Superintendent and so that is understood.

Rep. Herbel I told you that you need to go to your school boards to do that, and they can do that and it is there authority. **Rep. Sitte** We don't have in here the option of every other year.

Rep. Herbel that's in the definition of 'makes available'

Chairman Kelsch On page 2 of the amendments at the top, makes available means that 1) **Rep. Sitte** is saying that even though it says on page one it can be 4 units and not offer them every year, she believes that if you read on page 2, sub sec 1, that it would have to be offered every year. That sentence says it doesn't have to be offered every year either. You have to allow students to select from a list that includes all of the units.

Rep. Haas I think that the original bill said 'shall make available to each school year at each grade level.' by taking all of that language out, it is not required.

Amendment passed by voice vote.

Rep. Herbel moved a **DO PASS** as amended, **Rep. Hunsakor** second the motion

Roll Vote passed 13-1-0, Rep. Herbel will carry the bill to the floor.

House Amendments to Engrossed SB 2031 - Education Committee 03/20/2003

Page 1, line 1, after "A BILL." replace the remainder of the bill with "for an Act to amend and reenact section 15.1-21-02 of the North Dakota Century Code, relating to required units for approved high schools; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. Section 15.1-21-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02. High schools - Required units.

1. In order to be approved by the superintendent of public instruction, each public and nonpublic high school shall make available to each student:
 1. ~~Four~~ Four units of English- language arts;
 2. ~~Three~~ Four units of mathematics;
 3. ~~Four~~ Four units of science;
 4. ~~Three~~ Four units of social studies, ~~including one of world history and one of United States history, both of which must emphasize geography~~;
 5. ~~One~~ One-half unit of health ~~and during each school year~~;
 6. ~~One-half~~ One-half unit of physical education ~~and during each school year~~;
 6. ~~One unit of~~ Two units of fine arts, one of which must be music;
 7. ~~Any six units selected from business education, economics and the free enterprise system, foreign language, American sign language, and vocational courses including family and consumer sciences, agriculture, business and office technology, marketing, diversified occupations, trade and industrial education, technology education, and health careers. The vocational courses may be offered through cooperative arrangements approved by the state board for vocational and technical education.~~
 - h. Two units of the same foreign language;
 - i. Two units of vocational education; and
 - j. Twelve units of electives.
2. Each unit which must be made available under subsection 1 must meet or exceed the state content standards.
3. For purposes of this section, unless the context otherwise requires:
 - a. "Elective" means a unit not required by the school district for graduation.
 - b. "Make available" means that:

- (1) Each public high school and nonpublic high school shall allow students to select units from a list that includes at least all the units provided in subsection 1;
 - (2) If a student selects a unit from the list required by subsection 1, the public high school or the nonpublic high school shall provide the unit to the student; and
 - (3) The unit may be provided to the student through any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.
4. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in units as provided in this section, other than the fees permitted by section 15.1-09-36.
 5. If in order to meet the minimum requirements of this section a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district shall:
 - a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and
 - b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family.
 6. The requirements of this section do not apply to alternative high schools or alternative high school education programs.

SECTION 2. EFFECTIVE DATE. This Act becomes effective on July 1, 2004."

Renumber accordingly

Date: 3/19/03
Roll Call Vote #: 1

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2031

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 30078.0704 Amendments

Action Taken _____

Motion Made By Mueller Seconded By Hanson

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch					
Rep. Johnson					
Rep. Nelson					
Rep. Haas					
Rep. Hawken					
Rep. Herbel					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Hanson					
Rep. Hunskor					
Rep. Mueller					
Rep. Solberg					
Rep. Williams					

Total (Yes) _____ No _____

Absent none

Floor Assignment _____

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

Date: 3/19/03
Roll Call Vote #: 2

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2031

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 30078.0704

Action Taken So Pass As amended

Motion Made By Herbel Seconded By Hunskor

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓				
Rep. Johnson	✓				
Rep. Nelson	✓				
Rep. Haas	✓				
Rep. Hawken	✓				
Rep. Herbel	✓				
Rep. Meier	✓				
Rep. Norland	✓				
Rep. Sitte	✓	✓			
Rep. Hanson	✓				
Rep. Hunskor	✓				
Rep. Mueller	✓				
Rep. Solberg	✓				
Rep. Williams	✓				

Total (Yes) 13 No 1

Absent 0

Floor Assignment Herbel

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

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Operator's signature Lacosta Rickford Date 10/15/03

REPORT OF STANDING COMMITTEE

SB 2031, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (13 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). Engrossed SB 2031 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to amend and reenact section 15.1-21-02 of the North Dakota Century Code, relating to required units for approved high schools; and to provide an effective date.

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 2. b. ~~Three~~ Four units of mathematics;
 3. c. Four units of science;
 4. d. ~~Three~~ Four units of social studies, including one of world history and one of United States history, both of which must emphasize geography;
 5. e. One One-half unit of health and during each school year;
 6. f. One-half unit of physical education; during each school year;
 6. g. One unit of Two units of fine arts, one of which must be music;
 7. ~~Any six units selected from business education, economics and the free enterprise system, foreign language, American sign language, and vocational courses including family and consumer sciences, agriculture, business and office technology, marketing, diversified occupations, trade and industrial education, technology education, and health careers. The vocational courses may be offered through cooperative arrangements approved by the state board for vocational and technical education.~~
 - h. Two units of the same foreign language;
 - i. Two units of vocational education; and
 - l. Twelve units of electives.
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3. For purposes of this section, unless the context otherwise requires:
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b. "Make available" means that:

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 - (2) If a student selects a unit from the list required by subsection 1, the public high school or the nonpublic high school shall provide the unit to the student; and
 - (3) The unit may be provided to the student through any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.
4. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in units as provided in this section, other than the fees permitted by section 15.1-09-36.
 5. If in order to meet the minimum requirements of this section a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district shall:
 - a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and
 - b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family.
 6. The requirements of this section do not apply to alternative high schools or alternative high school education programs.

SECTION 2. EFFECTIVE DATE. This Act becomes effective on July 1, 2004."

Renumber accordingly

2003 TESTIMONY

SB 2031

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Date

TESTIMONY ON SB 2031
SENATE EDUCATION COMMITTEE
January 15, 2003
by Anita K. Decker, Director
School Approval and Accreditation
328-1718
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Anita Decker and I am the director of School Approval and Accreditation for the Department of Public Instruction. I am here to speak in favor of SB2031 regarding required units to be offered by North Dakota's high schools. (A)

The handout provides information about the credit units offered by schools as reported to the Department this school year. I'd like to explain the handout for your study:

1. SB2031 requires that schools offer specific numbers of units in specific disciplines each year. Across the top of the chart you will see the disciplines listed. Those named specifically in the bill have a small number immediately below them indicating the number of credit units required under SB2031. For example, below English Language Arts is the number 4, indicating that each year a high school must offer 4 units of English.
2. The final column, Health, is not a specific discipline. Health is a course that may be taught by physical education teachers, family and consumer science teachers, science teachers, and health educators.
3. Note that there are two columns for business classes: Business Education, Business and Office Technology. The latter are vocationally reimbursable courses and require that the teacher have additional qualifications.
4. A credit unit is defined in NDCC 15.1-21-03 of at least 120 hours of instruction per school calendar. Natural sciences and vocational/technical courses must consist of at least 150 hours of instruction per school calendar.

5. The schools are listed by enrollment categories. Please note that the Bismarck and Fargo schools listed include middle/junior high schools because those schools include Grade 9. All other middle schools in the list do not include Grade 9.
6. The data presented is so current that we have not completed our work on school accreditation with it. There are several elementary and middle schools reported in this list. These are schools that have an elementary teacher who also teaches a course at the high school level. The data reported mistakenly identified the elementary school instead of the high school. Only high school courses carry credit so we are confident that there is not a reverse error of the high schools including elementary course numbers.
7. The requirements in the bill require that a high school offer 49 units of credits each year. The total at the end of each line identifies the number of units currently offered by the school.

Paragraphs 2c and 4 address the possibility of using distance education to deliver course offerings. In the 1997 session, the Legislature authorized postsecondary enrollment options, also known as dual credit. The second handout provides information on dual credit courses offered by distance education over the past five years. We feel that dual credit and distance education are under-used options, which may help schools to expand their curricular offerings. (B)

As you can see from the first handout, many of North Dakota's high schools are offering significantly fewer credit units than the 49 specified in this bill. Most would have no difficulty with offering the core courses. A reduction in the required number of electives would perhaps make the goal more achievable for many schools.

Alternative high schools and special function schools generally have extremely unstable enrollments. Most are open entry/open exit schools. These schools deal with students who have difficulty completing high school requirements. We recommend that each of these schools be considered under special curriculum guidelines approved by the Department.

Mr. Chairman, this concludes my testimony. I would be happy to answer any questions.

*School for Deaf
Blind
etc.*

Lacosta Rickford
Operator's Signature

10/15/03
Date

SB2031 (A)

Number of Unique Courses Taught by North Dakota High Schools (2002-2003) by Foundation Aid Category and Course Area
 NDDPI 01/14/2003
 Note: Excludes Special Education and GED courses.

Proposed Requirements	Agriculture Education	Art	Business Education	Vocational Marketing Education	English Language Arts	Languages	Vocational Health Careers	Physical Education *	Vocational Family and Consumer Sciences *	Technology Education	Mathematics	Music	Science *	Business and Office Technology	Social Studies	Vocational Trade and Industrial Education	Health Careers *	Career Education	Driver and Traffic Safety Education	Computer Education	Vocational Diversified Occupations	Information Technology	Health	Total		
HS 550+					4	3	2	2			4	2	4		4								2			
080010970 Bismarck High School	5.00	2.00	4.50	3.00	6.50	11.50	1.00	2.00	4.50	2.50	7.50	2.00	6.50	1.50	3.50	12.00		0.50		1.00				0.50	77.50	
080011365 Century High School	3.00	2.50	4.50	2.00	6.00	13.00	1.50	1.00	4.00	2.00	6.00	3.00	6.50	2.50	4.50	12.00		1.50		0.50				0.50	77.00	
080013795 Horizon Middle School	0.50	1.50	1.00		1.00	4.00		0.50	1.00	0.50	3.00	2.00	1.00		1.00	0.50		0.25	0.25						17.00	
080017900 Simla Middle School	1.00	1.00	1.00		1.00	4.00		0.50	1.50	1.00	3.00	3.00	1.00		1.00	0.50		0.25	0.25						18.50	
080018050 South Central Alt High School	2.00	1.00	3.00		6.00	2.00	0.50	0.50		7.00	4.00	4.00	4.00	3.00	7.00	6.00					6.00			1.00	49.00	
080019163 Wachter Middle School	0.50	1.00	1.00		1.00	4.00		0.50	1.00	0.50	2.00	2.00	1.00		1.00	0.50		0.25	0.25					0.50	16.50	
090010713 Ben Franklin Jr High School	0.50	1.00	1.00		1.50	2.00		0.50	0.50	1.50	2.00	1.25	1.00		0.50									0.50	12.75	
090011855 Discovery Jr High School	0.50	1.00	1.00		1.50	2.00		1.00	1.00	1.50	2.00	1.50	0.50		0.50									0.50	13.50	
090012744 South High School	3.00	4.00	4.00	2.50	5.00	8.50	0.50	2.00	4.50	3.50	3.50	2.00	3.50	1.50	4.50	2.50		0.50		0.50					52.00	
090013733 Horace Mann Elem School							0.50																		0.50	
090016125 North High School	3.00	3.50			4.50	7.50		2.13	6.50	3.00	3.50	1.50	3.50	3.00	4.00	2.00				0.50				1.00	49.13	
090019516 Woodrow Wilson Alt High School	1.00				5.00					6.00	6.00		4.00		4.50										20.50	
090069315 West Fargo High School	0.50	2.50	2.50	2.50	9.00	5.50		0.50	3.50	4.50	7.00	2.00	7.50	3.00	6.00	2.00			0.50	0.50				0.50	58.00	
180011530 Community Alt High School		2.00			4.00				2.00		6.00		4.00		6.00						1.50				0.50	26.00
180013239 Central High School	1.00	3.50	3.50	3.50	9.50	14.00	2.00	1.50	3.50	7.50	7.50	4.50	8.00	2.00	4.50	1.00								2.00	76.50	
180017360 Red River High School	3.00	4.00	4.00	4.00	7.00	13.00	2.00	2.00	3.50	6.00	7.50	2.00	8.00	2.00	5.00	4.00									2.00	76.00
180018062 South Middle School										0.50																0.50
300015453 Mandan High School	1.50	1.50	3.50	1.00	8.00	5.00	2.00	2.00	6.00	2.50	4.00	2.50	3.50	2.00	4.50	9.00				1.00					0.25	59.75
300015457 Mandan Jr High School						0.50																				0.50
360011829 Devils Lake High School	1.00	3.00	3.00	3.00	8.00	5.00	4.00	1.00	3.00		8.00	3.00	6.00	1.50	6.50	8.00				0.50					0.50	68.00
400078567 Turtle Mt Comm High School	3.50	2.00			5.50	3.00	2.00	1.00	2.00		6.00	4.00	7.00	2.00	6.00	3.00					1.00				0.50	49.00
450011844 Dickinson Alt High School					2.00										1.50											3.50
450011845 Dickinson High School	4.00	3.00	5.00		7.50	10.00		1.00	4.00		10.00	3.00	7.50	2.00	6.00	8.50									1.50	75.00
470014570 Jamestown High School	4.00	1.00	3.50	3.00	12.50	10.00		1.50	4.00	3.00	8.00	2.50	5.00	4.00	5.50	8.00									0.50	76.25
470014573 Jamestown Middle School																										1.50
470018231 Adot & Child Treatment Center					7.13				3.00	2.00	4.00		4.00		4.00										1.00	27.13
510012480 Erik Rainstad Middle School									0.50	0.50																1.00
510015660 Mennonite Middle School		1.00																								1.00

* except Health courses

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LaCosta Rickford 10/15/03
 Operator's Signature Date

