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Dennis Halliburton  
Operator's Signature

10/22/03

Date

2003 SENATE EDUCATION  
SB 2305

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10/22/03  
Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Education Committee

☐ Conference Committee

Hearing Date 01-27-03

Tape Number	Side A	Side B	Meter #
1	x		23.0 - end
1		x	0 - end
2	x		0 - 37.0
Committee Clerk Signature <i>Dennis 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 2305 to provide for the support of joint powers agreements among school districts; to provide an effective date; and to declare an emergency.

Testimony in support of SB 2035:

SENATOR BILL BOWMAN, Dist. 39, testified that the concept of this bill is for districts to be able to work together rather than being mandated to do so. It is good for large or huge areas with very few people. He believes in the concept of large areas working together toward a common goal.

REPRESENTATIVE DROVDAL, Dist. 39 (which includes all of six counties which are sparsely populated), feels "joint powers" has challenged exceptional students by being able to offer more

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Hearing Date 01-27-03

because of cooperation between districts.. This is an opportunity to reach out to the students and enhance their educational opportunities.

JON MARTINSON, Ex. Dir. NDSBA, presented a statewide map of current and proposed JPA's and letters of support for them.(see attached). The NDSBA is aware of the many educational issues in front of legislatures today and the challenge for them is to provide the kind of leadership, direction, and vision that is necessary to deal with those challenges. This is within the backdrop of overwhelming opposition to attempt to consolidate districts as evidenced by the out polling of people last summer at the interim education committee in the House chambers. It is his view to move beyond past proposals that don't have much support to a new proposal. With this bill, the current JPA's could still exist as they are. This bill is also voluntary. This is a realistic way to deal with the issues on education. It will provide access to students equitably. The goal of JPA's is to move education forward. Mr. Martinson walked the committee through the bill. Section 2 encourages districts to cooperate. It sets the land mass and population requirements for JPA's if they are to receive the state dollars. Subsection 3a encourages them to share the budget with others in the JPA. Subsection 3b gives the schools a list from which they can select cooperatively which services they want or need. If the intent of the bill is for all schools in a JPA to do the same services, then the current ones are not doing that. Subsection 3c 1 - 5 gives educational equity. Section 5 states that each approved cooperating JPA will receive \$100,000 in order of their approval. Section 6 states that the superintendent shall present a report before July 1, 2004, and each year thereafter. There are four educational JPA's now with 45 school districts involved. This bill encourages schools to meet some parameters both in land mass and in school population.

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SENATOR FLAKOLL asked if the land is contiguous? No, that is not in the bill.

SENATOR COOK asked if K - 8 can be part of a JPA. Yes. JPA improves on access to services or opportunities for students according to Mr. Martinson.

SENATOR COOK asked if a JPA were sued, who would be responsible. Mr. Martinson doesn't know. He stated a JPA does not address equity through funding.

DEAN KOPPELMAN, Supt. of Dickinson Public School Dist., presented testimony and a packet on their JPA, Roughrider Education Services Program (RESP). (see attached).

SENATOR COOK asked about the Halliday/Killdeer problem. Mr. Koppelman replied that Halliday didn't feel the JPA with RESP was a good fit for them. They could have been a part of the JPA, but they were working with Killdeer at the time and chose not to. He stated that in starting the JPA, each entity was assessed \$500 or \$200 per teacher. SENATOR COOK asked Mr. Koppelman if he were given the options of this bill in Section 2, subsection 3, what would he choose. He felt of the three options, he would choose b. (administer at least the following number of services...) as it would fit them best. He stated that each of the school districts in the JPA are doing some of the services that are mentioned in the bill, but all are not doing the same ones. He feels that some of the services could be provided by all of the schools. He also said there are all kinds of partnerships and consortiums that do exist to enhance or benefit the education of our youth.

PAUL JOHNSON, Supt. of Bismarck Public Schools, presented testimony. (see attached)

SENATOR COOK asked if all players involved in a JPA have veto powers? Mr. Johnson feels the majority would rule in discussion areas. He feels the veto power or one who doesn't

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participate would really limit what the bill is trying to do and would limit the flexibility and needs of each JPA.

SENATOR CHRISTENSON asked if there is an intimidation factor when a large school is involved in a JPA. Mr. Johnson felt a medium size school should take the lead but there is value in the large district belonging.

MARY WAHL, ND Council of Educational Leaders, has a concern if there are currently four JPA's operating but only one would qualify for the money the way the bill is written. The committee should consider flexibility in participation of schools belonging to a JPA in regards to units or services. SENATOR COOK asked if she would support JPA's without the dollars involved. She feels JPA's are good but the bill needs some flexibility.

SENATOR FREBORG said the dollars are available only when the requirements are met, otherwise a JPA can be formed but without any money from the state.

MICHAEL AXT, McClusky School, spoke as a member of a JPA. He feels a JPA is an alternative to consolidation, with more local control. After forming a JPA, four of the schools are now in a reorganization plan (Drake, Anamoose, Goodrich and McClusky). He feels the bill needs some work. The geographic size is too big. Maybe the dollar amount per JPA could be reduced so more could receive a smaller amount. His JPA was started three years ago, and they are still working with other schools on curriculum development. They have about 400 students.

LT. GOVERNOR DALRYMPLE, spoke. This is one of the features of the governor's "Smart Growth Initiative". It is a good tool for schools to get more educational dollars. The reason for the \$500,000 is that they would like schools not to have to worry about up-front money to start a JPA. They envisioned a cost-sharing process of some kind. They are open to capping the

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amount of dollars at \$50,000 per school district which the bill now caps at \$100,000 per JPA.

They also would consider appropriating \$250,000 each year on a cost-share.

SANDY CLARK, ND Farm Bureau, supports JPA's. They do have a concern on the parameters to follow as to the number of students and the land mass. They would like to see flexibility in services (# of services required, which ones are required, do all schools have to have the same). She feels the way they are functioning now is working.

CHUCK MILLER, Nedrose Elementary (a graded elementary school), Minot, spoke on the benefits of the bill. JPA's have brought about cooperation and communication among schools. He presented a handout as to what they've done so far. ( see attached) The group came together about two years ago. He expressed the same concerns as others who have testified ( # of students, size of land mass, etc.). He thinks the money could be expanded to more JPA's, but he feels the legislation is good overall.

TOM DECKER, DPI, stated they are very excited by JPA's. He presented charts and figures on present JPA's. He stated they would have different impacts on different areas. Some JPA's will promote consolidation, but this bill will not promote consolidation. He feels 17 - 18 regional units is too many for ND. Large and small schools could work together and would be beneficial in providing services to all schools. This does not deal with fiscal equity, it is about opportunity equity. He explained how JPA's are developed: 1. School board members are deeply involved, especially in policy making. 2. The school administrators administer the plan and appoint a lead administrator. 3. Their vision should be that one day every administrator in every district will be able to pull together all services available and call one number to receive the service. 4. This will not impede the JPA's under current law. 5. This provide an incentive for new JPA's to

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form. 6. Some criteria must be looked at and fine-tuned. We need to support growth of these in the future. They are beneficial to our education system in providing quality education.

SENATOR COOK asked if the person from DPI who is working on developing JPA's has their expenses covered while they are working to develop this. MR. DECKER stated it is part of the job, and is a "labor of love". He stated the intent is to provide development dollars. He agrees with the repayment plan if some entity falls through or leaves the JPA plan.

SENATOR FREBORG asked about the districts on the borders of the JPA's. MR. DECKER said there has been discussion that those districts should not be locked out. He feels discussion should be held with the surrounding schools and they all should try to work out what is best for the student's education.

SENATOR FLAKOLL asked if there should be a maximum on the land area. MR. DECKER does not feel that is necessary. JPA services enhance the district, not necessarily in the day to day operation, but overall. SENATOR FLAKOLL asked about the effective date and the emergency clause (Sec. 8 and 9). MR. DECKER stated that it is somewhat redundant.

DEAN BARD, ND Small Organized Schools, stated they do not oppose the concept. He feels new JPA's will have to qualify under required elements. The vagueness in the bill needs to be addressed and clarified. He feels the bill should be reworked.

GERALD CHRISTENSON, retired Superintendent who does private consulting with school districts. He feels the bill will support and assist schools in things they are or will be required to do. He feels there could be 5 - 7 initiatives and that schools could participate in 3 or 5 of them. The financial assistance could be a negative if some schools don't receive it.

There being no further testimony the hearing was closed on SB 2305.



# 2003 SENATE STANDING COMMITTEE MINUTES

## BILL/RESOLUTION NO. SB 2305

Senate Education Committee

☐ Conference Committee

Hearing Date 1-28-03

Tape Number	Side A	Side B	Meter #
1		x	17.4 - end
Committee Clerk Signature <i>Dan Johnson</i>			

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

SENATOR FREBORG stated he has a question. He questions Section 2, Subsection 3, subsection a, on the percentage a JPA has to provide. He feels 10% of the combined expenditures of the JPA could be a very large amount. SENATOR FLAKOLL stated there are three options for the JPA's. (subsections a, b, c).

SENATOR COOK asked who is the "chief administrative official"? (Section 3) and he questions as to where the money comes from and also the mechanics of the bill are not clear. He has many questions on the bill. SENATOR FREBORG stated the participating districts would pick the "official" from their members on the JPA or they could hire someone. SENATOR COOK is trying to follow the money backward. Being there is \$500,000 in the bill and the Supt. of DPI can give \$100,000 to a participating JPA. SENATOR COOK wonders what the Supt.

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Senate Education Committee

Bill/Resolution Number SB 2305

Hearing Date 01-28-03

needs before he can distribute the \$100,000. The Supt. needs to have approved the JPA, and certified that they complied with section 2 of this bill before distributing the money.

SENATOR TAYLOR asked what the difference is between a JPA and a cooperating JPA. A cooperating JPA is for the purpose of education, and if approved, they can apply for the dollars.

SENATOR TAYLOR asked where the geographical parameters and the number of students came from. SENATOR FREBORG feels the map the committee reviewed had some flaws with some areas having too many miles.

SENATOR COOK questioned whether the dollars spent are to be toward the commitment to a JPA or do they receive them after they have become a JPA. He believes the dollars should be available after the group has shown it is working toward the formation of a JPA.

SENATOR LEE thought maybe a smaller incentive would be okay to start with and after completing some steps, the other money could come.

SENATOR CHRISTENSON asked if the money is a crucial factor.

SENATOR FREBORG feels it will be crucial, but for start-up money, the group could provide their own monies.

SENATOR COOK stated the agreements now in place were without legislative interference.

SENATOR FREBORG said the dollars could be smaller amounts, they could be combined with local dollars, and there could be a smaller amount needed for start-up. The land area could also be looked at as to the boundaries, and the number of square miles.

SENATOR FREBORG appointed a committee of three to work on this bill and options to it.

Senator Flakoll, Chair., Senator Freborg, Senator Taylor.

Committee Adjourned.

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2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Education Committee

☐ Conference Committee

Hearing Date 01-29-03

Tape Number	Side A	Side B	Meter #
1	x		5.1 - 14.3
Committee Clerk Signature <i>David Johnson</i>			

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

SENATOR FLAKOLL stated that Tom Decker, DPI, and Jon Martinson, NDSBA, are in the process of providing guidelines to draft amendments from. In terms of the money, it will be set up to be a reimbursement of up to \$100,000 for expenses incurred only. Some of the criteria as to what % of money needs to be put away will be addresses. With respect to the square mileage, there has been discussion to ease that down. It may be 4000 square miles, or 2500 square miles and either 2500 students or 6 school districts. The emergency clause may also be taken off. They want to include language that specifies this is a one-time appropriation. Just in terms of people reading this and schools looking at it, there are three major categories they can select from. It may be advisable to move the money category to the third option. And there may be some consolidation of some categories. And there may be some options for the money pooling.