Proposed Requirements	Agriculture Education	Art	Business Education	Vocational Marketing Education	English Language Arts	Languages	Vocational Health Careers	Physical Education *	Vocational Family and Consumer Sciences *	Technology Education	Mathematics	Musio	Science *	Business and Office Technology	Social Studies	Vocational Trade and Industrial Education	Health Careers *	Career Education	Driver and Traffic Safety Education	Computer Education	Vocational Diversified Occupations	Information Technology	Health	Total	
					4	3	2	2	4	4	4	2	4	4	4	4							2		
510015750 Central Campus School	3.50	2.50	3.00		5.50	9.00	1.50	3.00	2.00	2.00	7.00	2.00	3.00	4.00	0.50	2.00	1.00		0.50			0.50	0.50	47.00	
510015752 Magic City Campus High School	2.50	3.50	1.00	3.00	8.50	12.00	3.00	1.00	8.00	3.00	5.50	4.13	7.00	4.00	4.50	8.50			0.25			2.50	0.50	81.88	
510018047 Souris River Campus All High School			1.00		4.00		5.00	1.00	1.50		3.00		3.00	3.50	13.00				0.25		1.00		0.50	41.25	
530019416 Williston High School	3.50	2.50	7.00		8.00	8.00	2.00	1.00	6.00	3.00	7.50	4.00	6.00		5.00	2.00					0.50	1.00		67.00	
HS 150-549																									
020028854 Valley City Jr-Sr High School		3.00	5.00	1.00	7.00	2.00	2.00	0.75	0.50	2.00	7.00	2.00	5.00		3.50	8.00		1.00				3.00	0.25	53.00	
0300302910 Four Winds Comm High School	1.50		2.50		7.75	1.00		2.25	5.00		7.00	1.00	5.00	3.50	7.50	1.25			0.50		1.00	0.50	0.50	47.75	
050011033 Bottineau Jr-Sr High School	2.00	1.50	2.50	1.50	4.50	3.00		0.25	3.00		9.00	2.50	5.00	4.00	1.00				0.25				0.50	40.50	
080011043 Bowman Public School	5.00	5.00	5.00		5.00	3.50		0.50	2.50		6.50	1.00	4.50	4.00	4.00				0.25		1.00	1.00	0.50	39.75	
080024933 Kindred Public School	5.00	0.50	2.50		5.50	3.00	1.00	0.50	2.50		6.00	1.00	5.00		4.00				0.25	1.00		2.00	0.50	40.75	
0801171354 Central Cass Public School		1.50	2.50	3.00	4.50	1.50		0.50	1.50	4.00	3.00	2.50	3.50		2.50							1.00	0.50	32.00	
1000235153 Langdon Area High School		1.50	2.50		4.50	2.00	2.00	0.50	3.50	4.00	6.00	2.00	6.00	1.50	5.00						0.50	0.50	0.50	42.50	
110216215 Oakes High School			0.50	2.00	4.00	2.00		0.50	2.00		6.00	2.00	5.00	5.50	4.50	7.00			0.25			2.00	0.50	43.75	
160101303 Carrington Elem School																								0.25	
160101304 Carrington High School	5.00	2.50	4.00		6.50	4.00		0.25	5.50		8.00	2.00	6.00		4.00									47.75	
170030850 Beach High School	3.00	2.50	3.00		6.00	2.00		1.00	2.50		5.00	2.00	6.00	1.50	5.00						1.00	1.50	0.25	42.25	
180445169 Laurimore High School	3.00	3.00	2.00		4.50	3.00		0.50	2.50		5.00	2.00	6.50	5.00	3.50									0.50	42.00
180618416 Thompson Public School			4.00		5.50	3.00	1.00	0.50	1.50	3.50	5.00	2.00	4.00		5.00						2.00	2.00	0.50	37.50	
250019003 Veira Public School	4.00	1.00	2.50		6.00	2.00		0.50	2.00		4.00	0.50	4.00	2.00	4.00									0.25	32.75
270015606 Watford City High School	4.00	1.50	1.00		3.00	0.50		0.50	1.50		3.00	1.00	3.00	3.50	3.50				0.25			1.50	0.25	28.00	
280049239 Washburn Public School	4.00	2.00	3.00		6.00	4.00	0.50	0.50	5.00		5.00	1.50	5.00		3.50									0.50	42.50
290033529 Hazen High School	4.00	1.00	1.00		5.25	5.00		0.50	2.00		6.00	2.00	5.00	3.00	6.50							1.50	0.25	43.00	
290270924 Beulah High School	6.50	2.00	4.00		9.00	5.00		2.00	3.00	2.00	8.00	1.50	7.00	2.00	5.00						0.50	1.00	1.00	57.50	
310016039 New Town High School	3.00	1.50	2.00		6.50	4.00		0.50	1.50		9.00	2.00	4.00		3.50			1.00						42.75	
340051323 Cavalier Public School		1.50	1.50		6.00	3.00	1.00	1.00	2.50	4.50	5.00	2.00	5.50	2.00	3.50							1.75	0.50	41.25	
350057614 Rugby High School	4.00	1.00	5.00		5.50	2.00		1.00			5.50	0.75	4.50		3.50									0.50	33.25
370195296 Lisbon High School	3.00	2.00	5.75		5.00	4.00	1.00	0.50	3.00		5.50	2.00	5.00		4.75	1.00						1.00	0.50	44.00	
390379170 Wajington High School	5.50	2.00	2.00		7.50	3.00	3.00	1.00			5.00	2.00	6.00	1.50	4.50	7.25						1.50	0.50	52.50	
400011968 Dunesouth High School		4.00	7.00		5.50		2.00	2.00			6.00	2.00	5.00		6.00	1.00								1.00	41.50
490145526 May-Port CG Middle-High School		2.00	4.75		5.00	3.00		0.50	1.00	3.50	5.00	1.00	5.00	2.25	4.00				0.50					0.50	38.50
500033231 Gratiot High School		0.50	1.00	2.00	5.00	6.00	5.00	0.50	2.50		5.00	1.25	5.00	3.50	5.00	7.00						1.00	0.50	50.75	

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Proposed Requirements	Agriculture Education	Art	Business Education	Vocational Marketing Education	English Language Arts	Languages	Vocational Health Careers	Physical Education *	Vocational Family and Consumer Sciences *	Technology Education	Mathematics	Music	Science *	Business and Office Technology	Social Studies	Vocational Trade and Industrial Education	Health Careers *	Career Education	Driver and Traffic Safety Education	Computer Education	Vocational Diversified Occupations	Information Technology	Health	Total		
500789208 Park River Public School	4.00		3.00		4.00	3.00	2.00	0.50	2.50		6.00	1.00	5.00	2.00	4.00	4.00		1.00					2	42.50		
510078819 Burlington-Des Lacs Elem School												2.00												2.00		
510078823 Des Lacs-Burlington High School	5.00	1.50	3.00		4.50	3.00	2.00	2.00	4.00		6.00		7.00	2.50	6.00				0.50					0.50	45.50	
510418266 Surrey Public School		3.00	7.50		4.50	2.00	0.50	0.50			6.00	2.00	6.50		6.50					1.00				0.50	42.00	
520383479 Harvey High School	5.00	1.50	3.50		4.50	1.00	2.00	0.50	3.00	0.50	5.00	2.00	6.00	2.50	4.50								1.00	0.50	43.00	
HIS 75-149																										
010133599 Heltinger Public School	4.00		3.50		7.00	2.50	1.00	1.00	1.00		5.00	2.00	6.00	1.75	3.50	1.00								0.50	38.75	
030090902 Macdock Public School					5.00	1.00	1.00	1.00	1.50		6.00	1.50	5.00	2.00	6.00									1.00	0.50	31.75
090041148 Maple Valley High School		2.00	3.50		5.00	1.00	1.25	3.00	3.00		6.00	1.00	4.00		5.00									3.00	0.50	41.25
090976121 Northern Cass Public School		1.50	3.25		4.50		0.50	2.00	2.50		6.00	3.00	4.00		4.50									1.00	0.50	34.25
110402333 Ellendale Public School			3.00		5.50	2.00	2.00	1.50	1.00	3.00	6.00	1.00	5.00	1.00	4.50									2.00	0.50	40.25
120011866 Divide County High School	5.00		1.00		5.00	1.00	1.00	2.00	2.00		5.00	1.50	5.00	4.00	3.00									1.00	0.50	36.00
130164927 Killdeer Public School	4.00		4.00		4.50	2.00	1.00	3.00	3.00		5.00	1.00	5.00		4.00									2.00	0.50	35.50
140015971 New Rockford Public School			2.00		5.00	4.00	1.50	1.50	1.50	2.50	4.00	1.00	6.00	1.00	4.00									2.00	0.50	35.00
150365288 Linton Public School		1.00	1.00		4.00	2.00	0.50	1.50	1.50	1.50	5.50	1.00	4.00	2.50	3.50									1.00	0.50	29.50
18126707 Midway Public School			4.50		6.00	2.00	2.00	0.50	1.00	4.00	6.00	1.00	5.00		4.50	6.00								1.00	0.50	46.00
181296134 Northwood Public School			3.50		4.00	4.00	1.00	1.00	3.00		6.00	1.00	5.00		4.00	1.00								0.50	0.50	34.50
190492328 Elgin Public School	5.00	1.00			5.50	2.00	1.00	2.00	2.00		5.50	1.50	4.00	2.00	5.50									1.00	0.50	37.25
190496031 New Leuzig Elem School			1.00										1.00												2.00	
200181555 Griggs Co Central High School		0.50	3.50		5.50	3.00	1.00	1.00	1.00	3.00	5.00	1.00	5.50	2.25	3.00									0.50	35.75	
210015658 Mott Public School	3.50	0.50	2.00		7.00	3.00	1.00	2.50	2.50		6.00	1.00	5.00		3.50									2.00	0.25	37.25
210096026 New England Public School		3.00	1.50		4.00	2.00	1.00	0.50	0.50		5.00	1.00	5.50		3.50									0.50	0.50	28.50
220268232 Steele-Dawson Public School		4.00	3.50		5.50	2.00	1.00	1.00	1.00	2.50	4.00	1.00	5.00		3.00									0.50	0.50	32.00
230032107 Edgeley Public School		1.00	4.00		5.00	3.00	1.00	0.50	1.50	4.00	5.00	1.00	5.00		4.00									1.00	0.50	37.00
230085145 LaMoore Public School	5.50		2.50		5.50	3.00	0.50	2.50	2.50		4.00	2.00	4.00	1.50	3.50									1.00	0.50	36.50
240025977 Napoleon Public School	4.00		2.00		4.00	1.00	1.50	3.00	3.00		4.00	1.00	3.00	2.00	3.00									2.00	0.50	31.00
250603253 Granville Public School	5.50		4.50		5.00		0.50				4.00	1.00	3.00		5.00									0.25	0.25	28.75
250606046 Towner Public School	4.75		2.50		5.00		0.50	2.50	2.50		5.00	1.00	5.00		6.00									0.25	0.25	32.50
250199477 Wishek Public School	4.00	1.00	2.00		5.00	2.00	0.25	2.00	2.00		5.00	0.75	4.00	2.00	4.00									1.00	0.25	33.25
280019451 Winton Public School		1.00	2.00		5.00	2.00	0.50	3.50	3.50		5.00	2.00	4.00	2.50	4.00									0.50	0.50	34.50
280088806 Underwood Public School			2.50		5.00	5.00	0.50			2.50	4.00	1.00	6.50	3.00	5.00									1.00	0.50	36.00

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					4	3	2	2			4	2	4		4								2		
280513052 Garrison High School	3.00	2.00	2.50		4.00	2.00	0.50	1.00	1.50	2.00	8.00	1.00	5.00	1.50	3.50								0.25	37.75	
300076033 New Salem High School	5.00	1.00	0.50		4.00	3.00		0.50	3.00		3.00	2.00	6.00	3.00	4.00				0.25				0.25	35.50	
300483165 Glen Ullin Public School	3.50	1.00	5.00		4.00	2.00		0.50	1.50		2.00	1.25	3.50	4.00	3.50							1.00	0.50	30.75	
310028218 Stanley High School	3.00	0.50	4.00		5.00	2.00		2.00	4.00		6.00	2.00	5.00		4.00							1.00	0.50	39.00	
310036923 Parshall Elem School	3.00	1.00	1.75		4.00	1.00		0.50	2.50		5.00	1.50	4.00	1.75	3.50			1.00					0.50	31.00	
310036925 Parshall High School	1.00	1.00	3.00		6.50	0.50	1.00	1.00	2.50	3.00	6.00	1.00	5.50	4.50	4.50						1.00	0.50	0.50	37.50	
320018826 Dakota Prairie High School	3.50	2.00	4.00		6.50	2.00		1.00	3.50		6.00	1.00	5.50	5.00	5.00			0.50					0.50	41.00	
320665136 Lakota High School	4.00	1.00	1.00		4.50	5.00		1.00	1.00		6.00	1.00	6.00	1.50	4.50					0.50			0.50	38.50	
330181350 Center Public School		0.50	2.50		5.00	2.00	1.00	1.50	1.00	3.00	8.00	1.00	5.00	4.00	4.00						1.00		0.25	36.00	
340191928 Drayton Public School		0.50	2.00		8.50	2.00	1.00	1.00	3.50	5.00	6.00	1.00	6.00		4.50						1.00		0.25	45.50	
340279186 Walthalla Public School	4.00	0.50	4.00		4.00	3.00		1.00	2.00		6.00	1.00	6.00	4.00	4.00							1.00	1.00	41.50	
370222387 Enderlin Public School	4.00	0.50	3.00		5.50	3.00		0.50	2.50		5.00	2.00	4.00	0.50	4.00							1.00	0.50	36.50	
380095778 Mohall Public School	1.00	1.00	5.00		7.00	2.00		1.50	3.00	3.50	4.00	1.50	6.00	5.00	5.00							1.00	0.50	37.00	
380263169 Glenburn Public School		1.00	4.50		4.00	2.00	2.00	1.00	3.00		4.00	0.75	5.00	1.00	9.00									42.75	
390083432 Hamkinson Public School	1.00		5.00		4.00	2.00	2.00	2.00	3.00		4.00	1.00	5.00	1.00	5.00								0.25	38.50	
390285260 Lidgerwood Public School	4.50		1.50		4.00	2.00	2.00	0.50	2.00	3.50	5.00	1.00	5.50	4.50	4.50								0.25	41.00	
390429627 Wyndmere Public School	4.00		2.50		6.50	2.00		0.50	3.00		4.00	1.00	4.00	0.50	6.00							1.50	0.50	41.00	
390446120 Richard Jr-Sr High School	4.00		4.00		5.00	2.00		1.00	4.00		5.00	1.00	3.00	4.00	4.00								0.25	31.25	
400038152 St John Public School	4.00		4.00		5.00	2.00		1.00	4.00		5.00	1.00	3.00	4.00	4.00									0.25	37.75
400045055 Mt Pleasant Public School	4.00		2.50		6.00	2.00	1.00	0.50	4.50		5.00	1.50	5.00	5.50	5.50								0.25	37.75	
410025719 Minor Public School	1.00	1.50	1.50		5.00	2.00	1.00	0.50	1.00	4.00	4.00	1.00	3.00	5.00	1.00							0.50	0.50	33.00	
410067709 Sargent Central Public School	1.00		4.50		5.00	2.00		0.50	1.50		7.00	2.00	5.00	4.00	5.00							0.50	0.50	47.00	
450098060 South Heart Public School			3.00		4.00			0.50	2.50		5.00	1.00	5.00	4.50	4.50							0.50		26.00	
450130884 Bellfield Public School	5.50	0.50	3.00		5.00			0.50	3.00		4.50	2.00	4.00	4.00	4.00						1.00		0.50	33.50	
450347433 Richardson-Taylor High School		0.50			5.00	2.00		0.50	3.00	3.00	7.00	1.50	6.00	2.50	3.00							1.00	0.25	32.25	
460103729 Hope Public School		0.50	3.50		5.00		1.00	1.00	3.50	5.00	5.00	2.00	4.50	6.00	6.00							1.00	0.50	37.50	
480081277 Cando Public School			4.50		5.00	2.00		0.50	3.00		7.00	3.00	6.00	4.00	4.00							0.50	1.00	37.50	
490031369 Central Valley Public School	4.00		2.00		5.00	2.00		1.00	2.00		5.00	1.00	4.00	2.50	4.50							1.00	0.50	32.50	
490073504 Hatton Public School		1.00	3.00		5.50	1.00		1.00	2.00		5.00	1.00	4.00	4.00	4.00							2.00	1.00	31.50	
490093630 Hillsboro High School	3.00	2.00	4.00		5.00	3.00		0.50	2.00		4.00	1.00	4.50	0.50	5.00							1.00	0.50	36.00	
500205759 Manly Public School		4.00	4.00		4.00	2.00		0.50	1.50		3.00	1.00	4.00	2.00	4.00							2.00	0.13	31.13	
1510284882 Kenmare High School	4.50		4.50		5.00	2.00		0.50	1.50		6.50	1.50	4.00	2.00	4.50							0.25	0.50	37.25	