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SENATOR FREBORG stated that if a group takes the money in this bill to form a JPA, they would have to abide by the set of rules in the bill. However, a JPA can be formed and not accept any money and not follow these rules, only those in statute now.

SENATOR CHRISTENSON asked if the money is a reimbursement. SENATOR FREBORG stated yes it is and they will have to spend dollars to receive dollars.

SENATOR COOK asked at what point do the local boards have to make a decision. He also would like language that states the local board would have to pass a resolution to begin the process to form or join a JPA.

More discussion on the bill.

The committee was adjourned.

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2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Education Committee

☐ Conference Committee

Hearing Date 02-04-03

Tape Number	Side A	Side B	Meter #
1	x		15.2 - 27.2
1	x		31.5 - end
1		x	0 - 11.6
Committee Clerk Signature <i>Andrea Johnson</i>			

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

SENATOR FLAKOLL presented an amendment (38351.0104). (see attached). This amendment replaces the bill as written. Subsection 1 deals with the school land mass criteria. As amended it would be 4000 square miles, or if less than that, they can have 2500 square miles and 6 districts, or 2500 square miles and 2500 students. Subsection 2 deals with a contiguous school district which may become a participant of the JPA at any time. Subsection 3 deals with requiring the schools involved in the JPA to include in their JPA the terms as listed in the bill, which one of the three they are selecting and to carry out the criteria of the one they have selected. This has a cap of \$100,000 per biennium for JPA's reimbursement.

SENATOR FLAKOLL moved the amendments (38351.0104). Seconded by SENATOR TAYLOR.

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Hearing Date 02-04-04

SENATOR FREBORG stated this is a hoghouse amendment. SENATOR TAYLOR stated in the original bill it used the wording "cooperating JPA". He asked if the word "cooperating" was eliminated, would it affect the intent of the bill. He was told it should not. SENATOR FREBORG stated that Section 2, Subsection 2 b, stated \$100,000 per biennium. SENATOR FLAKOLL stated this is a reimbursement rather than a payment. SENATOR FREBORG stated the original bill had a \$100,000 payment for this biennium not per biennium.

SENATOR FLAKOLL withdrew his motion as he felt there could be more work done on the amendment. SENATOR TAYLOR withdrew his second.

The committee was adjourned.

Tape 1, Side A, 31.5 - end Side B, 0 - 11.6

SENATOR FLAKOLL addressed Page 3, Section 2, Subsection 2 b (amendment 38351.0104), stating that the committee could strike "per biennium" Then it would be assured that it is a one-time reimbursement per JPA. SENATOR COOK asked how many dollars are in this bill for the superintendent of public instruction to use for reimbursement. SENATOR FREBORG stated he thought originally there was \$500,000. (which is in the Governor's budget). SENATOR COOK doesn't think the dollar amount and the disbursement of them is clear.

SENATOR FLAKOLL moved the amendment ( 38351.0104) with "per biennium" removed. Seconded by SENATOR TAYLOR.

SENATOR COOK asked if there is a one-time reimbursement or can the JPAs apply monthly for their expenses up to \$100,000. He feels the language is unclear on several issues. SENATOR FREBORG stated that when a JPA produces receipts and they are verified, the superintendent will pay the expenses or the \$100,000, whichever is lessor. SENATOR CHRISTENSON stated

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that in looking at Section 2, Subsection 2, a and b, leads one to think it is the bottom line.

SENATOR FLAKOLL feels there will be no problem with the JPA spending \$100,000.

SENATOR FLAKOLL withdrew his motion to adopt the amendment (38351.0104).

SENATOR TAYLOR withdrew his second.

SENATOR FLAKOLL moved to remove "per biennium" from the amendment  
(38351.0104). Seconded by SENATOR TAYLOR. Roll Call Vote: 5 YES. 1 NO.

0 Absent. Motion Carried.

SENATOR FLAKOLL moved a DO PASS as Amended and rerefer to Appropriations..

Seconded by SENATOR TAYLOR.

SENATOR COOK asked what "maintain" means. He also asked if the JPA has to maintain the joint operating fund at 2% of total expenditures. If they disburse out of that fund, do they have to reimburse it from funds received from state. More discussion. example: (If SENATOR COOK is understanding the bill correctly, we have a JPA, say with 6 school districts. They all provide some funds and identify which services that JPA is going to provide and they are going to pay the expenses of those services out of that joint fund rather than out of their individual school district fund. After they incur expenses, they are going to have the ability to get some reimbursement for those expenses. Does the language mean the school district has to keep the operating fund at 2% of their budget, or can it go up and down.). SENSATOR FREBORG stated it says to at least 2% which means they must dedicate 2% but if it takes 3%, they need to maintain the joint operating fund. TOM DECKER, DPI, feels it means to "establish" a fund, according to dialog in developing the bill. SENATOR COOK asked if the dollars in the joint operating fund at the end of the year will be subject to foundation aid scrutiny. MR. DECKER doesn't think so.

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**SENATOR FLAKOLL withdrew his motion. SENATOR TAYLOR withdrew his second.**

**SENATOR COOK moved to further amend 38351.0104 by changing "maintain" to  
"establish", throughout the bill. Seconded by SENATOR FALKOLL. Roll Call Vote:**

**6 YES. 0 NO. 0 Absent. Motion Carried.**

**SENATOR FLAKOLL moved to DO PASS as Amended and rerefer to Appropriations.**

**Seconded by SENATOR TAYLOR. Roll Call Vote: 5 YES. 1 NO. 1 Absent. Motion**

**Carried.**

**Carrier: SENATOR FLAKOLL**

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*10/22/03*  
Date



**FISCAL NOTE**  
Requested by Legislative Council  
03/20/2003

Amendment to: SB 2305

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.

\$500,000 for development of joint powers organizations was included in the Governor's budget.

Name:	Tom Decker	Agency:	Public Instruction
Phone Number:	328-2267	Date Prepared:	03/20/2003

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**FISCAL NOTE**  
Requested by Legislative Council  
02/19/2003

**REVISION**

Amendment to: SB 2305

**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.*

The bill proposes a payment of \$75,000 to qualifying units. The Governor's budget provided \$500,000 for development of joint powers organization. A total of \$2,000,000 is provided in SB 2154 for consolidation bonuses and JPA development.

**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.*

Up to \$500,000 would be provided to qualified JPA's at \$75,000 per qualified unit.

**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.*

\$500,000 for development of joint powers organizations was included in the Governor's budget.

<b>Name:</b>	Tom Decker	<b>Agency:</b>	Public Instruction
<b>Phone Number:</b>	328-2267	<b>Date Prepared:</b>	02/19/2003

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**FISCAL NOTE**  
Requested by Legislative Council  
02/17/2003

Amendment to: SB 2305

**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.*

The bill proposes a payment of \$75,000 to qualifying units. The Governor's budget provided \$500,000 for development of joint powers organization. A total of \$2,000,000 is provided in SB 2154 for consolidation bonuses and JPA development.

**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.*

Up to \$500,000 would be provided to qualified JPA's at \$100,000 per qualified unit.

**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.*

\$500,000 for development of joint powers organizations was included in the Governor's budget.

Name:	Tom Decker	Agency:	Public Instruction
Phone Number:	328-2267	Date Prepared:	02/18/2003

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 Operator's Signature
 
 10/22/03  
 Date

**FISCAL NOTE**  
Requested by Legislative Council  
02/06/2003

Amendment to: SB 2305

**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	\$500,000	\$0	\$0	\$0
Appropriations	\$0	\$0	\$500,000	\$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.

The bill proposes a payment of \$100,000 to qualifying units. The Governor's budget provided \$500,000 for development of joint powers organization.

**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.

Up to \$500,000 would be provided to qualified JPA's at \$100,000 per qualified unit.

**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.

\$500,000 for development of joint powers organizations was included in the Governor's budget.

<b>Name:</b>	Tom Decker	<b>Agency:</b>	Public Instruction
<b>Phone Number:</b>	328-2267	<b>Date Prepared:</b>	02/07/2003

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*Deanna Hall*  
Operator's Signature

10/22/03  
Date

**FISCAL NOTE**  
Requested by Legislative Council  
01/23/2003

Bill/Resolution No.: SB 2305

**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	\$500,000	\$0	\$0	\$0
Appropriations	\$0	\$0	\$500,000	\$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.

The bill proposes a payment of \$100,000 to qualifying units. The Governor's budget provided \$500,000 for development of joint powers organization.

**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.

Up to \$500,000 would be provided to qualified JPA's at \$100,000 per qualified unit.

**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.

\$500,000 for development of joint powers organizations was included in the Governor's budget.

Name:	Tom Decker	Agency:	Public Instruction
Phone Number:	328-2267	Date Prepared:	01/24/2003

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*Deanna Waller*  
Operator's Signature

10122103

Date

PROPOSED AMENDMENTS TO SENATE BILL NO. 2305

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-07 and a new section to chapter 15.1-27 of the North Dakota Century Code, relating to approved joint powers agreements and reimbursement for participation.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

*Cooperating*  
*W not offer* *intent* Joint powers agreement - Approval by superintendent of public instruction  
Criteria. In order for the superintendent of public instruction to approve a joint powers agreement, the superintendent shall determine and annually verify that:

1. a. The participating school districts are contiguous; and
- b.
  - (1) The total land mass of the participating school districts exceeds four thousand square miles [1035995 hectares];
  - (2) The total land mass of the participating school districts exceeds two thousand five hundred square miles [647497 hectares] and the participating school districts number at least six; or
  - (3) The total land mass of the participating school districts exceeds two thousand five hundred square miles [1035995 hectares] and the total number of students in average daily membership in the participating school districts exceeds two thousand five hundred.
2. The joint powers agreement provides that a school district contiguous to those already participating in the joint powers agreement may become a participant in the agreement at any time.
3. The joint powers agreement requires that the participating school districts agree to maintain a joint operating fund, agree to share administrative functions, or agree to implement various common requirements; provided that:
  - a. If the participating school districts agree to *maintain* a joint operating fund, the joint powers agreement must require that during the first school year following approval, the participating school districts *maintain* a joint operating fund equal to at least two percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; during the second school year following approval, the participating school districts *maintain* a joint operating fund equal to at least four percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; and during the fifth school year following approval, the participating school districts *maintain* a joint operating fund equal to at least six percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval;

b. If the participating school districts agree to share administrative functions, the joint powers agreement must require that during the first school year following approval, all of the participating districts must share in the administration of at least three services; during the third school year following approval, all of the participating districts must share in the administration of at least five services; and during the fifth school year following approval, all of the participating districts must share in the administration of at least seven services; and that the list of services for which the participating districts must share administration as required by this subsection are:

- (1) Federal title program management;
- (2) Staff development;
- (3) Special education delivery;
- (4) Curriculum development or delivery;
- (5) Vocation education delivery;
- (6) Student instructional support;
- (7) Media and technology;
- (8) Business management;
- (9) Distance learning;
- (10) Student counseling;
- (11) Food and nutrition;
- (12) Facility safety and health;
- (13) School accreditation and improvement; and
- (14) Transportation; and

c. If the participating school districts agree to implement various common requirements, the joint powers agreement must require that during the first school year following approval, all of the participating districts must implement at least three requirements; during the third school year following approval, all of the participating districts must implement at least six requirements; and during the fifth school year following approval, all of the participating districts must implement at least eight requirements; and that the list of requirements from which the participating districts must make their selections as required by this subsection are:

- (1) A common school calendar;
- (2) A common class schedule;
- (3) A common intranet communication system;
- (4) A common class registration process for grades seven through twelve;

- (5) A common curriculum for each grade level from kindergarten through six;
- (6) A common student data system;
- (7) A common school improvement and staff development process;
- (8) Common services, as set forth in a five-year plan;
- (9) A school facilities plan; and
- (10) Joint funding of dual credit and advance placement courses.