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Date

Proposed Requirements	Agriculture Education	Art	Business Education	Vocational Marketing Education	English Language Arts	Languages	Vocational Health Careers	Physical Education *	Vocational Family and Consumer Sciences *	Technology Education	Mathematics	Music	Science *	Business and Office Technology	Social Studies	Vocational Trade and Industrial Education	Health Careers *	Career Education	Driver and Traffic Safety Education	Computer Education	Vocational Diversified Occupations	Information Technology	Health	Total
520252792 Fessenden-Bowdon Public School	5.00	1.00	6.00		4.00	2.00		0.25	3.00		7.00	1.50	4.00		3.00			1.00				0.50	2.00	38.75
530062270 Eight Mile Public School	3.50	0.50	4.00		5.00			1.00	3.00		4.00	1.63	5.00		5.50					1.00			0.50	34.63
530158463 Toga High School	4.00	1.00	9.50		5.00	1.00		1.50	0.50		5.50	1.50	6.00		6.00					1.00			0.50	43.00
HS 1-74																								
020656118 North Central Public School			5.00		4.00	3.00		2.00	3.00		5.00	1.00	2.63		3.25	6.00		1.00				2.00	1.00	36.88
020829463 Wimbledon-Courtenay Public School		1.00	4.00		4.00	1.00		0.50	4.00		3.00	1.00	3.00		4.00	6.00		1.00				0.50	0.25	34.75
030055741 Minnewaukan Public School			3.00	0.50	3.00	1.00		0.50			3.00	0.75	3.00		3.00	4.00						0.50	0.50	22.75
030065184 Leeds Public School	4.00	1.00	3.50		4.50	2.00		0.50	2.00		3.00	1.50	4.00		5.00							1.00	0.50	35.50
030299219 Warwick Public School		1.00	1.00	0.50	5.00			1.00	2.00		3.00	1.00	2.00		4.00	4.50						0.50	1.00	27.00
050139422 Willow City Public School	2.00		1.00		4.00			1.00	3.00		4.00	0.75	3.00		4.00			1.00					0.50	24.25
050179325 Westhope Public School	3.00		4.50		4.00			1.00	1.50		4.00	0.75	4.00		4.00								0.25	27.50
050546043 Newburg-United Public School	1.00		3.00		4.00			1.00	2.00		3.00	1.50	4.00		2.00								0.25	21.75
06017421 Rhame Public School	3.50	1.00			4.00	1.00		0.50			5.50	0.75	2.00		2.00								0.25	20.50
060337785 Scramton Public School	5.00		1.50		4.00	2.50		0.50			5.00	2.50	4.00	2.50	4.00							1.00	0.50	33.00
070141037 Bowbells Public School			5.00		5.00	1.00		1.00	1.00		3.00	1.00	4.00		3.00								0.25	25.25
070277156 Powers Lake Elem School						1.00																		1.00
070277158 Powers Lake High School	4.00		2.00		3.00	1.00		0.50			4.50	1.50	4.00		3.00						1.50	1.00	0.50	26.50
070365262 Burke Central Public School			4.00		4.00	1.50		1.00		1.50	5.00	1.00	4.00		5.00								0.50	28.00
080289470 Wing Public School		2.00	4.00		3.00	1.00		0.50			5.00	0.75	3.00		3.00								0.50	22.75
100141028 Border Central Public School					3.00			0.50			3.75	1.00	2.00		2.75								0.25	13.25
100195895 Munich Public School			5.00		4.00	0.50		0.25	2.00		4.00	0.75	3.50		2.00								0.25	23.25
130193390 Halliday Public School	5.00	1.00	6.00		4.00	2.00		0.50			3.00	1.75	5.00		4.00								0.25	32.50
140127861 Shelyenne Public School			1.00		5.00	1.00		0.50			4.00	0.50	3.00		4.00							1.00	0.50	20.50
150063525 Hazelton-Mat-Brad Public School		2.00	3.50		4.50	1.00		1.00	1.00		3.00	1.00	5.00		5.00							3.00		30.00
150158248 Strasburg High School			3.00		5.00	1.00		1.00	2.50	3.50	3.00	1.00	3.00		5.00									28.00
190180000 Roosevelt 18			4.00										1.00											5.00
190181306 Roosevelt Public School	5.00	1.00	1.00		3.00	2.00		1.00	3.50		4.00	1.00	2.00		3.00								0.50	28.00
200070958 Midkota Elem School																								1.00
200073172 Midkota High School			4.50		4.00	3.00		1.50			5.00	2.00	5.00		6.00							1.50	0.50	33.00
220208571 Tuttle-Pettibone High School		1.00	5.00		6.00	2.00		1.00	1.00	4.00	5.00	0.75	4.00		5.00								0.25	33.00
220288318 Tappen Public School	4.00	1.00	4.00		2.00	3.00		1.00			4.00	1.00	4.00		2.00							1.00		27.00

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Date

Proposed Requirements	Agriculture Education	Art	Business Education	Vocational Marketing Education	English Language Arts	Languages	Vocational Health Careers	Physical Education *	Vocational Family and Consumer Sciences *	Technology Education	Mathematics	Music	Science *	Business and Office Technology	Social Studies	Vocational Trade and Industrial Education	Health Careers *	Career Education	Driver and Traffic Safety Education	Computer Education	Vocational Diversified Occupations	Information Technology	Health	Total	
230075068 Kum High School			3.25		4	3	1.00	2	1.00	3.00	4.00	1.00	4		4				0.25				2	27.75	
230095483 Litchville-Marten High School			3.50		5.00	2.00	1.00	0.50	3.00		3.50	1.00	5.00		4.50	3.00		1.00	0.25	1.00				0.50	34.50
230119009 Verona Public School	1.00		3.50		4.00	2.00	1.00	0.50	2.50		2.00	0.75	2.00		3.50	2.00			0.25	1.00				0.50	29.25
240563013 Gackle-Sireter Public School	4.50		3.00		4.00	2.00	1.00	0.25	2.00		4.00	0.75	4.00		4.00	3.00			0.25					0.13	29.88
250140389 Anamoose Public School			3.00		4.00	0.50	1.00	0.50	2.00		5.00	1.00	3.00		3.00			1.00						0.25	23.25
250571925 Drake Public School			2.00		4.00		1.00	1.00	1.00		5.00	1.00	3.00		3.00						2.00			1.00	23.00
260049849 Zealand Public School		1.00	6.00		4.00		1.00	1.00	2.00		4.00	4.00	5.00		4.00									0.25	31.25
260090539 Ashley Public School		1.00	4.00		5.00	1.00	0.50	1.00		1.50	4.00	1.50	5.00		4.00									0.50	28.00
270020315 Alexander Public School	4.00		4.00		4.00	2.00	1.00	1.00			3.00	1.00	5.00		6.00									0.25	30.25
270365459 Mandaree Public School		1.00	5.00		7.00	1.00	0.50	0.50			6.00	1.00	5.00		6.00	2.00								0.50	37.00
280505519 Max Public School		2.00	2.00		5.00	1.00	0.50	0.50		1.00	4.00	0.75	4.00		4.50									0.50	26.25
280728562 Turtle Lake-Merzer Public School	3.50	1.00	4.00		4.00	1.00	0.50	0.50	1.00		4.00	1.00	4.00		4.50									0.50	29.50
280899363 White Smead Public School		2.00	1.00		5.00	1.00	1.00	1.00	2.00		1.00	1.00	4.00		4.50									1.00	29.50
290204781 Golden Valley High School		1.00	3.00		3.00	2.00	1.00	1.00	2.00		4.00	0.50	3.00		2.00									0.50	24.00
290228224 Stanton Public School		1.00	2.00		5.00	1.00	0.50	0.50	1.00		4.00	2.00	3.00		2.00									0.50	22.00
300133537 Hebron Public School	4.50	1.00	2.00		4.00	2.00	1.50	2.00			5.00	1.50	5.00		3.00									0.25	35.75
300392854 Flasher Public School		1.00	1.50		5.00	2.00	0.50	0.50	3.50		4.00	1.00	5.00		4.50					0.50				0.50	35.50
3400016982 Pembina Public School		2.00	2.00		4.00	2.00	0.50	0.50	4.00		5.00	1.00	4.00		4.50									0.50	27.50
340121626 Valley Elem School															3.00										3.00
340123721 Valley High School			3.00		4.00	2.00	2.00	0.50	1.00		5.00	1.00	4.00		2.00									0.25	29.75
3403438212 St Thomas Public School		0.50	5.50		4.00	3.00	4.00	0.50	1.00		3.00	3.00	3.00		2.00				0.25					0.25	34.00
340555999 Neche Public School			3.50		3.00	1.00	1.00	0.50	1.00		3.00	1.00	3.00		2.00									0.25	20.25
350019508 Wolford Public School		4.50	4.50		3.00	1.00		0.50	4.50		4.00	1.00	3.00		2.00									0.25	19.50
360022113 Edmore Public School		1.75	4.00		4.00	2.50	0.50	0.50	4.50		6.00	1.00	5.00		4.50					0.50				0.25	34.50
360448230 Starweather Public School		3.00	3.00		3.00	3.00	0.25	0.25		1.50	4.00	1.50	2.00		2.00										17.25
380027858 Sherwood Public School		3.00	3.00		6.00	3.00	0.50	0.50		2.00	4.00	4.00	4.00		3.00										25.50
390182739 Fairmount Public School		3.50	1.00		4.00	1.00	1.00	0.50			3.00	1.00	3.00		4.50	5.00								0.25	27.75
400297555 Rolette Public School	4.00	1.00	2.00		4.00	1.30	0.50	0.50	1.50		5.00	0.63	3.50		4.50									0.50	28.13
410036130 North Sargent Public School		4.00	4.00		4.00	2.00	1.00	0.50	2.00		3.00	1.00	4.00		4.00									0.50	31.50
420163199 Goodrich Public School		2.00			2.00			0.50			4.50	1.50	2.38		3.00										15.88
420195320 McClusky Elem School								1.50	1.50		5.00		4.00		2.00									1.50	2.50
420195532 McClusky High School	4.00		5.00		3.00		1.50	1.50			5.00		4.00		2.00									0.25	27.75

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J. J. ...

10/15/03

Date

	Vocational Marketing Education			English Language Arts	Languages	Vocational Health Careers	Physical Education *	Vocational Family and Consumer Sciences *	Technology Education	Mathematics	Music	Science *	Business and Office Technology	Social Studies	Vocational Trade and Industrial Education	Health Careers *	Career Education	Driver and Traffic Safety Education	Computer Education	Vocational Diversified Occupations	Information Technology	Health	Total	
Proposed Requirements	4			3	2				4	2	4		4									2		
430038036 Solen Public School		2.00	2.00	4.00		0.50			4.00		4.00		4.00		4.00								20.50	
430042921 Ft Yates Public School		1.00	4.00	6.00	2.00	1.00			6.00	1.00	5.00		6.00	1.00	1.00		0.50					1.00	34.50	
430087804 Seifridge Public School			3.00	4.00	1.00	0.50	1.00		3.00		2.00	1.00	3.00	1.00								0.25	19.75	
460192827 Finley-Sharon Public School		3.50	0.50	3.50	3.50	1.00	0.50	3.50	4.00	1.00	3.50		3.00				0.50					0.50	28.50	
470035657 Medina Public School		3.50	1.00	4.00	4.00	3.00	1.00	5.50	5.50	0.50	3.00		3.00	4.00								0.50	38.50	
470107087 Pingree-Buchanan High School		1.00	1.50	2.00	4.00	1.00	0.50	2.00	4.00	1.00	4.00	2.50	4.00	8.00								0.25	35.75	
470145794 Montpelier Public School			1.00	2.00	6.50		2.00	2.00	4.00	0.75	3.00		2.00	4.00					2.00			0.50	29.75	
470194892 Kensal Public School		0.25	5.50	4.00	0.50	0.25			3.00	0.50	5.00		2.00									0.25	21.25	
480020964 Bisbee-Egeland Public School			2.50	3.00	1.00	0.50	3.00		4.00	2.00	4.00		4.00	1.00								0.50	26.00	
480286122 North Central Public School			2.00	6.00		1.00	3.00	3.00	4.50		2.00		3.00					1.00				1.00	26.50	
500792891 Fordville Public School			3.50	4.00	1.00	0.25	1.00		3.00	0.75	3.00		3.00									1.50	21.25	
501062109 Edinburg Public School			3.00	4.00	2.00	1.00	0.50	2.50	4.00	1.00	3.00		3.00								1.00	1.00	26.00	
510167117 Sawyer Public School		1.00	3.00	4.00		1.00	5.00		4.00	1.00	5.00		4.00						1.00			0.50	29.50	
510540916 Berthold Public School		4.50	2.00	4.00	5.00	2.00	0.50		4.00	1.50	4.00		3.50				2.50					0.25	33.75	
511585446 North Shore High School			1.00	3.00	1.00	1.50	1.00		3.00	1.00	3.00		3.50				1.00	0.25				2.00	22.25	
520398284 Sykes Public School			2.00	3.00		0.50	1.00		5.00	1.00	2.50		2.00				0.25					1.00	18.25	
530027352 Ray Public School			4.00	4.00	2.00	0.50	2.50	4.00	5.50	0.75	4.00	1.00	4.00									1.00	0.25	33.50
530919409 Wildrose-Alamo Public School			2.00	3.50	2.00	0.50			4.00	1.50	2.00		2.50											18.00
530993281 Grenora Public School		3.50	5.00	4.00	1.00	0.50	2.00		4.00	0.75	5.00		2.50									0.50	28.75	
Private																								
084098182 St Marys Central High School		4.00	3.50	5.50	5.00	1.00			7.00	3.00	6.00		5.00	10.00			0.25					0.50	50.75	
084159900 Shiloh Christian School		2.00	3.00	6.50	2.00	1.00			6.00	1.00	4.00		2.50				1.00						29.00	
084205490 Martin Luther School		0.50		1.00		0.50			2.00		1.00		1.00										6.00	
094017826 Shanley High-Sullivan Middle School		1.00	3.50	5.50	6.00	1.00			5.00	1.50	6.00		4.50									0.50	34.50	
094056210 Oak Grove Lutheran High School		0.50	3.00	4.50	5.00	1.00	1.50		5.00	2.25	5.00		4.50				0.50					0.50	33.25	
184286038 New Testament Baptist Christian Sch				4.00	4.00	0.50			4.00		3.00		3.50									0.50	19.50	
194010035 Prairie Learning Education Center		5.00		5.00		1.00			5.00		3.00		6.50									0.50	26.00	
274150060 Johnson Corners Christian Academy		1.00	3.00	3.00	1.00	0.25		1.00	5.00	1.00	3.00		4.00									0.25	22.50	
454101842 Dickinson Trinity High School		0.50	2.00	4.50	3.00	0.50			6.00	2.00	4.50		3.50				0.50					0.25	27.25	