- 4. The joint powers agreement provides for the employment and compensation of a chief administrator and other staff necessary to carry out the provisions of the agreement and the requirements of this Act.

**SECTION 2.** A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

**Approved joint powers agreement - Reimbursement by superintendent of public instruction.**

- 1. The individual employed as a chief administrator for the purpose of carrying out the provisions of a joint powers agreement and any requirements under section 1 of this Act shall submit to the superintendent of public instruction, at the time and in the manner designated by the superintendent, receipts for expenses incurred during a school year in delivering services and programs under section 1 of this Act.
- 2. The superintendent of public instruction, upon verifying the receipts, shall reimburse the chief administrator of the joint powers agreement for any expenses incurred in delivering services and programs under the auspices of the joint powers agreement as provided in section 1 of this Act. The reimbursement may not exceed the lesser of:
  - a. The total expenses incurred in delivering services and programs under section 1 of this Act; or
  - b. One hundred thousand dollars ~~per biennium~~.
- 3. The chief administrator shall deposit any moneys received under subsection 2 in the participating districts' joint operating fund.
- 4. The superintendent of public instruction may not provide any reimbursement under this section unless the joint powers agreement under which the services and programs are delivered has been approved by the superintendent."

Renumber accordingly



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

**2003 SENATE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 562305**

**Senate      EDUCATION      Committee**

☐ Check here for Conference Committee

**Legislative Council Amendment Number** \_\_\_\_\_

Action Taken move amendments 38351.0104

Motion Made By Sen. Haskell Seconded By Sen. Taylor

[illegible]

**Total**    **(Yes)** \_\_\_\_\_ **No** \_\_\_\_\_

**Absent** \_\_\_\_\_

**Floor Assignment**

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

motion withdrawn

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Deanna Balla  
Operator's signature

10/22/03  
Date

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 move amendment 38351.0/64

Motion Made By Sen. Flaholl Seconded By Sen. Taylor

[illegible]

Total (Yes)            No           

**Absent**

## Floor Assignment

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

remove from amend. "per biennium"

with drawn

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Deanna Dalls: 90  
Operator's Signature

10/22/03

Date: 2/04/03

**Roll Call Vote #: 2**

## 2003 SENATE STANDING COMMITTEE ROLL CALL VOTES

## Senate EDUCATION

**Legislative Council Amendment Number**

### Action Taken

**Motion Made By**

### Seconded By

### Seconded By

[illegible]**Total**

**Absent**

## Floor Assignment

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

Withdraw

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**Operator's Signature**

10/22/03

Date \_\_\_\_\_

GB  
2-4-3  
1043

PROPOSED AMENDMENTS TO SENATE BILL NO. 2305

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-07 and a new section to chapter 15.1-27 of the North Dakota Century Code, relating to approved joint powers agreements and reimbursement for participation.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1.** A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

**Joint powers agreement - Approval by superintendent of public instruction - Criteria.** In order for the superintendent of public instruction to approve a joint powers agreement, the superintendent shall determine and annually verify that:

1. a. The participating school districts are contiguous; and
- b. (1) The total land mass of the participating school districts exceeds four thousand square miles [1035995 hectares];
- (2) The total land mass of the participating school districts exceeds two thousand five hundred square miles [647497 hectares] and the participating school districts number at least six; or
- (3) The total land mass of the participating school districts exceeds two thousand five hundred square miles [1035995 hectares] and the total number of students in average daily membership in the participating school districts exceeds two thousand five hundred.
2. The joint powers agreement provides that a school district contiguous to those already participating in the joint powers agreement may become a participant in the agreement at any time.
3. The joint powers agreement requires that the participating school districts agree to maintain a joint operating fund, agree to share administrative functions, or agree to implement various common requirements; provided that:
  - a. If the participating school districts agree to establish a joint operating fund, the joint powers agreement must require that during the first school year following approval, the participating school districts shall establish a joint operating fund equal to at least two percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; during the second school year following approval, the participating school districts shall establish a joint operating fund equal to at least four percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; and during the fifth school year following approval, the participating school districts shall establish a joint operating fund equal to at least six percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval;

2 of 3

b. If the participating school districts agree to share administrative functions, the joint powers agreement must require that during the first school year following approval, all of the participating districts shall share in the administration of at least three services; during the third school year following approval, all of the participating districts shall share in the administration of at least five services; and during the fifth school year following approval, all of the participating districts shall share in the administration of at least seven services; and that the list of services for which the participating districts must share administration as required by this subsection are:

- (1) Federal title program management;
- (2) Staff development;
- (3) Special education delivery;
- (4) Curriculum development or delivery;
- (5) Vocation education delivery;
- (6) Student instructional support;
- (7) Media and technology;
- (8) Business management;
- (9) Distance learning;
- (10) Student counseling;
- (11) Food and nutrition;
- (12) Facility safety and health;
- (13) School accreditation and improvement; and
- (14) Transportation; and

c. If the participating school districts agree to implement various common requirements, the joint powers agreement must require that during the first school year following approval, all of the participating districts shall implement at least three requirements; during the third school year following approval, all of the participating districts shall implement at least six requirements; and during the fifth school year following approval, all of the participating districts shall implement at least eight requirements; and that the list of requirements from which the participating districts must make their selections as required by this subsection are:

- (1) A common school calendar;
- (2) A common class schedule;
- (3) A common intranet communication system;
- (4) A common class registration process for grades seven through twelve;

- 3 of 3
- (5) A common curriculum for each grade level from kindergarten through six;
  - (6) A common student data system;
  - (7) A common school improvement and staff development process;
  - (8) Common services, as set forth in a five-year plan;
  - (9) A school facilities plan; and
  - (10) Joint funding of dual credit and advance placement courses.

4. The joint powers agreement provides for the employment and compensation of a chief administrator and other staff necessary to carry out the provisions of the agreement and the requirements of this Act.

**SECTION 2.** A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

**Approved joint powers agreement - Reimbursement by superintendent of public instruction.**

1. The individual employed as a chief administrator for the purpose of carrying out the provisions of a joint powers agreement and any requirements under section 1 of this Act shall submit to the superintendent of public instruction, at the time and in the manner designated by the superintendent, receipts for expenses incurred during a school year in delivering services and programs under section 1 of this Act.
2. The superintendent of public instruction, upon verifying the receipts, shall reimburse the chief administrator of the joint powers agreement for any expenses incurred in delivering services and programs under the auspices of the joint powers agreement as provided in section 1 of this Act. The reimbursement may not exceed the lesser of:
  - a. The total expenses incurred in delivering services and programs under section 1 of this Act; or
  - b. One hundred thousand dollars.
3. The chief administrator shall deposit any moneys received under subsection 2 in the participating districts' joint operating fund.
4. The superintendent of public instruction may not provide any reimbursement under this section unless the joint powers agreement under which the services and programs are delivered has been approved by the superintendent."

Renumber accordingly

Date: 2/04/03  
Roll Call Vote #: 1

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. SB2305

Senate EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken moved Flakoll amend.

Motion Made By Sen. Flakoll 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 \_\_\_\_\_

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

remove "pulchritudine"

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Deanna Waller 10/22/03  
Operator's Signature Date

Date: 2/4/03

Roll Call Vote #: 2

**2003 SENATE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 582305**

**Senate**      **EDUCATION**      **Committee**

☐ Check here for Conference Committee**Legislative Council Amendment Number**

### Action Taken

**Motion Made By**

### Seconded By

[illegible]

**Total (Yes)**

No

**Absent**

## Floor Assignment

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

further amend Change "maintain" to  
"establish"

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**Operator's Signature**

Date \_\_\_\_\_



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

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. SB 2305

Senate EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken DPA & reports to App.

Motion Made By Sen. Flakoll 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. Flakoll

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

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Deanna Hall  
Operator's Signature

10/22/03  
Date

**REPORT OF STANDING COMMITTEE (410)**  
February 5, 2003 12:00 p.m.

Module No: SF-22-1704  
Carrier: Flakoll  
Insert LC: 38351.0105 Title: .0200

**REPORT OF STANDING COMMITTEE**

**SB 2305: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS and BE REREFERRED to the Appropriations Committee (5 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). SB 2305 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 create and enact a new section to chapter 15.1-07 and a new section to chapter 15.1-27 of the North Dakota Century Code, relating to approved joint powers agreements and reimbursement for participation.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:**

**Joint powers agreement - Approval by superintendent of public instruction - Criteria.** In order for the superintendent of public instruction to approve a joint powers agreement, the superintendent shall determine and annually verify that:

1. a. The participating school districts are contiguous; and
- b. (1) The total land mass of the participating school districts exceeds four thousand square miles [1035995 hectares];
- (2) The total land mass of the participating school districts exceeds two thousand five hundred square miles [647497 hectares] and the participating school districts number at least six; or
- (3) The total land mass of the participating school districts exceeds two thousand five hundred square miles [1035995 hectares] and the total number of students in average daily membership in the participating school districts exceeds two thousand five hundred.
2. The joint powers agreement provides that a school district contiguous to those already participating in the joint powers agreement may become a participant in the agreement at any time.
3. The joint powers agreement requires that the participating school districts agree to maintain a joint operating fund, agree to share administrative functions, or agree to implement various common requirements; provided that:
  - a. If the participating school districts agree to establish a joint operating fund, the joint powers agreement must require that during the first school year following approval, the participating school districts shall establish a joint operating fund equal to at least two percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; during the second school year following approval, the participating school districts shall establish a joint operating fund equal to at least four percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; and during the fifth school year following approval, the participating school districts shall establish a joint operating fund equal to at least six percent of the

participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval;

- b. If the participating school districts agree to share administrative functions, the joint powers agreement must require that during the first school year following approval, all of the participating districts shall share in the administration of at least three services; during the third school year following approval, all of the participating districts shall share in the administration of at least five services; and during the fifth school year following approval, all of the participating districts shall share in the administration of at least seven services; and that the list of services for which the participating districts must share administration as required by this subsection are:

- (1) Federal title program management;
- (2) Staff development;
- (3) Special education delivery;
- (4) Curriculum development or delivery;
- (5) Vocation education delivery;
- (6) Student instructional support;
- (7) Media and technology;
- (8) Business management;
- (9) Distance learning;
- (10) Student counseling;
- (11) Food and nutrition;
- (12) Facility safety and health;
- (13) School accreditation and improvement; and
- (14) Transportation; and

- c. If the participating school districts agree to implement various common requirements, the joint powers agreement must require that during the first school year following approval, all of the participating districts shall implement at least three requirements; during the third school year following approval, all of the participating districts shall implement at least six requirements; and during the fifth school year following approval, all of the participating districts shall implement at least eight requirements; and that the list of requirements from which the participating districts must make their selections as required by this subsection are:

- (1) A common school calendar;
- (2) A common class schedule;

- (3) A common intranet communication system;
- (4) A common class registration process for grades seven through twelve;
- (5) A common curriculum for each grade level from kindergarten through six;
- (6) A common student data system;
- (7) A common school improvement and staff development process;
- (8) Common services, as set forth in a five-year plan;
- (9) A school facilities plan; and
- (10) Joint funding of dual credit and advance placement courses.