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	Total			
Health	2			26.50
Information Technology				0.25
Vocational Diversified Occupations				31.50
Computer Education				0.25
Driver and Traffic Safety Education		0.50		24.25
Career Education			0.25	25.25
Health Careers *				1.00
Vocational Trade and Industrial Education				5.75
Social Studies	4	4.00		
Business and Office Technology		4.00		
Science *	4	3.00		
Music	2	2.00		
Mathematics	4	3.50		
Technology Education		6.00		
Vocational Family and Consumer Sciences *		2.00		
Physical Education *	2	1.00		
Vocational Health Careers		0.50		
Languages	3	1.00		
English Language Arts	4	6.00		
Vocational Marketing Education		6.00		
Business Education		5.00		
Art		1.00		
Agriculture Education				
Proposed Requirements				
514013200 Dakota Memorial High School				
514090968 Bishop Ryan High School				
514250055 Our Redeemers Christian School				
534108561 Trinity Christian School				
534185788 Morr-Dak Regional Teen Challenge				
Voc-Ed				
115426216 SE Area Voc Tech Center				
395389171 Richland Co Area Vo-Tech Center				
475284575 James Valley Area Voc Tech				
State				
308005458 Marmot Schools				
368006710 School for the Deaf				
BIA				
399009175 Circle of Nations School				
439002905 Standing Rock Comm Grant High Sch				

* except Health courses

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Date

SB 2031

(B)

Dual Credit Courses Delivered by Distance Education*
Fall 1997 through Spring 2002

Course Enrollment—Arranged by High School

COURSE NAME	NO. STUDENTS	HIGH SCHOOL	COLLEGE
1 st Yr Spanish II	7	Alexander	WSC
1 st Yr Spanish I	8	Alexander	WSC
Calculus I	2	Bowbells	WSC
Fundamentals of Public Speaking	2	Bowman	DSU
Precalculus	2	Bowman	DSU
Composition	4	Bowman	LRSC
Composition I	7	Bowman	DSU
Composition I	8	Bowman	DSU
Cisco Routing	1	Carrington	LRSC
Cisco Switching/LAN	1	Carrington	LRSC
College Composition I	3	Cavaller	LRSC
Composition I	4	Cavaller	LRSC
Composition I	4	Cavaller	LRSC
Composition II	4	Cavaller	LRSC
Cisco Routing	1	Center	BSC
Cisco Switching/LAN	2	Center	BSC
Composition I	3	Center	BSC
Composition II	3	Center	BSC
Cisco Switching	1	Central Cass	NDSCS
Cisco Routing	2	Central Cass	NDSCS
Cisco Switching	1	Dakota Prairie	BSC
Intro to Sociology	1	Dakota Prairie	BSC
Accounting I	2	Dakota Prairie	LRSC
College Algebra	1	Fessenden	LRSC
College Algebra	9	Fessenden	LRSC
Elements of Accounting I	1	Garrison	MISU
College Algebra	2	Garrison	MISU
Intro to Soil Science	1	Glen Ullin	MISU-Bottineau
Composition I	2	Glen Ullin	BSC
Composition II	2	Glen Ullin	BSC
Intro to Psychology	3	Glen Ullin	BSC
Composition I	5	Glen Ullin	BSC
Composition I	7	Glen Ullin	BSC
Fundamentals of Public Speaking	9	Glen Ullin	BSC
Intro to Psychology	9	Glen Ullin	BSC
Composition I	1	Golden Valley	BSC
Composition I	5	Grafton	LRSC
Fundamentals of Public Speaking	3	Granville	MISU
English	5	Granville	MISU
Intro to Computers	1	Hazelton-Mof-Brad	BSC
Composition II	3	Hazelton-Mof-Brad	BSC
Composition I	7	Hazen	BSC
Composition I	11	Hazen	BSC
Composition I	14	Hazen	BSC
Composition II	14	Hazen	BSC
Composition I	2	Hebron	BSC
Composition I	3	Hebron	BSC
Composition II	3	Hebron	BSC
Precalculus	2	Hettinger	DSU
Precalculus	2	Hettinger	DSU
Desktop Publishing	5	Hettinger	DSU
Composition I	17	Hettinger	DSU

North Dakota Dual Credit Database
Report prepared by Anita K. Decker, Department of Public Instruction
Page 1 of 3

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Cisco Networking	2	Jamestown	LRSC
Cisco Routing	2	Jamestown	LRSC
Cisco Routing	2	Jamestown	LRSC
Cisco Switching/Mgmt	2	Jamestown	LRSC
Psychology	3	Jamestown	LRSC
Composition I	3	Linton	BSC
Composition II	3	Linton	BSC
Composition I	4	Linton	BSC
Composition II	5	Linton	BSC
Composition I	6	Linton	BSC
Composition II	6	Linton	BSC
Composition I	11	Linton	BSC
Composition II	11	Linton	BSC
Intro to Psychology	1	McKenzie Co.	BSC
Finite Math	1	Medina	LRSC
Finite Math	2	Midkota	LRSC
Finite Mathematics	2	Midkota	LRSC
Cisco Routing	3	Midkota	LRSC
Trigonometry	3	Midkota	LRSC
Cisco Networking	4	Midkota	LRSC
Trigonometry	4	Midkota	LRSC
Intro to Info Processing	1	Mohall	MISU
Spreadsheet Applications	1	Mohall	MISU
Cisco Routing	3	Napoleon	BSC
Intro to Psychology	4	Napoleon	BSC
Fundamentals of Public Speaking	7	Napoleon	BSC
Intro to Psychology	7	Napoleon	BSC
Intro to Psychology	8	Napoleon	BSC
Fundamentals of Public Speaking	10	Napoleon	BSC
Cisco Switching/LAN	3	North	NDSCS
Fundamentals of Public Speaking	6	Parshall	MISU
English	8	Parshall	MISU
Composition I	4	Pembina	LRSC
Cisco Switching/Mgmt	1	Pingree-Buchanan	LRSC
Composition I	1	Pingree-Buchanan	UND
Cisco Networking	2	Pingree-Buchanan	LRSC
Cisco Routing	2	Pingree-Buchanan	LRSC
College Algebra	3	Pingree-Buchanan	LRSC
Finite Mathematics	5	Pingree-Buchanan	LRSC
College Algebra	7	Pingree-Buchanan	LRSC
College Algebra	8	Pingree-Buchanan	LRSC
English	3	Plaza	MISU
Fundamentals of Public Speaking	3	Plaza	MISU
Applied Calculus	1	Richland	NDSCS
Composition	5	Scranton	DSU
Composition I	7	Scranton	DSU
Composition I	8	Scranton	DSU
Microcomputer Spreadsheets	1	South Central - Bismarck	BSC
Composition I	1	Steele-Dawson	BSC
Composition I	3	Sykes	LRSC
Cisco Networking	1	Tappen	LRSC
Composition I	2	Towner	MISU
College Algebra	6	Towner	MISU
Composition II	1	Turtle Lake-Mercer	BSC
Composition I	4	Turtle Lake-Mercer	BSC
Composition I	1	Tuttle-Pettibone	NW Tech Coll (MN)
Composition I	2	Tuttle-Pettibone	BSC

North Dakota Dual Credit Database
Report prepared by Anita K. Decker, Department of Public Instruction
Page 2 of 3

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Composition I	5	Valley	LRSC
Fundamentals of Public Speaking	1	Washburn	BSC
Intro to Psychology	1	Washburn	BSC
Cisco Networking	1	West Fargo	NDSCS
Cisco Switching/LAN	3	West Fargo	NDSCS
Cisco Networking	4	West Fargo	NDSCS
Composition I	1	Westhope	MaSU
1 st Yr Spanish II	2	Wildrose-Alamo	WSC
1 st Yr Spanish I	4	Wildrose-Alamo	WSC
Intro to Sociology	1	Willow City	BSC
Psychology	1	Wimbledon-Courtenay	LRSC
Cisco Networking	1	Wimbledon-Courtenay	LRSC
Cisco Switching/Mgmt	2	Wimbledon-Courtenay	LRSC
Cisco Routing	4	Wimbledon-Courtenay	LRSC
Cisco Routing	4	Wimbledon-Courtenay	LRSC
Composition II	1	Wing	BSC

Total Dual Credit Courses Offered by Distance Education = 478

*No dual credit courses were taken during any of the summer sessions from Summer 1998 through Summer 2002

North Dakota Dual Credit Database
 Report prepared by Anita K. Decker, Department of Public Instruction
 Page 3 of 3

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ND Educational Technology Council

Dan Pullen, Director
PO Box 5036
1510 12th Avenue N.
Fargo, ND 58105-5036
Dan.Pullen@ndedtc.nodak.edu

Issues in SB 2031

SB 2031 as originally introduced appeared to be well focused on making sure that all high school students in North Dakota had opportunities to take a wide variety of courses as part of their high school graduation requirements. The current version of the bill has several changes that may result in unintended consequences. The original bill allowed schools to deliver required core courses using distance education. The current version restricts those options for schools. The issues I will discuss deal specifically with the distance education restrictions.

Issues

- Limiting a school's ability to use good technology solutions to improve teaching and learning in a variety of student settings runs counter to trends in other states and seems to run counter to the initial intent of the bill – to increase the number and variety of course offerings available to all students.
- Setting a cut-off point of "six or fewer" students in determining whether a school may offer a core course via distance learning is arbitrary and not related to either good pedagogy or the economic break-even point for offering a course with an in-classroom teacher. The economic break-even point may be closer to 15 students.
- The state and North Dakota schools have invested millions of dollars in the last three years building new video classrooms in nearly 100 schools that did not previously use video for sharing courses. Many more millions were spent in over 60 other schools for the same purpose in the previous 15 years. The current version of this bill would diminish the pay-off from those investments made in video classrooms.
- Restricting the use of distance education would have a negative affect on the development of new video consortiums in which schools cooperate to share courses using video networking. Restrictions would also negatively affect established ITV consortiums that have shared courses for many years.
- For example, at least 45 of the 158 high school courses being taught across the state by video during the current semester are in core areas (English, science, math, and social studies). Thirty-seven of the classrooms receiving 24 of those core courses today, have more than six students attending. Those 37 classes going on today would not be allowed under the present form of SB 2031, or more precisely, some of the students in each of those 37 classrooms would not be allowed to take the course because of the "six or fewer" restriction.

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- During the current semester 12% of courses being taught in video consortiums are for dual-credit (19 of 158). Thirteen of the classrooms receiving those dual-credit courses have more than six students attending. The current form of the bill would limit the number of students per site that could participate in a dual-credit course and may stifle the growth of dual-credit offerings.
- Teachers at the North Dakota Division of Independent Study are currently teaching core courses to classes of six or more students in eight North Dakota schools. These are typically due to the lack of a qualified teacher at the local district. But it gets more complicated than that. The ND Division of Independent Study is also currently teaching core courses in over a dozen North Dakota schools where 6 or more students are working on the same course – not as a class, but independently. Unfortunately, SB 2031 in its current form might encourage schools to play this angle in order to remain technically within the law.
- In talking informally with one member of the Senate Education Committee, I got the impression there was a feeling that courses taught using distance education were not of the same quality as those taught in more traditional settings. Without getting into a long discussion of learning styles, course delivery modes and what the research tells us, let me just say that the current DPI guidelines for distance education courses already have requirements that are higher than in many states. Briefly, distance education courses in North Dakota must meet all of the same high quality standards as courses taught in traditional North Dakota classrooms.
- The current teacher shortage in critical areas (math, science, etc) is predicted to worsen. A school's ability to afford a teacher for some of these required courses is only one issue. Being able to FIND a qualified teacher is going to be an increasing problem. Given the growing teacher shortage, preventing all schools from using the best resources available – including distance education – would be a step in the wrong direction.

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**SENATE EDUCATION COMMITTEE
SB2031**

January 15, 2003

Bev Nielson, North Dakota School Boards Association

NDSBA's Delegate Assembly passed a resolution at its Annual Convention which supports the concept embodied in SB2031. The resolution recognized the Constitutional responsibility of the state to ensure a uniform system of public education. Our support for this bill is contingent on the following suggested changes and clarifications:

- Amend page 2, line 12, to read "Two units of the same foreign language...."
- Add language which would allow districts until at least the fall of 2004 to be in compliance.
- Define "electives" as any course a student is not required to take for graduation. Or a similar, acceptable clarification of "electives".

110 North Third Street • P.O. Box 2276 • Bismarck, North Dakota 58502
1-800-932-8791 • (701) 255-4127 • FAX (701) 258-7992
www.ndsba.k12.nd.us

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Date

SB 2031

Al Liberobach

JOBS SKILL LEVEL CHANGES (1950 - 2000)

The percentage of jobs requiring certain levels of education or training

F-15203

	1950	1991	2000
Unskilled (grade 12 and below)	60%	35%	15%
Skilled (Beyond grade 12 & less than a four year degree)	20%	45%	65%
Professional (four year degree or beyond)	20%	20%	20%

Source: Bureau of Labor Statistics

NORTH DAKOTA POSTSECONDARY SCHOOLS

	Freshman that Graduate within		Freshman that return as Sophomores
	4 years	6 years	
UND	16%	43%	76%
NDS	14%	42%	75%
DSU	10%	24%	65%
MAY	13%	31%	56%
MIN	8%	20%	62%
VCS	21%	38%	67%
Jam	31%	45%	76%
U of	32%	45%	71%

Source ND University System

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10/15/03
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**Testimony on SB2031
Senate Education Committee
January 15, 2003**

Mr. Chairman, members of the committee, my name is Wayne Kutzer, Director of the State Board for Vocational and Technical Education.

My objection to this bill is the omission of vocational technical courses as required offerings and the elevation of foreign language -three years of a foreign language- to a required offering.

We are facing a skill shortage in this country far larger than any labor shortage. Industries within this state are experiencing an aging workforce that is quickly adding to the demand for more skilled people. The vast majority of careers in ND and the nation require technical skills. A recent Dept of Labor study said that within the next ten years, 25% of the jobs in this country will require a four year degree and 65% will require technical skills. Our state labor demands are no different.

Vocational technical education not only prepares students for careers, it helps students make career choices, and it helps to bring relevance to their education. The majority of students need to see that relevance, to tie their education to real life. They need that connection so that they understand the need for math, understand the need for communication skills, and critical thinking skills. If you were in the Memorial Hall yesterday you may have seen a vehicle built by high school students that got over 500 miles per gallon. I would think that took a fair amount of critical thinking skills, not only in building the car, but in how to drive it. As they explained it, if they used a heavier driver the car was able to coast farther. Those students were excited about their class; about their education. The teamwork they experienced and knowledge that they gained through that course will not be forgotten.

It is exactly that reason that vocational technical education needs to be available for all students.

* The reality is that this bill only requires three units of a foreign language to be offered. But the perception will be that these courses will be required – and perceptions are hard to overcome.

Not for a show of hands, but how many of you believe that if you want to go to any college in ND do you need two years of a foreign language? How about in Minnesota? How about at the University of Minnesota? The answer is no in all cases. But that is not what students are told. This week at a high school registration session in a Bismarck middle school, students and parents were told that if they were going to college they needed a foreign language. It's a perception, not reality. If we are going to require foreign language for college, then why isn't foreign language required in college.

All students should have options in the courses they take, but those choices should be based on the students career plan, not based on if one option is required for a school to offer and the other is not.

If we are talking about quality schools and what they should be offering, we should be talking about preparing for the 21st century, and requiring courses in technical literacy or computer technology.

A suggested change to this bill would be that every school make available 3 units of vocational technical education and reducing the foreign language requirement to either an elective or two units.

*suggested
amend.*

As SB 2031 is written I ask you for a do not pass.

SB 2031

Row, Ness -
Petroleum Council



What can be done to attract the younger work force into the North Dakota energy industry?

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Concerns and Opportunities

- In 8 to 10 years, demand for skilled labor will exceed available supply for ND energy industry
- Retirements and new construction will drive increased demand
- Shrinking labor pool and low interest in vocational careers are affecting supply
- Problem is national in scale
- High paying career opportunities close to home will be available for ND young people

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Deborah Rickford

10/15/03

Date

High Paying Jobs for ND Young People

(Wages stated below include benefits)

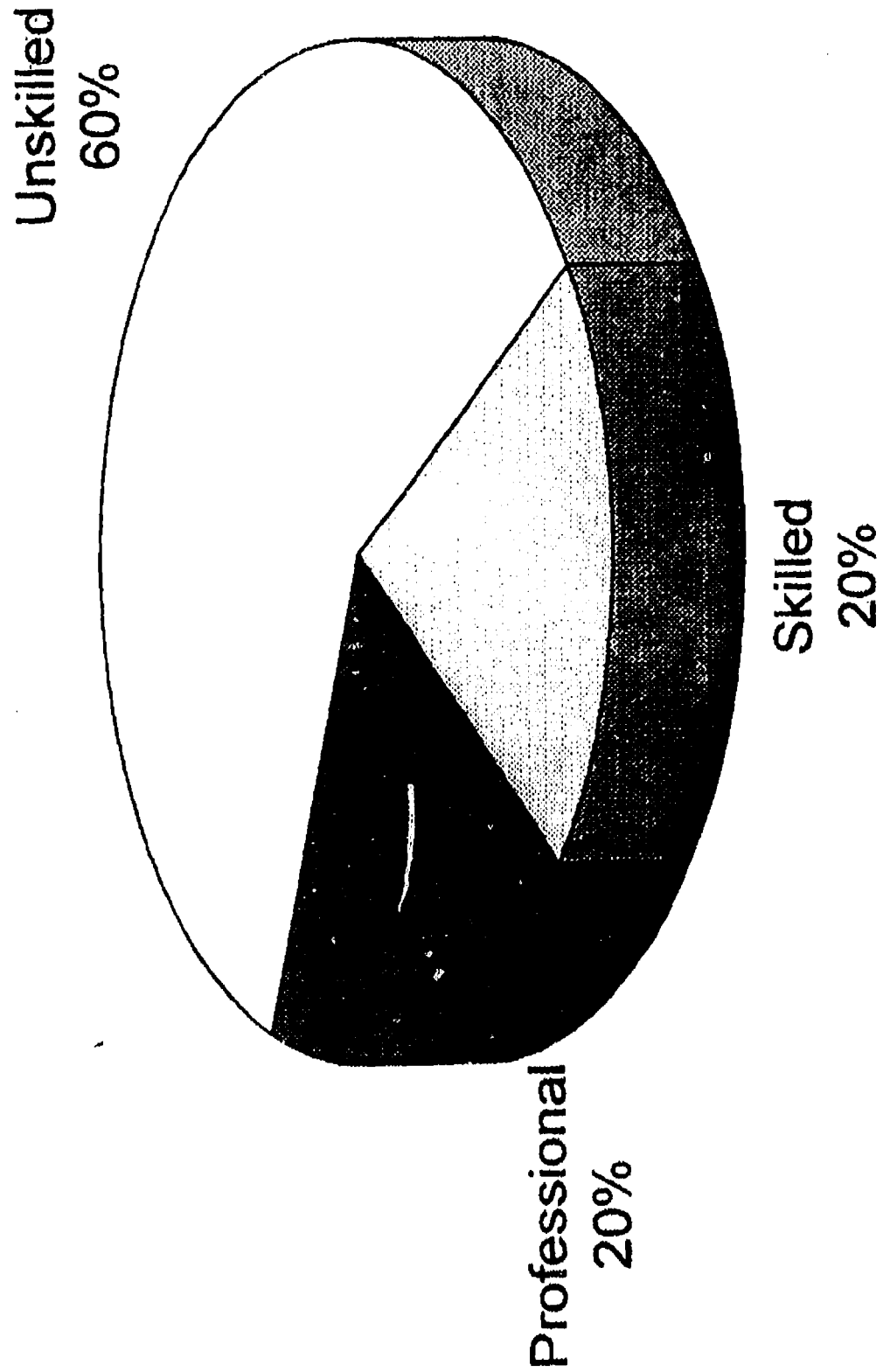
- Skilled labor jobs in energy industry typically run from \$24/hr for laborers to \$44/hr for control room operators
- Local construction trades are also well-paid (year 2000 wage rates shown below)
 - Laborer \$24/hr
 - Electricians \$27/hr
 - Plumbers/Pipefitters \$31/hr
 - Boilermakers \$35/hr
- Advancement/Management Opportunities



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Date

1950 Job Skill Levels

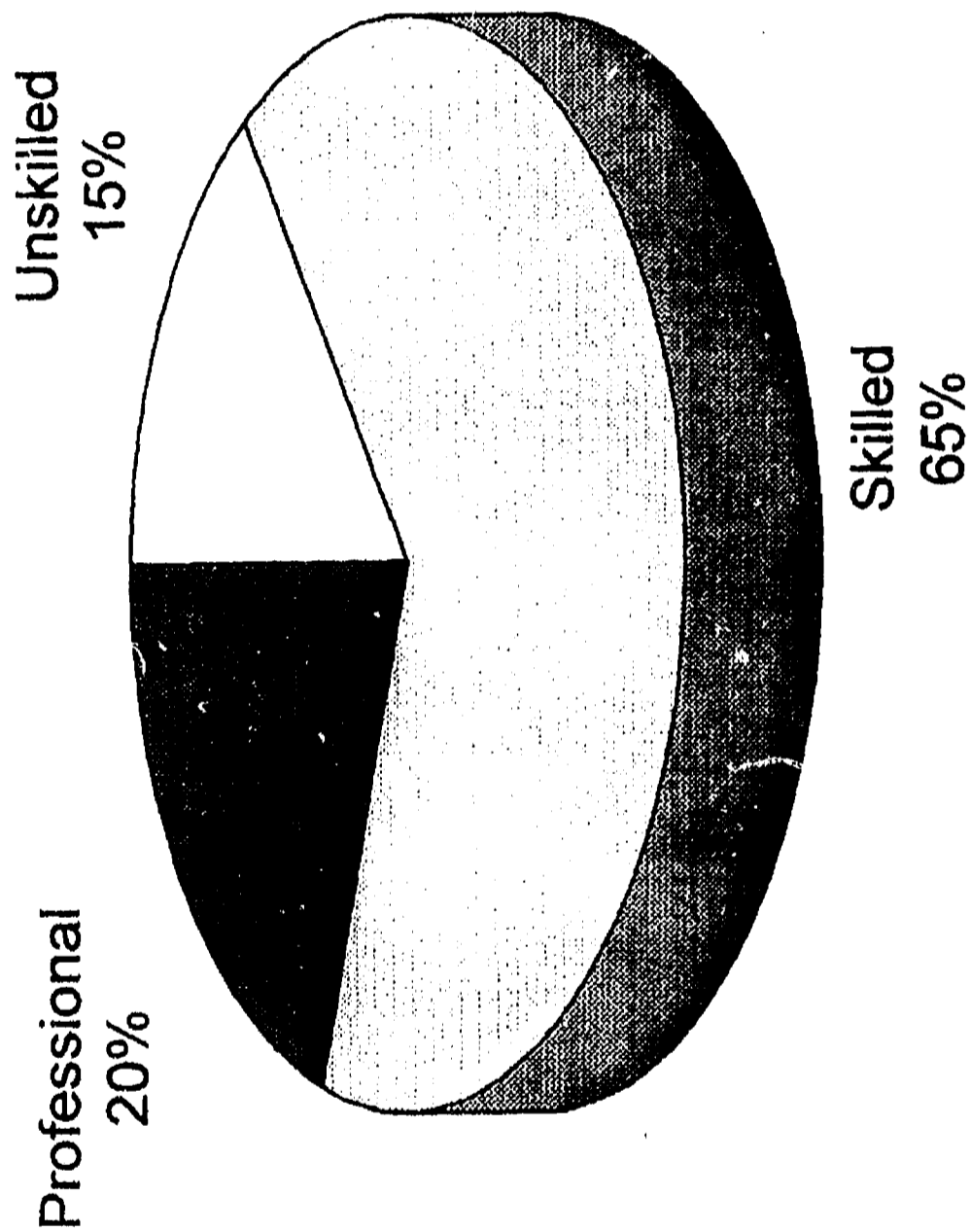


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2000 Job Skill Levels



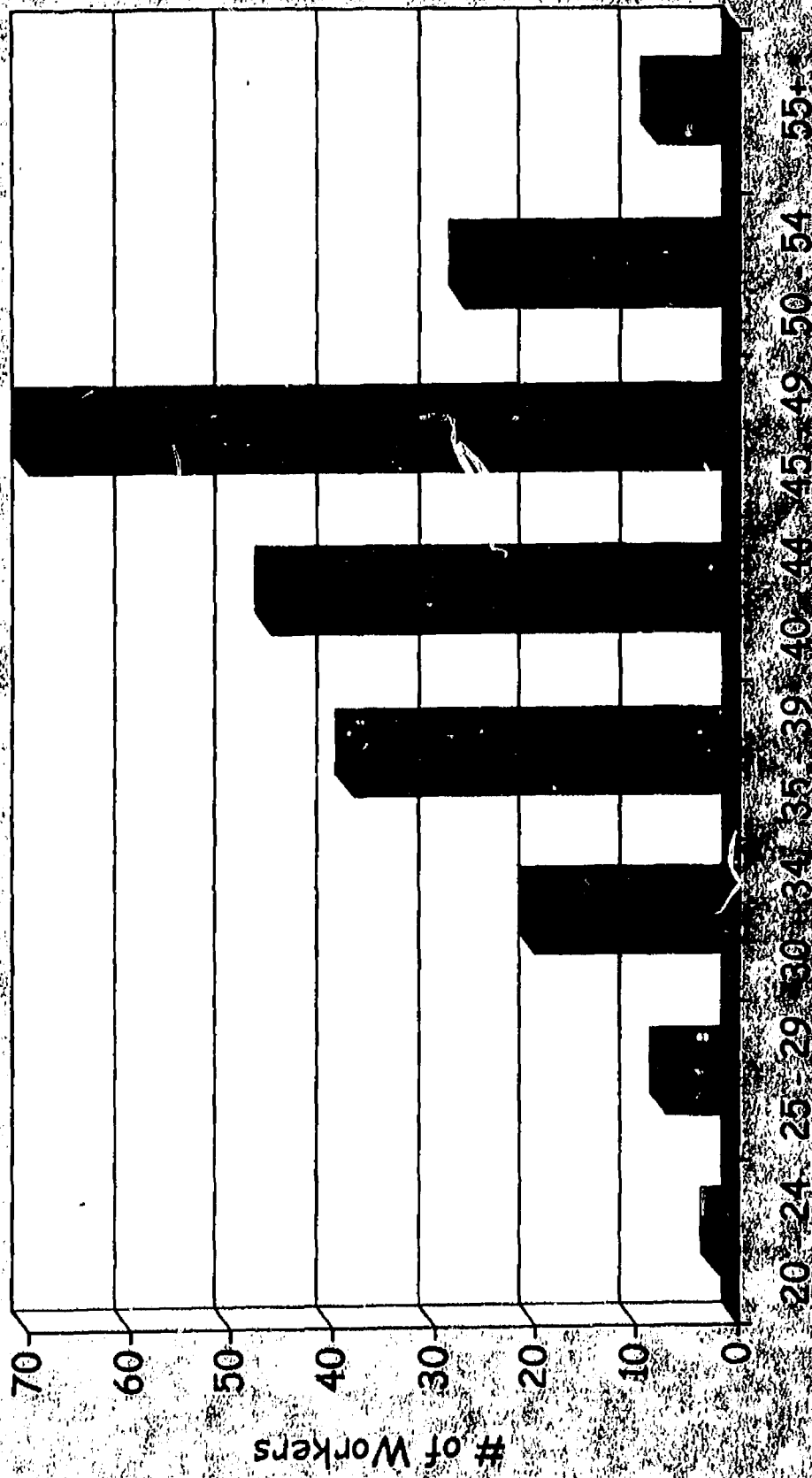
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Age Profile of Workforce

Tesoro's Mandan Refinery on October 2, 2002



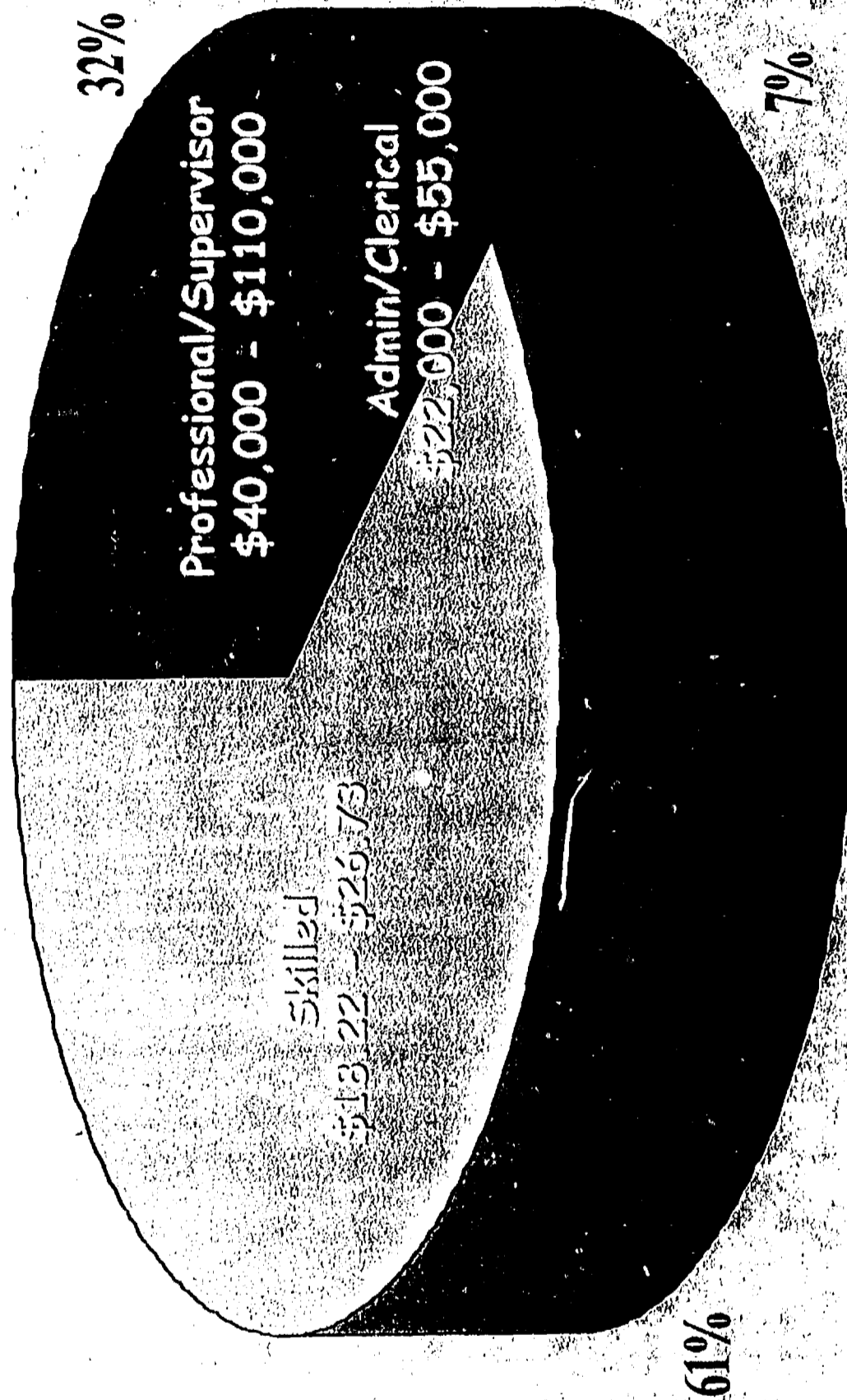
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Job Skill & Pay Levels