4. The joint powers agreement provides for the employment and compensation of a chief administrator and other staff necessary to carry out the provisions of the agreement and the requirements of this Act.

**SECTION 2.** A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

**Approved joint powers agreement - Reimbursement by superintendent of public instruction.**

1. The individual employed as a chief administrator for the purpose of carrying out the provisions of a joint powers agreement and any requirements under section 1 of this Act shall submit to the superintendent of public instruction, at the time and in the manner designated by the superintendent, receipts for expenses incurred during a school year in delivering services and programs under section 1 of this Act.
2. The superintendent of public instruction, upon verifying the receipts, shall reimburse the chief administrator of the joint powers agreement for any expenses incurred in delivering services and programs under the auspices of the joint powers agreement as provided in section 1 of this Act. The reimbursement may not exceed the lesser of:
  - a. The total expenses incurred in delivering services and programs under section 1 of this Act; or
  - b. One hundred thousand dollars.
3. The chief administrator shall deposit any moneys received under subsection 2 in the participating districts' joint operating fund.
4. The superintendent of public instruction may not provide any reimbursement under this section unless the joint powers agreement under which the services and programs are delivered has been approved by the superintendent."

Renumber accordingly

**2003 SENATE APPROPRIATIONS**

**SB 2305**

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10/22/03

Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Appropriations Committee

☐ Conference Committee

Hearing Date February 11, 2003

Tape Number	Side A	Side B	Meter #
#1		x	758-3250
Committee Clerk Signature <i>Jan Henderson</i>			

Minutes:

Senator Grindberg, Vice Chair opened the hearing on SB 2305.

Senator Bill Bowman (#796) testified as one of the sponsors of SB 2305. No written testimony. It is a bill in support of joint powers agreements among school districts. Fiscal note is \$100,000 per unit, with up to \$500,000 for the development of joint power organizations and that was in the Governor's budget. The basic concept is for school districts to work together through an agreement rather than a mandate which forces a lot of problems in this state whenever you mandate something. The idea was for them to develop better curriculums, and all of the other educational tools that they need for the benefit of the students.

Representative David Drovdal, District 39, also a sponsor of SB 2305. It is a bill to encourage schools to improve on a voluntary basis. The bill outlines the requires, etc. It is working in southwest North Dakota, it is working for the students and that is what education should be about.

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*10/22/03*  
Date



Page 2

Senate Appropriations Committee

Bill/Resolution Number SB 2305

Hearing Date February 11, 2003

Questions: (#1091)

Senator Thane: What rationale went into deciding the square miles in the school district?

Answer: Rep. Drovdal stated that DPI would have to answer that. Answer from Senator Bowman

(?) (#1160) stating that information was amended and he would get that information to Senator

Thane. Senator Tallackson: What does this bill provide that you can't do now? Answer: It

provides the money for them to do the joint powers agreement, strengthens the support from the

legislature, and it takes a lot of pressure off the small and rural schools because it provides a

quality of education in the rural areas that they are not going to be able to afford because of

economy of number of students.

John Martinson (#1384) Executive Director of the North Dakota School Boards Association. No

written testimony. In support of SB 2305. This bill provides incentive money for the first 5 joint

powers agreements that meet the outline in this bill, and the second thing is it describes some

perimeters and some of the services they will need to provide in order to qualify for that money.

This bill has nothing to do with consolidation. Map is attached to Exhibit #1 which includes

written testimony from Wayne Lingen, and Dean Rummel who submitted letters to Senator

Freborg on this bill. (Exhibit #1 - attached to minutes). Mr. Martinson gave some of the

background on the square mileage that Senator Thane has inquired about.

Questions: (#1783)

Senator Christmann: Questions regarding the square mileage requirements. He wasn't sure that

the 2500 square miles should be included for section 2, 4 & 5. He didn't think they were that big.

Answer: The current joint powers do not all meet the requirements of this bill, there are 2 that do,

one in the southwest part of the state and the other one is the one around the Devil's Lake area.

Page 3  
Senate Appropriations Committee  
Bill/Resolution Number SB 2305  
Hearing Date February 11, 2003

There are others that are currently sharing some services but they would not qualify for the \$100,000. At this point, we think that is okay, we think it is valuable for them to reach out to their neighbors and get some discussion going about how they can cooperate more with each other. We did want the current joint powers to automatically qualify, the others need to stretch a bit more. Senator Tallackson: What if a district inside of this joint power does not want to go along? Would that stop the movement? Answer: It would not, they don't have to join if they don't want to. They can always join later, it is totally voluntary. Senator Kilzer: He wondered if this would be overlapping for those schools that are already getting a lot of money with declining enrollments? Answer: There are a number of things that districts can't provide now because of finances and other things. These joint powers, with the financial backing, will be able to provide services that were probably not available before especially in the smaller schools, it is not an overlapping but, an addition to, to provide those services that were not being provided for before. Tom Decker (#2164) with Department of Public Instruction. No written testimony. He has been involved with the development of the joint powers organizations since they began about 2 years ago. He took on these duties, because he believes in the concept very strongly. They have brought in people to help development of these organizations. He also explained some of the new districts that would be included in this new joint powers agreements. He explained that in the future schools would be able to call an 800 number and get the help they need on educational issues.

Questions: (#2761)

Senator Thane: He wondered if any of the schools in his area were in the talking stage for this? A couple of years ago there was some interest, but there was not enough area to take care of it. Mr.



Page 4  
Senate Appropriations Committee  
Bill/Resolution Number SB 2305  
Hearing Date February 11, 2003

Decker replied: A pretty large area around Valley City would be the closest. Senator Christmann:

Why a \$100,000? Where do these numbers come from? Mr. Decker: If you look at the collectively general fund spending of these units, it is very large. \$100,000 for 19 districts is not a lot of money, we would rather focus on a few units who are really hungry and want to go after providing this service in a good way and to set a good example, than to spread the money across a lot of units who are only making a half hearted effort.

With no other testimony on SB 2305, the hearing was closed.(#3250)

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2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305 Votes

Senate Appropriations Committee

☐ Conference Committee

Hearing Date February 13, 2003

Tape Number	Side A	Side B	Meter #
#2		x	1,800-3253
Committee Clerk Signature <i>Jan Hendrickson</i>			

Minutes:

Senator Holmberg stated there were questions on SB 2305. A representative from DPI was called. He didn't have any more information for the committee. Tom Decker was called to help answer some questions. Question was asked about what the vote from the Education committee was. Senator Holmberg stated it was 5-1. Senator Mathern stated that this committee needed to decide if there was money for this bill. Senator Holmberg reminded the committee that this money was in the Governor's budget, this is not an additional appropriation. Senator Bowman moved to take \$125,000 out of the appropriation to \$75,000 to put these units together. He wanted to keep the bill alive, and move it to the House. Senator Mathern stated that he had not suggested that they take any money out of the bill. Seconded by Senator Christmann Senator Holmberg stated that this was a new thing and new things are hard to get through and by taking out some of the money, it is keeping the bill alive. Senator Mathern stated that he didn't feel it was a new at all. There have been cooperative deals for a long time. Question about how many

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Date

Page 2

Senate Appropriations Committee

Bill/Resolution Number SB 2305- Votes

Hearing Date Feb. 13, 2003

districts would be served with this amendment. Senator Holmberg explained the amendments.

Legislative Council will draw up amendments if they pass.

Discussion continued on the amendments and the amount of students, schools it would serve.

Voice vote was taken on amendment. Motion carried.

**Motion by Senator Bowman, seconded by Senator Christmann for a DO PASS WITH AMENDMENT. Roll call vote was taken, which is attached. Total: 11 yes, 3 no Motion passed**

Senator Bowman will carry amendment. Bill will be carried by Education committee, Senator Flakoll.

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10/22/03  
Date

38351.0201  
Title.0300

Prepared by the Legislative Council staff for  
Senate Appropriations  
February 14, 2003

*JB*  
2-14-03

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2305

Page 4, line 18, replace "One hundred" with "Seventy-five"

Renumber accordingly

Page No. 1

38351.0201

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*Dennis Hall*  
Operator's Signature

10/22/03

Date

Vote for amendment

Date: 2/13/03  
Roll Call Vote #: 1

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 2305

Senate Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken do PASS with amendment - reduce amount to \$15,000

Motion Made By Bauman Seconded By Christmann

Senators	Yes	No	Senators	Yes	No
Senator Holmberg, Chairman	✓				
Senator Bowman, Vice Chair	✓				
Senator Grindberg, Vice Chair	✓				
Senator Andrist	✓				
Senator Christmann	✓				
Senator Kilzer		✓			
Senator Krauter		✓			
Senator Kringstad	✓				
Senator Lindaas		✓			
Senator Mathern	✓				
Senator Robinson	✓				
Senator Schobinger	✓				
Senator Tallackson	✓				
Senator Thane	✓				

Total (Yes) 11 No 3

Absent 0

Floor Assignment Bauman/amend - Education - Bill Hakoll

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

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Deanna Wallis 10/22/03  
Operator's Signature Date

REPORT OF STANDING COMMITTEE (410)  
February 14, 2003 2:47 p.m.

Module No: SR-29-2825  
Carrier: Bowman  
Insert LC: 33351.0201 Title: .0300

REPORT OF STANDING COMMITTEE  
SB 2305, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)  
recommends AMENDMENTS AS FOLLOWS and when so amended, recommends  
DO PASS (11 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2305  
was placed on the Sixth order on the calendar.

Page 4, line 18, replace "One hundred" with "Seventy-five"

Renumber accordingly

(2) DESK, (3) COMM

Page No. 1

SR-29-2825

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2003 HOUSE EDUCATION

SB 2305

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2003 HOUSE STANDING COMMITTEE MINUTES  
BILL/RESOLUTION NO. SB 2305  
House Education Committee

☐ Conference Committee

Hearing Date March 05, 2003

Tape Number	Side A	Side B	Meter #
1	x		100-end
1		x	00-30
Committee Clerk Signature <i>Linda Fuchtnier</i>			

Chairman Kelsch opened the hearing on HB 2305

Rep. Drovdal, Dist. 39, Arnegard

I signed on to the bill, not that I know a lot about joint powers but that we happened to have a joint powers agreement in our area, served out of Dickinson that goes from Kildeer down to Hettinger and covers a lot of the small schools and some of the big ones in the area. The reports that I have gotten from those people and it is the direction that we need to encourage our schools to look at in order to provide curriculum opportunity for students in sparsely populated areas. That is most of North Dakota. What this bill does is sets a direction for the future and the policy that we want to go down for the state. It has : size requirements of the land mass, size requirements of the students, the curriculum offering in the common schools, classroom times common school, and calendars. Bottom line to me, it is equity and opportunity for the students, and that is the direction that we need to focus our attention. So that we can offer the curriculum necessary to take advantage of the technology that we have invested millions of dollars in and use it to get the curriculum to the students in the remote students with qualified teachers. It prevents the warehousing of our students and hopefully it will cut down on transportation to

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Date



Page 2 House Education Committee  
Bill/Resolution Number SB 2305  
Hearing Date March 5, 2003

school. Classes closer to home in building that we own. This is not going to stop and it is not intended to stop consolidation. But if there is a consolidation, I see this as helping to heal the wounds because the cooperation will already be there. This is an important step in the future of education, I urge you to support the bill.