Tesoro's Mandan Refinery on October 2, 2002

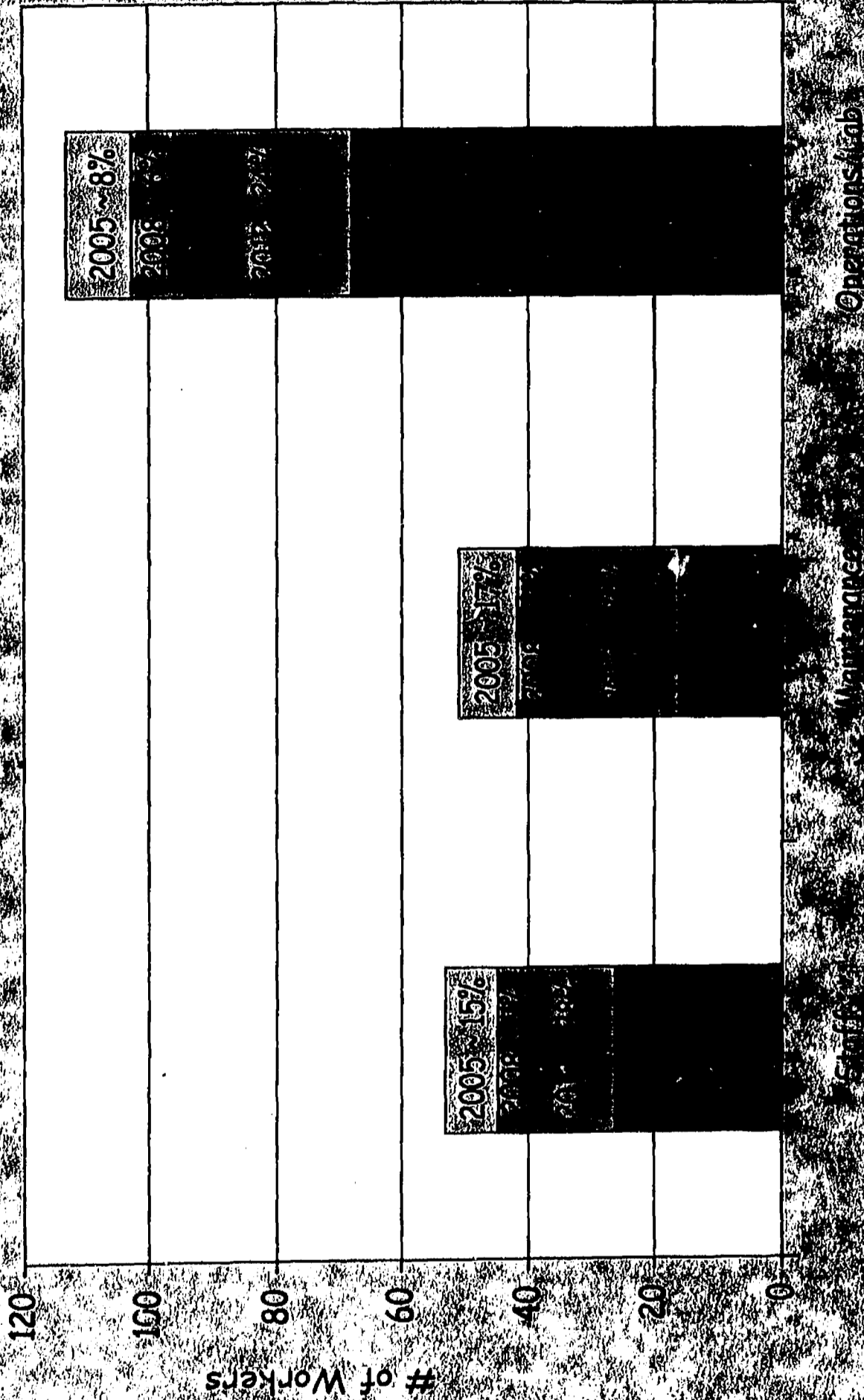


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Projected Workforce Needs

Tesoro's Mandan Refinery
 Today's Average age = 43



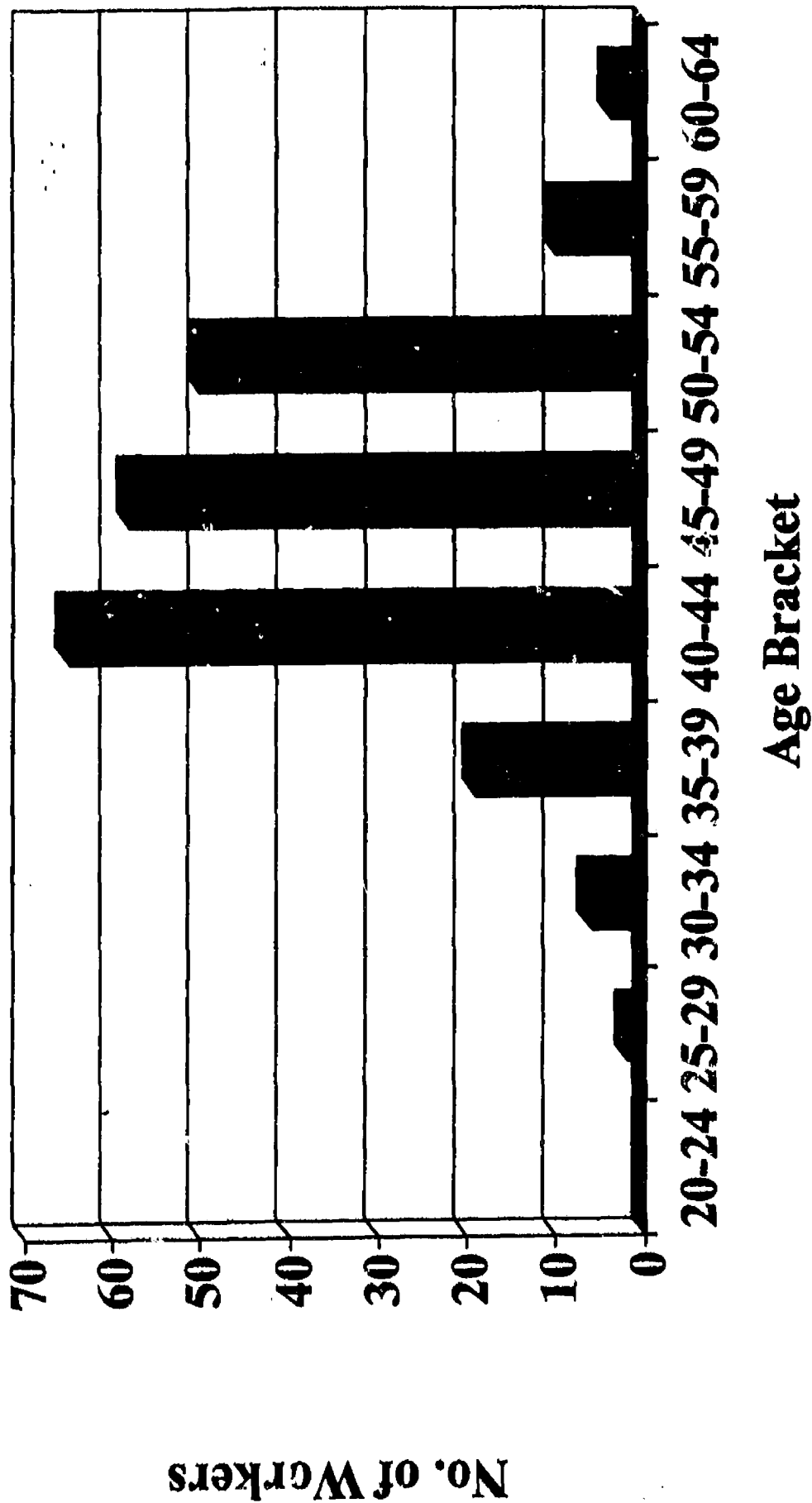
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Typical Age Profile of Workforce

(Coal Creek Station on March 5, 2002)

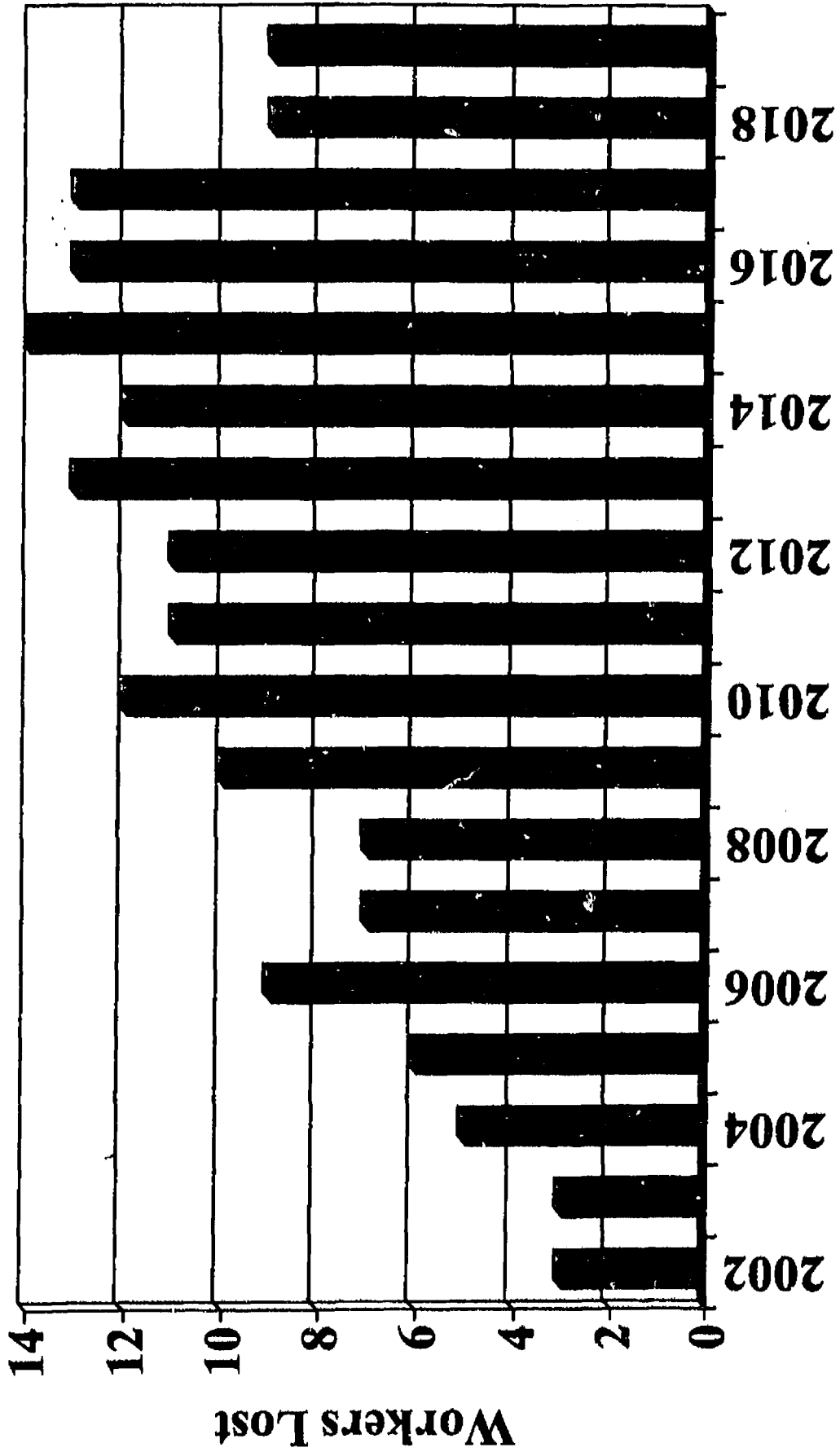


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Typical Profile of Anticipated Retirements



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How the ND Energy Industry is Addressing this Issue?

- Beginning November 2001 meetings involving ND energy plants, vocational schools, state government, construction trades, and major contractors have been held
- Subgroups formed to address the following:
 - Developing long-range forecast of hiring needs
 - Identifying future skills needed by the industry
 - Promoting vocational scholarships and internships
 - Marketing vocational career opportunities to ND youth, parents, career counselors, educators

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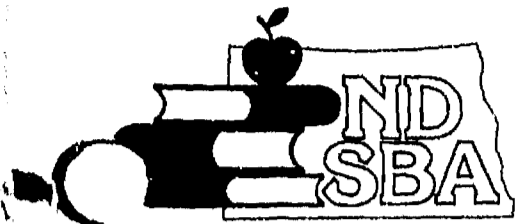
Operator's signature
Deborah Rickford
Date
10/15/03

Possibilities for Improving Awareness

- Travelling road show on energy career opportunities and required skills
- Provide tours of facilities to select students and vocational and science educators
- Develop energy career education information and training
- Provide written materials or CD's for marketing vocational career opportunities
- Give presentations at selected conferences and job fairs
- Using single coordinator for marketing energy job opportunities and identifying skills needed

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Date: *10/15/03*



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HOUSE EDUCATION COMMITTEE

SB2031

Bev Nielson, North Dakota School Boards Association

NDSBA's 2002 Delegate Assembly passed a Resolution in support of the concept of SB2031, acknowledging the state's obligation to provide for a "uniform" system of k-12 education.

During the hearing in the Senate Education Committee, we asked for three amendments and one clarification. The three amendments were:

- 1) "...~~three~~ years of the same foreign language" to "two years.....";
- 2) fewer required elective units, and;
- 3) setting a compliance date no earlier than the fall of 2004-05.

The clarification we sought was that any course not required for graduation is considered an "elective". It is our understanding, now, that DPI agrees with this definition.

During the Interim and at our Delegate Assembly, one factor that made the concept of SB2031 palatable was the assurance that courses could be made available through any delivery method currently approved. The engrossed bill before you restricts the use of currently acceptable delivery methods.

NDSBA cannot support engrossed SB2031. We request the House Education Committee return to the original version of SB2031 and adopt the three amendments we have proposed without making further course requirements or restrictions on delivery methods.