**Lt. Governor Jack Dalrymple, Governor's Office**

Clarify the Governor's office preparation in which we included some funding for this concept in the Governor's budget. This bill was not introduced at our request but has in essence become a vehicle for that concept. I think that it is important to point out what we had envisioned in terms of financial support for this concepts, was that it should reimbursement school districts for the upfront expenses, so partially reimburse school district of forming a joint powers agreement. This has been changed around a bit by the Senate, page 4 the reimbursement actually includes a partial reimbursement of expenses in paragraph one for he delivering services and programs. In other words cost sharing the actual use of the joint powers agreement. we felt that the joint powers agreements are a great opportunity and show a lot of promise for helping schools to work with each other, we have tried over the years to encourage cooperation and consolidation. most of them have not been very successful. We don't have a lot going right now with state incentives for cooperation. We think this maybe the best thing. We were trying to creative an incentive for the schools to go ahead. That might mean partial payment of professional fees, legal fees, accounting fees, travel expenses, staff time, all of these things can add up when you are putting a document together like this. I think the Senate felt that in the end, some reservations about this, if the schools really wanted to generally form a joint powers agreement, it is a serious decision and that they will go ahead without a lot of state incentive. But to get them to even look at the process

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in the first place, is money well spent. We originally thought that there might be as many as two agreements, and they might be eligible for as much as 50K up front expenses per agreement. Maybe that is too much, maybe there will only be 2 or 3 and the upfront expenses are only 25K. It is very hard to predict. We do want to make the statement that this is a good concept and it deserves some support. Plus an incentive would be worthwhile.

**Chairman Kelsch** What you are saying then is if we strip the money out of it, it is still a good concept to move forward.

**Dalrymple:** without any financial support the bill becomes basically a guideline for what to consider putting in a joint powers agreement. And I think that is okay, but it is not going to change much in terms of what they do. That is what you are left with without any incentive funds.

**Rep. Hanson** You mentioned there is money in the Governor's budget for this bill, is it still in the budget or has it been taken out?

**Dalrymple:** As far as we are concerned it is always in the Governor's budget, but the Senate, even though they left the allowance of 75K in this bill, I don't believe that the appropriations bill is carrying any money for it. Is that correct, Chairman Kelsch.

**John Martinson, Exec. Dir. of the ND School Boards Association, See Attached Testimony**

I have testified in the past in favor of this joint powers agreement and I am still convinced that it is a good idea. I will provide an overview and some background information, and others behind me will provide first hand experience. (see state map about where the jpa are) The bill provides some parameters that districts need to meet. They have some options in the parameters that they do not currently need to meet in the voluntary agreement the second thing that is different is the

current jpa's do not provide a state financial incentive. They ante up themselves, this bill provides financial incentive for districts to get together and talk and find out if how they can cooperate will each other. One of the pieces I handed out to you is a document for amendments to this bill for consideration. It reflects the way in which the bill was introduced in the Senate to begin with. The differences between the bill that you have before you and this bill, the main difference is (in the middles section of handout) that deals with the land mass and students. The bill that came out of the Senate decreased the land mass and the student population. So if you look at your engrossed bill, the requirements coming out of the Senate required jpa's to be 4K sq. miles and/or 2500 sq. miles and 6 districts, the third options is 2500 sq. miles and 2500 student population. What I am supporting is a slightly larger land mass and student population size in the amendments that I handed out to you. I talk about 5500 sq. miles or 4K sq. miles and 3500 students. The reason for the increased size is we want to encourage districts to stretch and to reach and to talk to each other. And we don't think that the state will be able to afford to support 18-19 jpa's. It might be difficult to support 8-9. Having said that I will conclude by saying that the financial incentive is essential in order to continue to encourage districts to break down the barriers that currently exist in many areas of the state, where they don't talk across districts. For a number of reasons, one of which is there is concern about consolidation. This is not a consolidation bill and should be viewed as a service area bill. And it would be neat to lead to a consolidated student service bill where you would have a one stop shop. Instead of the mismatch that we have right now. In addition to trying to increase the conversation between districts, those current jpa's can benefit financial by the incentives that you provide, because they are going to need some things. They are going to need facilitation, curriculum specialist, grant writer, when

Page 5 House Education Committee  
Bill/Resolution Number SB 2305  
Hearing Date March 5, 2003

NCLB really comes to force with student assessment, highly qualified teachers, technology assistance, etc. Thank you.

**Chairman Kelsch** During the interim what was you stand on eight regional service centers?

**Martinson:** The SBA consistently looks for bills that we can support and as long as those bills deal with consolidation, we are not able to get up and support them. We work very hard to find a bill that we can support that achieves if not exactly what legislators what something that approximates it. It think eight regional service centers would be fine.

**Chairman Kelsch** Why would you come in, because you have always opposed any mandatory consolidations, supporting a bill that currently jpa's are totally voluntary and actually the five jpa's with three others that are looking very serious. If it is such a great thing and things have been working so well, why would we want to put into state code how the jpa's have to work. And to go further with it, we have had consolidation bonuses out there and I don't see droves of schools coming in to consolidate. Why do we want to throw money at jpa's where they have already put together the jpa's they are already working well, why do we need to money into it when we are in a budget shortfall. We don't have enough money right now to get into the classrooms let alone funding something like this. It should be voluntary and not mandated.

**Martinson:** I try to articulate why some of the money is needed, so let me say that again. It is true that jpa's have been successful from the grassroots level. But as a state we need to encourage them to go to the next step and financial encourage them to provide an assessment coordinator, to provide a grant writer, curriculum specialist if they need that. And at this point the schools can not afford these things.

**Chairman Kelsch** If they had more foundation aid , perhaps they could afford it. My last

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Date

Page 6 House Education Committee  
Bill/Resolution Number SB 2305  
Hearing Date March 5, 2003

question is where does this bill move us towards equity?

**Martinson:** It does not deal with equity issues.

**Rep. Mueller** we currently have some jpa in existence, is it your sense at all that they are ready to move to a larger, or consolidation. Are those conversations going on?

**Martinson;** Those jpa's that are in existence are ready to go to the next level. They have established the trust with one another and the relationships and they are ready to go beyond where they currently are in terms of sharing resources. Now there are many districts in the state that have not formed the jpa and I would like to see them encouraged to have those conversations about how they can work together and provide educational equity for their students.

**Rep. Mueller** Again you speak about them having the interest in forming the consolidation or a jpa, can you give us a sense of where they are actually at, are they just talking about it or are there some things actually happening?

**Martinson:** Again the incentive behind our support for this bill is not that it would lead to consolidation, this is not a subtle effort to get districts to consolidate. I think however as a result of conversations districts are having with each other and the incentive is the discussion about jpa's districts have been more willing to consider consolidation. However as you know, that is not a favorable term in many small districts. And I am not here to present this as an avenue by which that can happen. It might happen as a consequence of it, as a result of people in small districts choosing that route, the purpose of this is not an avenue for that to happen.

**Rep. Jon Nelson** My legislative district is involved in 2 jpa's. it is a great tool to achieve efficiencies of scale by just going through the process and finding the areas where they can share, add class offerings. They are doing the right things, What it comes down to for me here is we are

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Date

in situation where there are a number of examples where schools are doing this for the right reasons because they can see that some benefits on their own. Is this in your opinion, would the incentive money bring more jpa's to the table is that better spent in jpa or in foundation aid?

**Martinson:** At this point I would like to see both.

**Chairman Kelsch** Unfortunately the way the budget is we can't have our cake and eat it to.

**Martinson:** If you restored the 12M into foundation aid I'm okay with a 1/2M of that for jpa's.

**(1950-2330) Dean Koppelman, Dickinson School District See Attached Testimony**

**Rep. Hunsaker** My concern is the small school districts like Willow City, Newburg, and so on and I understand an amendment for more sq. miles and more students. My question to you is if we get the sq. miles to big and the number of students to many, is that going to be more difficult for schools like I am referring to get involved in it. Is it a deterrent rather than an incentive?

I understand the bigger it is the more funds and resources you will have to share, but do you see the picture that I laid out, could you speak to that?

**Koppelman:** On the map that you have, of the groups that are currently organized, I think the Dickinson area group and the Devils lake area group, and the proposed on for Bismarck/Mandan group would easily meet or exceed the criteria suggested in the amendments. I think you have to have a certain critical mass in terms of districts, land or students, in order to make it work. I related the current situation that we have in special education. I personal think we have way to many special Ed units in ND, we have 27-28 units. And if we don't have some parameters on this and some direction, it could evolve to be something that is not workable down the road. I am familiar with the area that you mentioned, I know that they are doing some things in the way of collaboration and curriculum. I don't know if we have the magic number exactly right, but I do

know that it has to be big enough to be viable. Approx. 70K sq. miles in ND, how many of those units do you want to have and if you think of the concept of service areas, I don't think you want to have the land mass too small, so that you end up with too many jpa's.

**Chairman Kelsch** I'm finding this a little unusual in your third paragraph where you say, 'We also think the grassroots ....to work together.' Well that is exactly what this bill is doing, mandating the jpa and how they will be set up and it seems to me that you have stood up here before us and this has been the kind of touting that I have had for the last year for the jpa is the fact that they were voluntary and they weren't something that we came up with and is not a consolidation and is forced on districts. And that is why they work so well. But now you are coming in and saying you want this bill that tells you how to put together a jpa. And I guess I don't get it.

**Koppelman:** The bill probably does set forth some parameters on what you have to do to qualify for the funding. But it doesn't really dictate the actual services provided in the jpa. That is different than if you sat here and carved out 8 area service agencies and you are mandated to be in part of this and mandate the services. It is still grassroots in that they can choose to join or not. And if so they can choose from a menu of services not all of them.

**Chairman Kelsch** I think I got it in your statement, I think it is money driven, it is not necessarily grassroots.

**Paul Johnson, Superintendent of Bismarck Public Schools, See Attached Testimony**

I would like to respond to some of the comments and questions that have come up. One of the reasons, Chairman Kelsch you mentioned the concern of Legislature for equity. I think we all recognize that in light of the recent lawsuit. I don't think that this bill does much to provide equity in terms of school funding. I think it has potential to provide some equity in terms of

educational opportunity. To give you an example, some of the reasons that the Bismarck School district is interested in education of all students in the region in addition to all of them in Bismarck Public Schools. Some of them are selfish reasons because we think it will enhance some of our programs. For instance, we have a vocational partnership with BSC and we have an interest in opening those programs up to area school districts. We have some students from Wilton that attend our programs right now. We have an alternative education high school and some thing that most small districts can't afford, we have expertise in the areas of technology coordination, staff development, curriculum coordinators that provide an opportunity for smaller school districts to receive those kinds of services. Some area that Mr. Martinson referred to is that assessment coordinators. We can't necessarily afford on our own an assessment department, that is an area for a large school district like ourselves would be helpful. Another thing that I think this bill does, money aside, it does provide a framework for the jpa and some consistence that would be good for the state. The money is optional, there are some requirements to get the money, often times when people come to me for money, One of my comments is yes if you meet the requirements. The money is not automatic. The other point I would like to make is often times for business and industry the legislature will provide some kind of option for entrepreneurship. And I think this is one of those bills that provides for it in education. And the question was asked, would we like the money here or in the foundation aid. And of course our answer is we want it in both. But I know that can't happen but some money has to be set aside just as there is for business and industry for entrepreneurship. And in ND is has been often said that we can't continue the way we are going, with declining enrollment and resources and population, this calls for some creative measures. And I think these kind of bills and even with some modest kind of



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financing will encourage the entrepreneur ship on the behalf of school districts. Bismarck School District does recommend a do pass on SB 2305.