110 North Third Street • P.O. Box 2276 • Bismarck, North Dakota 58502
1-800-932-8791 • (701) 255-4127 • FAX (701) 258-7992
www.ndsba.k12.nd.us

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10/15/03
Date

45 students

BISBEE-EGELAND 7-12 CLASS SCHEDULE 2002-2003

Period	Science Mrs. Keller	Math Mr. Deplazes	Social St. Mr. Krogen	English Miss Kober	FCS Mrs. Wolsky	Tech. Ed. Mrs. Henke	Comp/Bus Mrs. Halverson / Mrs. Peters	Phy. Ed. Mr. Nitschke	Music Mrs. Kurtti
1 8:30 - 9:20	Physical Sci 9	Algebra II 10-11	Sociology / Current Events 10-12	English 7-8	Prep		Accounting I		8:30-9:15 Elementary
2 9:23 - 10:13	Earth Sci 8	Math 7	Government 11-12	Prep	FCS I 9-10		Computer Repair 11-12		Chorus 9-12
3 10:16 - 11:06	Biology 10	Prep	ND / US History 7-8	American Literature 11-12	Health 9 (1 st sem)		Comp 9 (2 nd sem)		M-W-Th 10:20-10:50 Elementary
4 11:09 - 11:59	Prep	Algebra I 9	US History 11	English 10	LOYO / App Com 12			* Phy Ed 7-8	* Music 7-8
Lunch 11:59 - 12:31 12:28	11:45 END ELEMENTARY LUNCH								
5 12:31- 1:21	Life Sci 7	Adv Math 12	Spanish	Counselor	* FCS 8 (alt. with Keyboard 8)	Tech Ed 11-12	* Comp 10 / Keyboard 8	* Phy Ed 9-10	* Study Hall 9
6 1:24 - 2:14	Physics 11-12	Math 8	World History 10	English 9	FCS 7	* Tech Ed 11-12	* Desktop Publishing 11-12	* Lifelong Skills 11-12	
Flex 2:17 - 2:37	10 th	9 th	11 th	12 th	Home Room 8 th				7 th
7 2:40 - 3:30	Human Anatomy 11-12	Gen Math 10-12	Prep	Counselor	Adv Comb I / Adv Comb II 11-12	Tech Ed 9-10			Band 7-12

Wayne Jurgens - Handwritten

* Indicates semester classes that meet on alternate days for the entire year. Unmarked semester classes meet every day for an entire semester.

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Operator's Signature: *Deborah Rickford* Date: 10/15/03

Parker 101	Laxo Gym.	Krack 102	Reiser 103	J Eisberger 104	D Elsparger 111	Peterson 106	Lee 107	Henke Shop	Conde and Rm	R Mohs 110	K Mohs Chorus Rm	Falvers on 105, 7B	Hagler Gym 4A	Nelson Lib	Lindahl	
Applied Bio-Chem.	History 10		Math 8	Govt. Psych	Eng. 11	PREP	FCS 9	Tech Ed 9	PREP	Eng. 12	Elem. Music		Pre-Alg. 8	Stud. Skills 7 Stud. Skills 7	Principal	110 students
Science 7	Elem. PE	Physical Science	Sen. Math College Algebra	PREP	Basic English	Comp. 2 Comp. 3	FCS 8 Textile Art	Tech Ed 11, 12 Tech. Ed. 8	Elem. Music	SH SH	Elem. Music		Alg. II	Lib.	Principal	
EMT	Elem. PE	Physics	Geom.	Hist. 11	Eng. 9	Key 9 Comp. 1	SH SH	Tech Ed. 11, 12	Elem. Music	Eng. 8	Elem. Music		Math 7	Lib.	Principal	
Science 8	Elem. PE	Phys. Science	Algebra I	SH SH	PREP	Desktop Publishing	Foods. Parenting	PREP	Elem. Band	Eng. 7	HS Chorus	Comp. Repair 11	PREP	Lib.	Principal	
PREP	Geog. 7 PE 10	Chem.	PREP	Govt. Psych.	Eng. 11	Key 9 Comp. I	Fin. Facts 10. Health 7	Bisbee	Music App. 9	Eng. 12	Elem. Music	PREP Key. 8	Alg. II Study Hall	Study Skills 8 Lib.	Principal	
Anatomy	Hist. 8	Advan. Chem.	Pre-Calc.	Our State 7	Eng. 10	Tech. Coord.	Health 9 Health 9	Bisbee	Elem. Music	French I	Elem. Music	Bus. Law PREP	PE 9 PE 9	Lib.	Study Hall 4A Study Hall 4A	
Biology	Elem. PE		Algebra I	Law & Justice ND Stud.	SH SH	Tech. Coord.	PREP	Bisbee	JH Band	French II	Elem. Music	Acct.	Pre-Alg. 9	Lib.	Principal	
SH SH	PREP		Consum Math	Hist. 11	Eng. 9	Tech. Coord.	Textile Art Foods	Bisbee	HS Band	PREP	JH Music	Comp. Repair 12	JH PE	Lib.	Principal	

VANDO HIGH SCHOOL CLASS SCHEDULE 2002-2003

Wayne Singer - Bandout

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SB 2031

Clerk
Copy



January 17, 2003

Members of the Senate Education Committee:

In childhood and adolescence, regular participation in physical activity helps prevent many chronic diseases and maintain an overall healthy lifestyle¹;

In 1999 only 37% of North Dakota's high school students attended daily physical education classes² and in 2001 only 32% of high school students attended daily physical education classes³;

Fourteen percent of high school males in North Dakota are overweight and 14% are at risk of becoming overweight and 4% of our state's high school females are at risk for and 10% of females are overweight³;

The 291 members of the North Dakota Dietetic Association, with a mission to support the public through the promotion of optimal health and nutrition, strongly support efforts such as SB 2031 to increase the amount of physical education offered to students. We also support increasing the amount of health education offered, and encourage schools to offer nutrition education annually and in conjunction with efforts to promote a healthy school environment.

Karen K. Ehrens, LRD

Karen K. Ehrens, LRD (Licensed, Registered Dietitian)
Media Representative for the North Dakota Dietetic Association

¹ Journal of School Health Vol. 71, No. 7, SHPPS 2000: School Health Policies and Programs Study.

² 1999 North Dakota Youth Risk Behavior Survey.

³ 2001 North Dakota Youth Risk Behavior Survey.

ND Educational Technology Council

Dan Pullen, Director
PO Box 5036
1510 12th Avenue N.
Fargo, ND 58105-5036
Dan.Pullen@sendit.nodak.edu

Concerns with SB 2031 Feb 5, 2003

SB 2031 as originally heard allowed schools to deliver required courses using distance education. The current version restricts those options for schools.

Issues

- The state and ND schools have invested millions of dollars in the last three years to build new video classrooms in nearly 100 schools that did not previously use video for sharing courses. Many more millions were spent in other schools for the same purpose in the previous 15 years. The current version of the bill would diminish the pay-off from those investments.
- Restrictions on the use of distance education would have a negative affect on the development of new ITV consortiums in which schools cooperate and share courses using video networking. It would also negatively affect the long-standing consortiums that have shared these types of courses for many years.
- Approximately 30% of the courses taught by video fall semester 2002/03 would not be legal under the present form of SB 2031. Those courses include English, science, math, psychology, and others.
- Currently 14% of courses shared among video consortiums are dual credit. The current form of the bill would limit dual-credit courses and certainly stifle the growth of those courses.
- It is not just small schools that use distance education for sharing courses. Bismarck, Mandan, Minot, as well as many large Class B schools use distance education for sharing courses with neighboring schools. Many classes have over ten students in one or more sites.
- The current ND DPI guidelines for distance education courses already have requirements that are higher than in most states. In other words, distance education courses in North Dakota meet the same high quality standards as courses taught in traditional classrooms in our state.
- The current teacher shortage in critical areas (math, science, etc) is predicted to worsen. Being able to afford a teacher for some of these required courses is only one issue. Being able to FIND a qualified teacher is going to be an increasing problem. Given the growing teacher shortage, preventing all schools from using the best resources available – including distance education - is a step in the wrong direction.
- The current version of SB 2031 may preclude the ND Division of Independent Study from offering a full high school curriculum - a requirement they current have by statute. The Division also offers a high school diploma to over 100 students per year. This may also be prevented by SB 2031.
- Limiting a school's ability to use good technology solutions for the improvement of teaching and learning runs counter to trends in every other state. Virtual schools, like the ND Division of Independent Study, which North Dakota has had for over 70 years, are being formed in many other states to facilitate the delivery of quality coursework to students in a variety of settings.

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10/15/03
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Information received
2/17/03 from
Anita Decker

Online Learning

Prepared in partial fulfillment of requirements for
EdL 575: Education and public policy

Dr. Sherry Houdek
Department of Educational Leadership
University of North Dakota
Grand Forks, ND

Written by
Anita K. Decker

Fall Semester 2001

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Rapid changes in technology, in the amount and nature of information, and in society itself make it increasingly necessary for all of us to become lifelong learners. Technology offers the opportunity to make a revolutionary change in the way we organize school learning for all the people who work in education. It means not doing more of the same, but doing something different, something powerful, something appropriate for all learners. Increasing availability of Web-based alternative learning resources coincides with a decline in public confidence in the efficacy of schools and the increasing interest in alternatives, such as voucher programs, charter schools, and home schooling (Means, 2001).

Internet-based distance education is quickly becoming the predominant technology in distance education, while two-way interactive video and one-way recorded video are declining (Institute for Higher Education Policy [IHEP], 2000). Asynchronous (any time and any place) learning networks (ALN) have become the signature characteristics of this technology, setting it apart from most of the other technologies (IHEP, 2000). Sixty-three percent of U.S. public school classrooms had Internet access by 1999 (Means, 2001).

Perhaps no other area of education has adopted ALN to the extent that colleges have. From 1994-95 to 1997-98 the number of postsecondary distance education programs increased by 72 percent (IHEP, 2000). An additional 20 percent of institutions surveyed planned to establish distance education programs within the next three years (IHEP, 2000). A survey estimated that more than 1.6 million students were enrolled in distance education courses in 1997-98 (IHEP, 2000).

Internet-based education transcends typical time and space barriers, giving students access to learning opportunities day and night from anywhere on the globe. Coursework can provide material in highly interactive audio, video, and textual formats at a pace set by the student.

Educational alternatives are becoming the new civil rights issue. Alternatives are available disproportionately to the wealthy who can afford private/parochial schools, dual credit and advanced placement courses, and computer-based learning options. Demographic shifts in population directly influence economic trends in rural communities, which in turn dictates funding to social institutions like

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education. Appropriate programming in rural areas is less likely because of program novelty, lack of financial support for programs, and low enrollment rates. Dimensions of interest, challenge, choice, and enjoyment, because of their strong theoretical and practical ties to learning, are important areas to consider when educating children and youth.

In the traditional classroom, a class of learners is often formed by matching students by age and/or ability to create a homogenous unit so the teacher can teach to the group at a level that is designed for its average ability. This creates uniformity. Each member is usually expected to work alone and is tested independently. Competition, not cooperation, is the way to succeed. The reality of whole-class discussions means that many student voices—particularly the shy or less confident—go unheard.

In online courses, however, students must adjust. They no longer just wait for the learning; they must go to the learning. They may need to change study habits. Online learning requires some? *MO P.* motivation and the ability to self-monitor. Students become more responsible for their progress and more aggressive in communicating with teachers and do not rely on parents or other adults to do so. With the possible exception of students who are home educated, few see online learning as a great rush to graduate earlier, according to Bill Thomas, director of educational technology for the Southern Regional Education Board, who asserts that the ability to accelerate should not imply that online classes are easy. He cites the organization's experience, which indicates that online courses have been found to be more difficult (Rourke, 2001).

Students at Kentucky's Virtual High School feel their online teachers know them better than some of their regular teachers. They do not feel the effect of unmotivated students, and therefore, endure less busy work in an online course; and they don't suffer preconceived notions based on appearance or popularity. Participation and interaction are keys to success.

Knowledge is seldom constructed in isolation. Riel and Fulton (2001) assert that learning increasingly takes place in "communities of practice." Communities of practice are groups of "people who share a common interest in a topic or area as well as a particular way of talking about the phenomena, tools, and sense-making approaches for building their collaborative knowledge with a set of common collective tasks" (Riel & Fulton, 2001). The accomplishment of the community is of primary importance. The community, building on one another's strengths, develops distributed knowledge. Each

member develops a sense of competence in areas where they are most skilled and can help others in those areas, while receiving skill and knowledge in areas of less proficiency.

A central difference between the traditional and the learning community approaches is that in online courses direction is neither under the complete control of the teacher nor under the complete control of the learner. This makes all members of the community learners, including the teacher. Smart Tools Academy (<http://depts.washington.edu/academy/>) provides visitors access to a wealth of guidelines for teaching online courses, as well as discussions, templates, and standards.

Thomas, of the SREB, says the common belief that only the most motivated, well-disciplined student will succeed in an online course remains an open question. "We simply have not had enough experience with this new form of teaching and learning. In fact, I believe most students will be successful in the future since at least the better courses focus on students learning rather than teachers teaching" (Rourke, 2001).

Julle Young, executive director of the Florida Online High School, suggests that her school has had success with students who have either failed or have been seen as failures in their school but have been successful in the online environment: "Often times it is an issue of control, a personality conflict, or a learning disability. We remove those barriers in most cases, allowing the student much more control over the learning process. We have had remarkable success with students with certain learning disabilities or challenges. Often these students simply need a bit more one-on-one or more time to learn" (Rourke, 2001). Online courses are offered to both those in need of remediation and those desiring acceleration. Online courses have great potential for providing assistance for students, including those with a low incidence disability, for which a district may not have an adequate level of support.

Problems that have plagued schools for centuries--problems of parochialism and isolation; lack of time; space; support for teacher communication; articulating with teachers and students across grade levels; lack of easy access to subject-matter experts and to lively and up-to-date resource materials; challenges of providing a wider audience for student work and student writing—are being addressed through online learning. Internet-based/distance education has been subjected to scrutiny not generally applied to traditional learning. A survey conducted by the Institute for Higher Education Policy (2000) uncovered 45 benchmarks for technology-based courses. Through the analysis of findings, those 45

were reduced to 24 (IHEP, 2000). All include course development, faculty training, student services, learning resources, infrastructure, and outcomes assessment.

I would like to get a copy from you Anita.

The Impact of distance learning on faculty cannot be overlooked. Higher education institutions that have adopted significant online programming tend to work with the willing. With few exceptions, early adopters of such online courses have volunteered to teach distance education.

Medina, Pigg, Desler, and Gorospe (2001) charge that the preparation traditionally provided teachers no longer allows them to maintain the status of sage with any credibility. Kathleen Devaney and Gary Sykes describe teaching as "principled action," not merely "skilled transmission" (Medina et al., 2001). The role of teacher becomes facilitator. On-line instruction allows students the independence they seek in order to pursue what they want to learn.

Advantages of the online learning community approach for teachers include the opportunity to open the isolation of the single classroom and to provide new resources for teachers. Online learning provides opportunities for collaborative learning environments, which allow teachers to reflect on practices and concerns with other teachers, to share information in a distributed knowledge framework, and to build common understanding of new approaches, standards, and curriculum. It also allows continuous engagement with other experts (Professional development is embedded, perhaps more informally than formally throughout the experience.) Freedom from space and time limitations, enjoyed by students in online courses, extends to instructors as well. Even technological frustrations often create a greater sense of community as participants work together to solve them.