**Rep. Sitte** What actual change will this make in the current operations of the jpa's. you have one in process now.

**Johnson:** We do. First of all I don't know if we would take the money, to tell you the truth. We have had these discussions in the last steering committee meeting. There are some things in there, esp. starting out, that we may not be in the position to meet the requirements of this bill at this time. If the money was that important to us we would position ourselves in a way that we would access the money. We would look at those a,b,c options, b is the one that provides for the different service options with professional development, if you participate in three of these on the list, staff development, curricular development, and so on we would choose that one. I think that if we choose to access the money it would have an influence on the way that we would set up our jpa. In terms of being a little more informal to meet the requirements of the bill.

**Rep. Jon Nelson** To meet the criteria of the bill, reimbursement for the activity. In your opinion is there anything that would preclude a district or an number of districts from getting together and doing jpa without the approval section, and operate on a voluntary basis.

**Johnson:** Absolutely. If you choose not to access the fund it seems to me that it would be allowed.

**Rep. Jon Nelson** It seems to me that a number of consolidations in the state that have come into it voluntary, but no effort to identify schools that meet criteria for consolidation. So I would be very hesitant to lock this as the only option for those districts.

**Johnson:** I think schools districts have been cooperating the informal ways for years.

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**Rep. Mueller** You are moving into a jpa now, do you have a concern or fears that as you move into this to set up programs and some funding mechanisms and the committee oversees the activity, what happens when one or two of the schools in the jpa decide we don't want to do this anymore, what happens at that point to those that are left there?

**Johnson;** In our proposed jpa we have about twenty districts. And I think if even 6 of them said this wasn't meeting their needs or if some very small ones consolidated, I think for the school districts that this is meeting the needs of I don't think that it would affect the function of it. In the one that we are proposing we have 15K students and 6K sq. miles and they have a history of successful partnerships. My experience with these kinds of cooperation between schools districts have always been positive.

**Chuck Miller, Administrator of the Medrose in Minot District**

We bring a different perspective to the table in that we are a K-8 I a small region. A small school part of the Mid Dakota Joint Powers Agreement in the Minot area. At this point we are one of the smallest jpa's. Around us are a lot of schools that are very interested in becoming a part of this. We have had excellent success up to this point in opening up dialogues on a lot of different issues. And one of the prospective is that we found that one of our biggest fears was that were going to be eaten alive by the big districts. We found that through jpa that it was not the case. We have just tremendous amounts exchange of information, developing of services, transportation, etc. they have all progressed forward because of the jpa. The schools around us that haven't joined need the financial incentive to become involved. The things that might develop if moneys are available to jpa is additional services that might help our kids, such as technology, vocational issues, grant writers for more programs and services.

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**Rep. Hawken:** Do you see this leading to one school district?

**Miller:** No I do not, it opens up the dialogue and shares services for the students.

**Tom Decker, Department of Public Instruction , See Attached Testimony**

What was the motivation here that these were started voluntarily. I think that Dr. Johnson answered part of that questions, if we have a successful model developing voluntarily at the local level and the state see some policy interests going in a certain direction then it would make sense to pass a bill like this that would provide a framework to achieve that growth and development. I think that is exactly what is happening here. I have been in front of legislative committees for enough years to understand your extreme reluctance to dictate anything to local school districts. Although here is an opportunity for you to jump on the local band wagon on the developing movement that is essentially voluntary that is providing the best opportunity that we have found in years to deal with the issue of opportunity equity for students to help frame policy surrounding that development that will meet some of your long term needs. Those should be to deal with certain aspects of equity. Now this will not deal with fiscal equity and probably not deal with the capital construction equity, but there is nothing that I have seen in my career in education in ND that has more possibilities to deal with opportunity equity fully than these jpa. The other problem that you have heard a lot is the incredible amount of organizations out there that are serving public school districts, there is a great deal of duplication, what we see happening in jpa is that the discussion out there is beginning to move in the direction of the jpa become the umbrella organization for a full range of services. These organizations are new and have not developed as far as they will, yet the discussions are taking place. The article that I just handed you is a perfect example, the Devils Lake jpa is having discussion with a couple of counties within there

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unit about assuming the serve entity, the county superintendent, the jpa would provide those services. JPA's are sensitive to 'regional service agencies' but in fact they are the beginning, and you should see them as the beginning as regional services agencies. How many can ND afford? I think that if you look at the model now we have 8 established regional service agencies, and stick with the 5500 sq. mile concept we will have 8-12, 4K would take us over that, but how many of those can we afford to support. It is necessary to point out here that the version of the bill that John Martinson gave you, the one that I am speaking from and the one I prefer you to use, is talks about cooperating jpa, a separate set of jpa that established for a specific purpose that is for groups of school districts to provide educational services. That meet certain criteria that go beyond what a jpa generally have to do. We don't want to do anything to limit the ability of school districts wherever they are to form jpa. But if we are going to provide incentives as a matter of policy from the state level for these jpa among school districts we should provide it to those who meet some state policy criteria in terms of providing service over a large enough area to have long term viability. These are not and should not be thought of as consolidations or precursors to consolidations. I have talked to interim committees over a number of years, about how many school districts ND would eventually need? Even in an environment where we have 62 school districts we would still need jpa among school districts to provide services that those districts can't provide effectively or in terms of dollars alone. They will not be consolidations, we need them in any case to provide the services. If we have a sustainable size we are apt to have some large and small districts in each unit. As I have watched these develop over the years, they are as close as we get to magic in having a large district involved in a jpa with a group of smaller districts. It is very productive and efficient and effective. Need a governing board made up of

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school board members to discuss the directing of the jpa and policy. Many of the organizations service the districts have operating boards made up of the superintendents. The number of services that can be brought together are limited by the imagination of the leadership creativity of the entities involved. It is worth taking a small amount of money to help set this policy or the direction of how education policy will be delivered. These units are not in it for the money. We need to have a long term view for the state. This is good, I urge you to support this.

**Rep. Hunsaker** Small districts look at the numbers of students needed and the land mass to qualify and they get frustrated because they do not qualify, do you see only other avenues to qualify other than the ones listed in the bill?

**Decker:** I think there is some flexibility in how we look at this in terms of start up opportunities.

I come back to the point that we need to have a long term view of what we are developing here for the state. Dean Koppelman, stated that we have more Special Ed units than what we need and we allowed them to develop without guidance, I think we want to be careful on how we do that so we don't produce a unintended consequence.

**Mary Wahl, ND Council of Educational Leaders.**

Good things can happen for kids when districts cooperate to offer those services and curriculum. This bill encourages with an incentive that type of cooperation among districts. If you believe as I believe that in ND our future depends upon our willingness to cooperate at all levels of government and in all endeavors to the degree that it is possible, good things will happen for our students but also for the future of our state.

flip tape, OPPOSITION: none

closed hearing (30)

2003 HOUSE STANDING COMMITTEE MINUTES  
BILL/RESOLUTION NO. SB 2305  
House Education Committee

☐ Conference Committee

Hearing Date March 17, 2003

Tape Number	Side A	Side B	Meter #
1		x	1050-2980
Committee Clerk Signature <i>Linda Fuchter</i>			

Opened committee work for SB 2305

**Rep. Hawken:** If we are going to remove 75K do we want to amend this bill and do we want to leave it. **Rep. Hawken** moved to amend to remove the money, **Rep. Haas** second page 4 remove lines 1-23.

**Rep. Jon Nelson** Just or the understanding of the committee, this legislative session will go down in history as saying that we no longer offering any incentives for consolidation or working agreements with other districts. We expect that that to provide an incentive.

**Chairman Kelsch** That is incorrect, because the was the 2154 will be amended, there will be 2M in the turn back dollars that will be appropriated back out for reorganization.

**Rep. Jon Nelson** Are there currently any turn back dollars

**Chairman Kelsch** Yes, I need to find out the exact amount, because there will be payments made out of that. **Rep. Jon Nelson** do you know the anticipated amount

**Chairman Kelsch** Coleman can give us this information. That is what we have done the last few sessions, the reorganization dollars come out of the turn back dollars. Last session was the only session that we did not come up with the total 5M, every other session it has been at least that

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Page 2  
House Education Committee  
Bill/Resolution Number SB 2305  
Hearing Date March 17, 2003

and more. Rep. Jon Nelson I have first priority on the 2M, I think it is very important.

Rep. Herbel There is another side to the story, should you be paid to do the right thing.

Chairman Kelsch The joint powers agreement that I think the schools that have went ahead and have gotten into it for all the right reasons and did not need the incentive. This is the grassroots and this is the way they want it

passed with voice vote

Rep. Hawken moved a DNP as amended, Rep. Norland seconded the motion

Rep. Mueller I think there is a lot of good things in this bill to make it permissive or suggestive, I am going to vote against the DNP, I'm in agreement that we don't have the money but I like the guidelines

Bev Nielsen: Just for clarification on our position, This was our bill, originally the bill had the term 'cooperative joint powers agreement' when it came out from being rewritten their was suppose to be a differentiation between the voluntary jpa, which are going on now and we don't want any restriction on, and the cooperative jpa, which they are going to apply for money and meet the requirements. So without the word cooperating jpa in the early part of the bill, when you passed it, it sound like every jpa had to meet these standards. That was never the intent. If you wanted the money you have to do a whole bunch of stuff to get the money. We will still fight to get it put back in some where. If you take the money out and it is passed with out the word cooperative we don't want the bill. 2154 carries the appropriation for it could be added there if you want it to.

Roll vote; 10-4-0 passed and Hawken will carry the bill to the floor.

Afternoon session

Page 3  
House Education Committee  
Bill/Resolution Number SB 2305  
Hearing Date March 17, 2003

Rep. Meier moved to reconsider action on SB 2305, Rep. Hawken second.

Chairman Kelsch would you like to explain your reasons why Rep. Meier .

Rep. Meier Yes, basically to keep the mechanism alive while doing no harm on the existing jpa.  
passed voice vote

Chairman Kelsch we now have the bill before us, are there additional amendments

Rep. Meier See Attached amendments and read amendments.

Rep. Meier moved to adopt the amendments, Vice Chair Johnson second the motion

Rep. Williams do you have to create a new section for this

Chairman Kelsch Yes, section 1 would be the definition, then renumber accordingly.

Rep. Meier there is no definition. Chairman Kelsch we don't have to pass this today we can do  
it tomorrow. Mark and Rep. Meier will work out the amendments and get it to us tomorrow.

Rep. Mueller if we do this amendment the way I am hearing, does that require anyone wishing to  
do a jpa has to follow this guideline, or it is if you want to be recognized as a jpa, you need to do  
it this way.

Bev Nielson, The authority for jpa is in 54.2-40, we are not messing with that at all, this would  
just say that if you want approval under this section these are the things that you need to follow.  
Money may be attached to it in the future.

Rep. Mueller if you didn't want to do it this way, you could still do a jpa Nielson, Yes under  
54-04 Rep. Hanson this is cluttering the code. Rep. Hunsakor What is the advantage, if you can  
do it anyway, what is the advantage of doing it this way? Rep. Haas there is none

Chairman Kelsch the only advantage, is that perhaps her savior across the hall will resurrect  
500K for her to some money for her for this. We will have this drafted.

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2003 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

House Education Committee

☐ Conference Committee

Hearing Date 3-18-03

Tape Number	Side A	Side B	Meter #
1	x		00-734
Committee Clerk Signature <i>Linda Freckner</i>			

Minutes: Chairman Kelsch: opened the hearing on SB 2305. We have a amendment before us.

Representative Meier: before you is the amendment for SB 2305, I will go through them with you (SEE ATTACHED TESTIMONY).

Representative Herbel: in essence what does this amendment do that you have before you.

Representative Meier: basically what it does is keeps the bill alive.

Representative Kelsch: if there would be any moneys that would be re-appropriated or put back in, the mechanism would still be alive and knowing that if there cooperating joints powers and they were different then the current joint powers agreement would already exist. So these would be the new cooperating joint powers if they decide that's what they want to be and these are the guidelines they have to follow in order to receive money from the state.

Representative Mueller: this isn't about the current joint powers arrangement, I'm not exactly seeing that in the definition, seeking approval under this section would differentiate those that are out there now.

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*10/22/03*  
Date

Page 2

House Government and Veterans Affairs Committee

Bill/Resolution Number SB 2305

Hearing Date 3-18-03

**Representative Kelsch:** because the current ones, there following 54-40.02, or 54-40.03 in fact the approval section that currently allows joint powers agreement under this and under the cooperating joint powers agreement they would have to qualify under those 2 sections however, they would have to meet the criteria here in order to get approval to receive money.

**Representative Meier:** I move the AMENDMENTS.

**Representative Johnson:** SECOND the motion on the amendments.

**Representative Kelsch:** voice votes on the amendments, all in favor.

**MOTION CARRIES ON AMENDMENTS.**

**Representative Sitte:** I move a DO PASS on SB 2305 as AMENDED.

**Representative Solberg:** SECOND the motion to DO PASS AS AMENDED.

**VOTE: 7-YES 5-NO 2-ABSENT.**

**MOTION CARRIES.**

**Representative Hawklr:** will carry the bill to the floor.

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Date

2003 HOUSE STANDING COMMITTEE MINUTES  
BILL/RESOLUTION NO. SB 2305  
House Education Committee

☐ Conference Committee

Hearing Date March 19, 2003

Tape Number	Side A	Side B	Meter #
1	x		1180-1380
Committee Clerk Signature <i>Linda Fiechter</i>			

Committee work on SB 2305

Rep. Hawken moved to reconsider SB 2305, Rep. Williams second the motion, passed by voice vote

Chairman Kelsch Nielsen indicated to me that they just don't want this bill they will work it as a bargaining chip if they need to but the way the bill has been changed they don't like it. School districts are doing this voluntarily now. Bev will talk to the bill sponsors.

Rep. Hawken moved a DNP as amended, Rep. Haas second the motion.

Roll vote: 13-0-1 Passed Hawken will carry the bill to the floor

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*10/22/03*  
Date

38351. \_\_\_\_\_

Not Yet Approved by the  
House Education Committee

**PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2305**

Page 1, line 1, replace the first "a" with "two", replace the first "section" with "sections", and  
remove "and a new section to"

Page 1, line 2, remove "chapter 15.1-27" and after "approved" insert "cooperating"

Page 1, line 5, replace "A" with "Two, replace "section" with "sections", and replace "is" with  
"are"

Page 1, after line 6 insert:

**"Definitions.** For purposes of this chapter, unless the context or subject matter otherwise  
requires:

1. "Cooperating joint powers agreement" means a joint powers agreement pursuant to  
chapter 54-40.2 or 54-40.3 and that is seeking approval under this section.
2. "Department" means the department of public instruction.
3. "Superintendent" means the superintendent of public instruction."

Page 1, line 7, replace "Joint" with "Cooperating joint"

Page 1, line 8, after "a" insert "cooperating"

Page 1, line 9, after "agreement" insert "for reimbursement purposes"

Page 1, line 20, after "The" insert "cooperating"

Page 1, line 21, "the" insert "cooperating"

Page 2, line 1, after "The" insert "cooperating"

Page 3, line 10, after the first "the" insert "cooperating"

Page 3, line 29, after "The" insert "cooperating"

Page 4, remove lines 1 through 23

Renumber accordingly

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Date

Date: 3/17/03  
Roll Call Vote #: 1

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

House HOUSE EDUCATION <sup>2305</sup> Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken Amendment

Motion Made By Hawken Seconded By Haas

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) Yell No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

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

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Deanna Waller 10/22/03  
Operator's Signature Date

Date: 3/17/03  
Roll Call Vote #: 2

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 8305

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken ONP as amended

Motion Made By Hawken Seconded By ~~Hawken~~ Norland

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. Hunsakor	✓				
Rep. Mueller		✓			
Rep. Solberg		✓			
Rep. Williams	✓				

Total (Yes) 10 No 4

Absent 0

Floor Assignment Hawken

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Operator's Signature

10/22/03  
Date

Date: 3/17/03  
Roll Call Vote #: 3

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 2305

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 1

Action Taken Reconsider

Motion Made By Meier Seconded By Hawken

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. Hunsakor					
Rep. Mueller					
Rep. Solberg					
Rep. Williams					

Total (Yes) ~~2~~ 3 No 0

Absent 0

Floor Assignment 0

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

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Deanna Wallis 10/22/03  
Operator's Signature Date

Date: <sup>17</sup>3/10/03  
Roll Call Vote #: 4

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 2305

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 38351

Amendments  
to Recrossed SB 2305

Action Taken \_\_\_\_\_

Motion Made By Meier Seconded By Johnson

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. Hunsakor					
Rep. Mueller					
Rep. Solberg					
Rep. Williams					

Total (Yes) 10 No 0

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

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

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Dennis Walling  
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10/22/03  
Date



Date: 3/10/03  
Roll Call Vote #: 5

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. AB05

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken Do Pass as amended.

Motion Made By Sitte Seconded By Solberg

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

Total (Yes) 7 No 5

Absent 2

Floor Assignment Hawken

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

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10/22/03  
Date

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

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

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

2305

Legislative Council Amendment Number

Action Taken

Reconsider

Motion Made By

Hawken

Seconded By

Williams

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. Hunsaker					
Rep. Mueller					
Rep. Solberg					
Rep. Williams					

Total (Yes) 10 No 1

Absent 1

Floor Assignment

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

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Deanna Wallin  
Operator's Signature

10/22/03  
Date

Date: 3/19/03  
Roll Call Vote #: 7

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 2305

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken ONP as amended.

Motion Made By Hawken Seconded By Haas

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

Total (Yes) 13 No 0

Absent 1

Floor Assignment Hawken

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

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10/22/03  
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**REPORT OF STANDING COMMITTEE (410)**  
March 19, 2003 9:44 a.m.

Module No: HR-49-5163  
Carrier: Hawken  
Insert LC: 38351.0301 Title: .0400

**REPORT OF STANDING COMMITTEE**

SB 2305, as reengrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO NOT PASS** (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Reengrossed SB 2305 was placed on the Sixth order on the calendar.

Page 1, line 1, remove "and a new section to"

Page 1, line 2, remove "chapter 15.1-27"

Page 1, line 3, remove "and reimbursement for participation"

Page 4, remove lines 1 through 23

Renumber accordingly

Deanna Hall  
Operator's Signature

10/22/03  
Date

2003 TESTIMONY

SB 2305

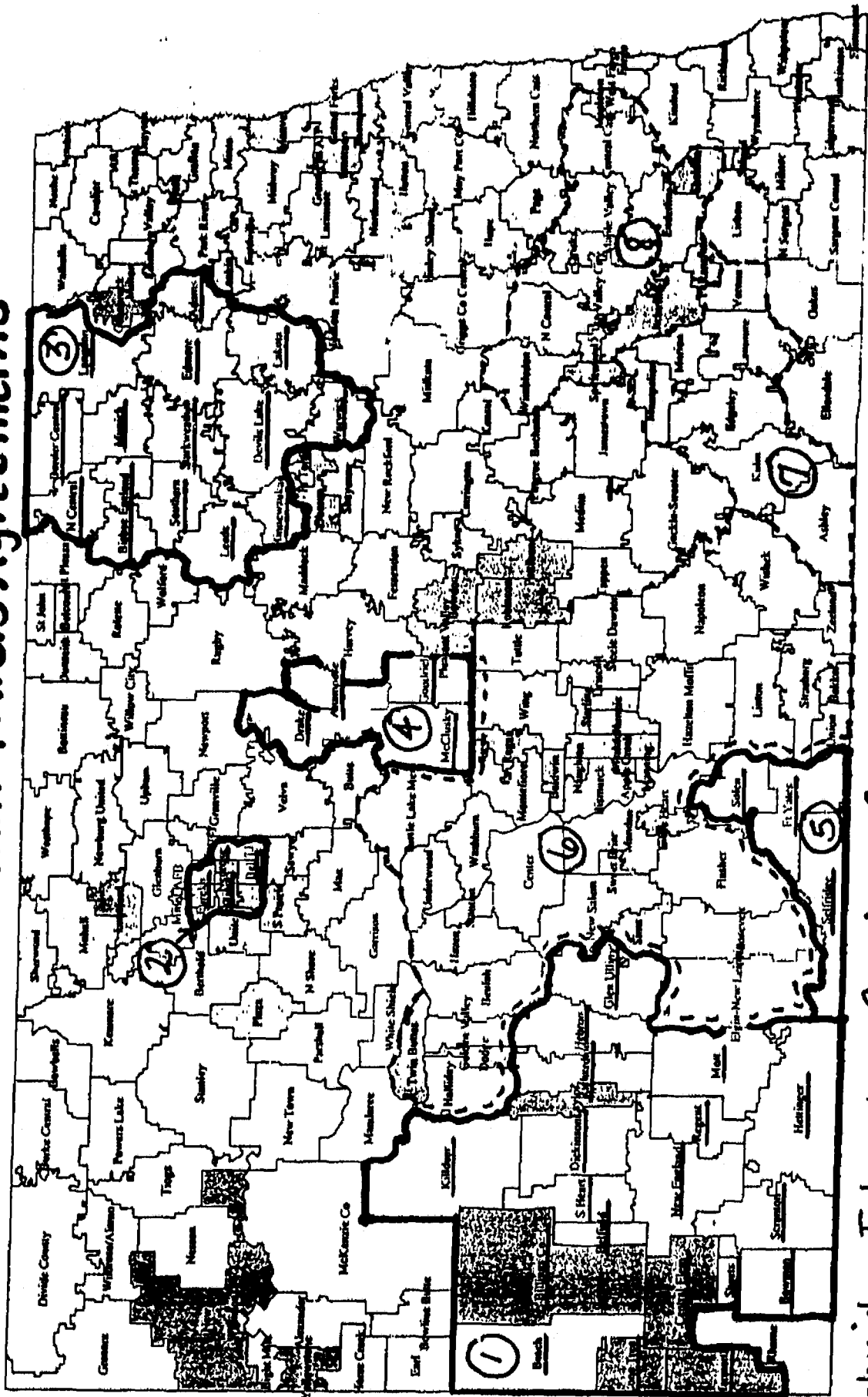
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10/22/03  
Date

SB 2305 Jon Martinson  
NOSBA

Signed IPA ———  
in discussion - - - - North Dakota School Districts  
Education Joint Powers Agreements



- 1) Roughrider Education Services Program (RESP): 19 School Districts
- 2) Mid-Dakota Education Council (MDEC): 4 School Districts
- 3) Northeast Education Service Cooperative (NESC): 14 School Districts
- 4) Central Dakota Education Service Cooperative (CDESC): 4 School Districts
- 5) Sioux County: 3 School Districts
- 6) 7) 8): Areas in Discussion

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10/22/03

Date

# N.E.S.C

## Northeast Education Service Cooperative

Continuing the tradition of improving the quality of education

Robyn Jacobson, Board Chair  
Wayne Lingen, Lead Superintendent  
Melissa Stettin, Secretary

701-266-8206  
701-968-4416  
800-443-1313

Adams-Edmore

Bisbee-Egeland

January 24, 2003

Border Central

Dear Senator Freborg and Senate Education Members:

Devils Lake

Four Winds

Lakota

Langdon

Leeds

Minnewaukan

Munich

North Central (Rock Lake)

Southern (Cando)

Starkweather

Warwick

Cankdeska Cikana (College)

Lake Region State College

The members of the Northeast Education Services Cooperative (NESC) which are comprised of the following school districts: Southern (Cando), Bisbee-Egeland, North Central (Rock Lake), Starkweather, Munich, Border Central (Calvin-Sarles), Devils Lake, Lakota, Adams-Edmore, Leeds, Minnewaukan, Warwick, Langdon, and Four Winds Community School plus two colleges Lake Region State College, Cankdeska Cikana (Little Hoop) would like to share our accomplishments and the successes we've achieved by joining into a Joint Powers Agreement (JPA) with our neighboring schools. JPAs are on the rise to assist in resolving many of the educational hardships of the rural areas. The following areas are where NESC has succeeded in impacting our districts in a positive and resourceful manner.