Strongly agree!

Online courses have certain unique characteristics. Young of Florida's Online High School feels that online teachers know their students better, have more communication with parents, and are able to provide individualized attention based on student needs rather than a one-size-fits-all classroom based on a calendar and a bell schedule (Rourke, 2001). In addition, she says, parents, guidance counselors, and other appropriate personnel can access progress reports online at any time.

There is growing evidence of changing pedagogy--more interactivity, increasing prevalence of self-directed study, more student responsibility for his or her own learning, increasing use of e-mail between teacher and student, and a greater need for feedback than with traditional instruction.

Administratively, online courses require some changes, such as the need for agreement on when

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assignments are to be completed and returned (in spite of students' pacing themselves), the need for reference assistance, necessity for course syllabuses, and issues of class size, and establishment of course office hours.

Isolation allows teachers great freedom but can also become professionally stifling. When schools wire their classrooms for the Internet, it is not the access to information that changes the classroom. There is already too much information. According to Medina et al. (2001) what changes the classroom—for teachers, students, parents, and the community—is the end of the isolation. Computers and related technologies are about relationships between teachers and parents, parents and parents, teachers and teachers, students and teachers, and students and the rest of the world.

Florida's Young sees teacher retention and renewed enthusiasm as a byproduct of online learning. Online learning, she feels, provides an opportunity for traditional schools to become more customer driven in meeting the needs of their students (Rourke, 2001). However, she acknowledges, online learning poses a challenge to the traditional school, which no longer has a monopoly on quality course work (Rourke, 2001).

Young says their online school developed many of its own courses, but she now feels it is no longer necessary. She recommends that schools seriously consider renting or leasing courses, thereby allowing them to focus limited resources on quality and implementation issues such as curriculum, instruction, and student assessment; management; and course evaluation (Rourke, 2001).

McKamey (2001) cautions that principals also may face some challenges: (1) How can a principal maintain oversight of a course given the lack of direct accountability? (2) Are there regular progress reports? (3) How can a principal help an online teacher who might not be supervised by the principal? (4) If a parent has a problem with an online teacher, should the parent appeal to the principal or the private company or organization providing the course? What is the principal's role in facilitating this process?

What about D.P.E.'s acceptance of such courses? or any state dep?

These are policy issues schools should address before implementing distance education. However, institutions are moving ahead without all the answers.

Some help is available for principals in evaluating the use of technology by teachers. The Indicators of Engaged Learning developed by North Central Regional Education Lab can be completed

online at <http://www.ncrtec.org/capacity/profile/profwww.htm> (Elb, 2001). These indicators provide a starting point for technology discussions.

Past technologies of print, photography, film, and computers have made it possible for teachers to share ideas in one-way interaction with students. New technologies enrich learning with strategies such as electronic field trips, online mentoring, science investigations, and a variety of humanities activities. Schools that incorporate ever-improving technology can offer the best combination of traditional face-to-face instruction and benefits of learning with new technologies (Means, 2001).

Through distance education, learning becomes tangible. The separation between the classroom and the past, the classroom and the world, us and one another disappears. Online learning connects to meaningful learning: real-world contexts for learning; connections to outside experts; visualization and analysis tools; scaffolds for problem solving; opportunities for feedback, reflection, and revision (Means, 2001).

Through the use of the Web, states have the opportunity to effectively address equity and access issues. Distance education can provide courses not available in local schools or where there is a scheduling conflict that prevents a student from taking the course at his or her school.

Schools that incorporate ever-improving technology can offer the best combination of traditional face-to-face instruction and benefits of learning with new technologies. Schools should be cautioned that technology is a journey, not a race. They shouldn't try to anticipate the perfect technological environment. Effective online learning requires improvements in teacher preparation and professional development in pedagogy, content, and assessment as well as technological advances (Means, 2001).

Super pt.

Online learning has the potential to increase our ability to work and learn from others who are distant in time and place. Reil and Fulton (2001) contend it gives students the tools to construct shared understanding and can help students "work in a world culture" and "shape their destiny in the interdependent world of the 21st century."

How can individual schools impact the on-line learning of not given by their school?

LaCosta Rickford
Operator's Signature

10/15/03
Date

References ✓

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TESTIMONY ON SB 2031
HOUSE EDUCATION COMMITTEE
March 11, 2003
by Anita K. Decker, Director
School Approval and Accreditation
328-1718
Department of Public Instruction

Madame Chair and members of the committee:

My name is Anita Decker. I am the director of School Approval and Accreditation for the Department of Public Instruction. The Department was in favor of SB 2031 regarding required units to be offered in North Dakota's high schools in its original form. The bill made great strides in providing students with educational opportunity regardless of school size or location. We are submitting an amendment which would return the bill to something very similar to the original legislation.

One of the strongest elements of the amendment (and the original legislation) is reference to standards. Within the past several days, I have received by mail and Internet, three articles noting the disconnect between secondary school curriculum and postsecondary expectations. One of those reports, *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations*, is a study by Stanford University. To quote part of that study: "While student finances are very important, the intensity and quality of the secondary school curriculum is the best predictor of whether a student will go on to complete a bachelor's degree."

The American Youth Policy Forum (2000) and the National Commission on the High School Senior Year (2001) have called for a re-thinking of how students move from secondary to postsecondary education. Nationally enrollments in advanced math and sciences courses are greater than they were a decade ago. However, the National Commission on the High School Senior Year (2001) reported that only 10 states have aligned their high

school graduation and college admissions requirements in English and only two have done so in math.

North Dakota teachers have worked hard to establish state content standards for what students should know and be able to do. Many districts have worked diligently to align their local standards with state and national standards. Merely naming courses does not require—or even suggest—that the content be based on those standards.

The North Dakota University system and the Department have had initial conversations about North Dakota's high school content standards and the state testing of seniors against those standards. Reinserting the standards into the minimum curriculum legislation would help focus our efforts to sequence high school courses with postsecondary general education courses.

This could directly benefit North Dakota's students by reducing the amount of remediation required in college. The studies cited show that students requiring remediation are less likely to complete a college program.

We concur with the engrossed bill that requiring only two credits in the same foreign language and twelve units of electives will be more manageable by most districts.

We are concerned that requiring three units of vocational education will be difficult for many districts because of the shortage of vocational educators. Further, we recognize the difficulty of providing vocational education courses over distance delivery systems because vocational courses are renowned for their hands-on delivery. However, we also recognize the great need for vocational education and, therefore, support keeping the requirement in the bill.

Paragraphs 2c and 4 address the possibility of using distance education to deliver course offerings. In the 1997 session, the Legislature authorized postsecondary enrollment options, also known as dual credit. The second handout provides information on dual credit courses offered by distance education over the past five years. We feel that dual credit and distance education are under-used options, which may help schools to expand their curricular offerings.

Alternative high schools and special function schools generally have extremely unstable enrollments. Most are open entry/open exit schools. These schools deal with students who have difficulty completing high school

requirements. We recommend that each of these schools be considered under special curriculum guidelines approved by the Department.

This bill is essentially the only opportunity that the legislature will have to deal with student opportunity equity. In the end, that's the kind of equity that counts most.

Madame Chair, this concludes my testimony. I would be happy to answer any questions.

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APL

PROPOSED AMENDMENT TO ENGROSSED SB 2031

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to amend and reenact section 15.1-21-02 of the North Dakota Century Code, relating to high school course offerings.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. AMENDMENT. Section 15.1-21-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-02. High schools - Required units.

1. In order to be approved by the superintendent of public instruction, each public and nonpublic high school shall make available to each student school year at least:

1. Four units

a. One unit of English- language arts, which meets or exceeds the state content standards, at each grade level from nine through twelve;

2. Three units

b. One unit of mathematics, which meets or exceeds the state content standards, at each grade level from nine through twelve;

3. Four units

c. One unit of science, which meets or exceeds the state content standards, at each grade level from nine through twelve;

4. Three units

d. One unit of social studies, including one of world history and one of United States history, both of which must emphasize geography;

5. One which meets or exceeds the state content standards, at each grade level from nine through twelve;

e. One-half unit of health and physical education.

6. One unit of music.

7. Any six units selected from business education, economics and the free enterprise system, foreign language, American sign language, and vocational courses including family and consumer sciences, agriculture, business and office technology, marketing, diversified occupations, trade and industrial education, technology education, and health careers. The vocational courses may be offered through cooperative arrangements approved by the state board for vocational and technical education, which meets or exceeds the state content standards, at each grade level from nine through twelve;

f. One-half unit of physical education, which meets or exceeds the state content standards, at each grade level from nine through twelve;

g. Two units of music, which meet or exceed the state content standards;

h. Two units of the same foreign language, which meet or exceed the state content standards;

i. Three units of vocational education; and

i. Twelve units of elective courses.

2. For purposes of this section, "make available" means that:

a. Each public high school and nonpublic high school must allow students to make course selections from a list that includes at least the course or unit requirements set forth in subsection 1;

b. If a student selects a course or unit from the list required by subsection 1, the public high school or the nonpublic high school must provide the course to the student; and

c. The course or unit may be provided to the student through any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.

3. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in courses or units as provided in this section, other than the fees permitted by section 15.1-09-36.

4. If in order to meet the minimum course requirements of this section a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district must:

a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and

b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family."

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La Costa Rickford
Operator's signature

10/15/03
Date

House

Testimony on SB2031
Senate Education Committee
January 15, 2003

*March 12¹
2003*

Madam Chair, members of the committee, my name is Wayne Kutzer, Director of the State Board for Vocational and Technical Education.

I support SB2031 in relation to the required offering of three credits of vocational technical education. We are facing a skill shortage in this country far larger than simply a labor shortage. Industries within this state are experiencing an aging workforce that will quickly add to the demand for more skilled people. The vast majority of careers in ND and the nation require technical skills. A recent Dept of Labor study said that within the next ten years, 25% of the jobs in this country will require a four year degree and 65% will require technical skills. Our state labor demands are no different.

Vocational technical education not only prepares students for careers, it helps students make career choices, and it helps to bring relevance to their education. Making that connection between what they are learning and the world of work is important to a majority of students. They need that connection so that they understand the need for math, for communication, and critical thinking skills. If you remember from the beginning of the session, there was a student display of a three wheeled vehicle built by high school students from Starkweather that got over 500 miles per gallon. I would think that took a fair amount of critical thinking skills, not only in designing and building the car, but in how to drive it. As they explained it, if they used a heavier driver the car was able to coast farther in the distance competition. Those students were excited about their class; about their education. The teamwork they experienced and knowledge that they gained through that course will not be forgotten.

It is exactly that reason that vocational technical education needs to be available for all students.

In looking at this current school year there are six school districts that did not deliver three credits of VTE. (4 schools had 2, 1 school had 1, and 1 had 0) These are the credits being taken, they are not necessarily the credits offered, which could be a high number. There is also the availability of VTE courses offered via video conferencing which are increasing every year. Currently there are 70 VTE courses that are being offered via video conferencing involving 45 schools.

If we are talking about quality schools and what they should be offering, we should be talking about preparing for the 21st century, and requiring courses in technical literacy or computer technology.

I will gladly answer any questions.

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**COOPERATIVE AGREEMENTS FY 2002-2003
SCHOOL DISTRICTS I.T.V**

Transmitting School	Receiving School	Programs		
Blinford - Midkota	Cooperstown	Cisco Networking		
Blinford - Midkota	Fessenden-Bowdon	Computer Hardware		
Blinford - Midkota	Jamestown	Cisco Networking		
Blinford - Midkota	Tappen	Computer Hardware	Cisco Networking	
Bowman	Hettinger	FACS		
Ellendale	Edgeley	Health Careers		
Ellendale	Hazelton-M-B	Health Careers		
Ellendale	Kulm	Independent Living	Health Careers	Child Development
Ellendale	Litchville-Marion	Independent Living	Health Careers	Child Development
Glen Ullin	Hazen	Accounting III & IV		
Glen Ullin	Linton	Accounting III & IV		
Glen Ullin	Napoleon	Accounting III & IV		
Golden Valley	Turtle Lake-Mercer	Parenting	Independent Living	
Golden Valley	Stanton	Parenting	Independent Living	
Golden Valley	Tuttle-Pettibone	Parenting	Independent Living	
Grafton (NVVTC)	Cavaller	Health Careers		
Grafton (NVVTC)	St. Thomas	Health Careers		
Grafton (NVVTC)	Walhalla	Health Careers		
Larimore	May Port C-G	Bus. & Office Tech.		
Minot	Garrison	Health Careers		
Minot	Turtle Lake-Mercer	Health Careers		
Minot	Washburn	Health Careers		
Oakes (SEAVTC)	Fairmount	Marketing		
Oakes (SEAVTC)	Forman	Marketing		
Oakes (SEAVTC)	Lidgerwood	Marketing		
Oakes (SEAVTC)	Milnor	Marketing		
Valley City (SVVTC)	Buxton	IT Essentials		
Valley City (SVVTC)	Casselton	Computer Networking		
Valley City (SVVTC)	Kindred	Computer Networking	IT Essentials	Health Careers
Valley City (SVVTC)	Lisbon	Computer Networking	Health Careers	
Valley City (SVVTC)	Northwood	Health Careers		
Valley City (SVVTC)	Thompson	Computer Networking	IT Essentials	Health Careers
Wahpeton (RCVTC)	Richland #44	Drafting		
Wahpeton (RCVTC)	Fairmount	Drafting	Health Careers	
Wahpeton (RCVTC)	Forman	Agriculture	Drafting	
Wahpeton (RCVTC)	Gwinner	Drafting	Health Careers	
Wahpeton (RCVTC)	Hankinson	Agriculture	Drafting	
Wahpeton (RCVTC)	Lidgerwood	Health Careers		
Wahpeton (RCVTC)	Milnor	Drafting	Health Careers	
Wahpeton (RCVTC)	Oakes	Drafting		
Wahpeton (RCVTC)	Verona	Agriculture		
Wahpeton (RCVTC)	Wyndmere	Agri Science		
Wimbledon/Courtenay	Tappen	FACS		

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Lacosta Rickford
Operator's Signature

10/15/03
Date

March 12, 2003

HOUSE EDUCATION COMMITTEE
SB 2031

CHAIR KELSCH AND MEMBERS OF THE COMMITTEE:

My name is Courtney Koebele. I am appearing today on behalf of the State Association for Non-Public Schools (SANS). SANS represents 62 nonpublic grade schools and high schools throughout North Dakota, with approximately 7,200 students.

We oppose the portion of the bill that requires a non-public high school to provide the required units each year. As was discussed earlier, many schools offer the required courses, but stagger them based on their resources. If the schools had to offer each course every year, this would be a considerable drain on their resources.

In addition, the portion of the bill that separates out the three units of vocational education has a considerable cost effect on the non-public schools. Providing three units of vocational education each year would be a burden on the non-public schools. We have had a difficult time finding teachers in many areas, but especially in the vocational education areas.

We would be happy to work with the committee and the bill sponsors to find an acceptable solution. If you have any questions, I will try to answer them. THANK YOU FOR YOUR TIME AND CONSIDERATION.

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