#### Common Calendar and Schedule:

- A NESC supported school calendar and class schedule have been developed to promote and facilitate the sharing of class curriculum and instructors.

#### Technology Needs:

- Computer technology and video labs have been installed for the purpose of increasing course curriculum choices for NESC students and instructors.
- An NESC website is in development for promoting the sharing of resources among NESC members.
- NESC members will be jointly implementing the Tetra Data system.
- A Technology Coordinator is being pursued to assist in a common technology plan for NESC members.

#### Integration Of Other Current Partnerships:

- NESC is pursuing the TLC and Perkins programs to bring them under the NESC organization.
- Other entity memberships such as Job Service are being pursued to participate in the NESC organization.

#### Public Information and Support:

- NESC has contracted with a public information specialist to inform the public and coordinate events and information releases.
- NESC is hosting its first Legislator Forum February 1<sup>st</sup> to become well acquainted with our legislators and the educational issues and concerns.
- An NESC brochure has been developed to inform the public of NESC activities.

#### Staff Retention and Recruitment:

- NESC is promoting staff sharing among NESC school districts.

#### Grant Writing Services:

- NESC has partnered with Lake Region State College for grant writing services and has completed and submitted the Upward Bound Grant.

Excellence Through Cooperation

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# N.E.S.C

## Northeast Education Service Cooperative

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Robyn Jacobson, Board Chair  
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701-266-5206  
701-266-4416  
800-443-1313

Adams-Edmore

Bisbee-Egeland

Border Central

Devils Lake

Four Winds

Lakota

Leeds

Minnewakan

Mounthin

North Central (Rock Lake)

Southern (Cando)

Starbuck

Warwick

Wadena (College)

Wadena State College

There are many more goals and objectives of the NESC. However, the above mentioned are achievements or are soon to be accomplished. The impact on our communities to join and partner up in a JPA has proven to be a true vehicle for sharing and optimizing resources. It is clear that each school remains independent and yet is unified in its common goal for improving the quality of education in a cost effective means. The NESC would support SB 2305

If there is any information we could provide, please feel free to contact us.

Sincerely,

Wayne Lingen, Superintendent  
Cando and Bisbee-Egeland Schools  
NESC Administrative Board Chair

Robyn Jacobson  
Rock Lake School Board  
NESC Governing Board Chair

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10/22/03  
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**North Dakota Senate Education Committee  
Senate Bill No. 2305  
January 27, 2003**

**Layton Freborg, Chairman**

**Gary Lee, Vice-Chair**

**Senators: Dwight Cook, Linda Christenson, Ryan Taylor, Tim Flakoll**

**From: Dean Rummel, Roughrider Educational Services Partnership (RESP)  
Governing Board Chair and Dickinson Public School Board Chair**

**Mr. Chairman and members of the Senate Education Committee:**

**This is in support of Senate Bill No. 2305 that provides for support of joint powers agreements among school districts.**

**The Roughrider Educational Services Partnership is a joint powers agreement (JPA) between 19 Southwest North Dakota School Districts, Dickinson State University, the Southwest Multi-County Correctional Center, and NDSU Extension Service. This joint powers agreement includes 9,465 square miles with over 6,400 students and 387 teachers based on the most recent information available from the Department of Public Instruction.**

**I support the required elements and the number of services that will be required to be provided to the member school districts in this bill. RESP will be capable of providing many of those services. The flexibility of a joint powers agreement allows for individual school districts to opt out if they are not in need of a specific service. They also would only pay for the services that they need. This flexibility is needed to allow for changes within a school district as we each continue to deal with declining enrollments.**

**As a school board member and a member of a joint powers agreement I want to encourage your support of JPA's. School Board members are dealing with common issues: a quality education for our students, declining enrollment, No Child Left Behind, finding and retaining quality instructors, and keeping our communities viable. JPA's allow for effective utilization of our capital and human resources, efficient use of tax dollars, and equity in curriculum and services to students. JPA's cannot solve all the problems but it does**

build relationships, trust, and understanding between school board members administrators, instructors, and leaders of our communities.

In RESP we are in this together no matter the size of our school district or community. JPA's have allowed RESP to become pro-active, visionary, progressive, involved, and excited that we can make a difference for our students. I ask for your support of Senate Bill No. 2305.

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10/22/03  
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## 2001 - 2002 Data From DPI

School District	Students	Sq. Miles	Teachers
Beech	366	765.0	19.71
Belfield	274	144.0	17.43
Billings County	73	1,152.0	9.00
Kildeer	359	856.0	21.46
South Heart	267	303.5	15.80
Dickinson	2,755	498.1	139.01
New England	220	638.1	13.30
Richardson/Taylor	311	503.9	22.29
Regent/Mott	321	860.0	24.68
Hettinger	366	860.9	22.43
Scranton	191	488.8	16.82
Bowman	424	461.8	24.36
Central Elem	12	431.0	2.00
Sheets	6	72.0	1.00
Marmath	10	348.0	2.00
Lone Tree	52	243.0	4.63
Habron	190	394.0	17.50
Glen Ullin	213	425.6	14.19
<b>Totals</b>	<b>6,429</b>	<b>9,465.9</b>	<b>367.60</b>

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# Washburn Public School

TIM DOCKTER, President  
JULIE HUDSON-SCHENFISCH,  
Vice-President  
STEVE REISER, Director  
STEVE SCHOLL, Director  
DAN WICKLANDER, Director  
BRAD SHELTON, Director  
CATHERINE FORSCH, Director

Telephone: (701)462-3221  
Fax: (701)462-3561  
P.O. Box 280  
Washburn, North Dakota 58577-0280  
ROBERT M. TOLLEFSON, Superintendent  
E-mail: Robert.Tollefson@sandl.nodak.edu

JANET HANSON,  
Business Manager  
GLEN WEINMANN,  
High School Principal  
HOLLY BECKER,  
Elementary Principal

January 24, 2003

Jon Martinson, Exec. Director  
ND School Board's Association  
110 North Third Street  
Bismarck, ND 58577

Dear Mr. Martinson:

After our phone conversation on Friday, I specifically took some time to review Senate Bill No. 2305.

While my initial position was of support and willingness to submit a letter of support, after carefully reading the bill, I have a number of questions, which are not answered and as such, definitely put a twist to my initial position.

In a joint powers meeting which I attended on the 16<sup>th</sup>, the items which I addressed to the group were revolving around choice, local control, no mandates, and the ability of individual districts to opt out of items.

This bill, after further review, is not as permissive as what Mr. Decker and the ND Concensus Council have espoused regarding joint powers agreements and subsequently which I presented to a prospective joint powers audience. Before I would throw complete support to the bill, I would need to fully address my concerns.

Under Section 2 item #3, we have the option to select 1 of the three (a, b or c) options for commitment:

- a. This is purely a financial commitment and in my view, would not be very conducive to entice schools to venture into this one. For the first year using our proposed joint powers potential member schools, we would need to have approximately \$3,000,000 using 3% of total expenditures from previous year of member schools. That is enough to scare off many schools.
- b. Administrative commitment - does this mean that 100% of the member schools in a joint powers must be in a minimum of three identical services obtained from the list? (No opt out provision??) Then five after the third year etc.? Does this mean that, should Bismarck and Mandan join in a joint powers agreement with our area smaller schools that the governing board would administrate the programs for

"Cardinal Pride"

*Robert M. Tollefson*  
Operator's Signature

10/22/03

Date

all schools? Would schools still be doing things on their own, or as a joint powers governing board, would they control this?

c. The "Common Option" - does common mean void of variances however small they may be???

The interpretation of what the bill actually says will be viewed in a variety of ways. I believe that Legislators will view it as specific and void of options. I may be too skeptical but I would not leave this to chance. If we have a common calendar and we're held to an identical calendar, if one school needed to call off due to weather related incidents, would all member schools be required to do so?

These statements are small and petty, but are ones which would no doubt, be asked. I believe that the bill is positive in that a support for Joint Powers Agreements is clearly addressed and is backed by some financial support not only for the new groups but for the existing ones as well.

The downside of my review of the bill is that I believe the intent is for pushing area control rather than local control. (I may be reading something more into this than what is listed here; however, requirements appear too more stringent than necessary)

Schools are truly trying to address the needs of their students while faced with less dollars and potentially less professional staff to assist in that process. Joint powers agreements should allow us to expand our opportunities in sharing and delivering a variety of services to benefit each of our students; it should not however mandate it.

I believe that with the proper fine-tuning, Senate Bill No. 2305 has the fundamentals to allow every school and therefore our students in the state of North Dakota an opportunity for enhanced educational opportunities. \*

Thank you for your efforts in assisting to meet the educational needs of the students of our great state.

Sincerely,

  
Robert M. Tollefson, Supt.

## Testimony In Support of Senate Bill 2305

Senate Education Committee, Senator Layton W. Freborg, Chair

January 27, 2003, 9:30 a.m.

Mr. Chairman and members of the Senate Education Committee. My name is Dean U. Koppelman and I am the superintendent of the Dickinson Public School District. I appear before you today to testify in support of Senate Bill 2305 regarding joint powers agreements.

We have a joint powers agreement in southwest North Dakota that involves nineteen school districts or organizations and 34 schools. Dickinson State University, the Southwest Multicounty Correctional Center, Dickinson Catholic Schools and the Extension Service are included in our organization. The name of our group is the Roughrider Education Services Program, also known as RESP. The RESP joint powers agreement covers an area of about 9,900 square miles representing over 6,500 K-12 students. We formed our group last May and have been working on the delivery of a number of services. Our major initiative has been curriculum and staff development. The RESP curriculum and staff development project serves 11 districts and 26 schools. This group represents 5,110 students and 449 licensed teachers. The Roughrider Educational Services Program employs a half time staff person to provide this program. The job is shared with Dickinson Public Schools to allow for a full time position as Director of Professional and Curriculum Development.

Our group believes that joint powers agreements allow schools and organizations to do a better job meeting their mission. We can be more successful working together than we can individually in serving the needs of our students. The curriculum and staff development project is an example of what this type of collaboration can do. We also think the grassroots nature of our organization is more palatable than a mandate from the State requiring school districts to work together. Ours is a voluntary group with schools selecting programs that meet their school district needs. Each member pays basic dues and also pays for any other program in which they participate.

Senate Bill 2305 would provide financial support for joint powers groups that would wish to meet the criteria identified in the bill. I believe with additional financial resources, we could see creative collaboration efforts from joint powers agreements. I would urge you give a "do pass" to Senate Bill 2305.

Thank you Mr. Chairman. I have attached additional information to my testimony for your review. I would be willing to answer any questions that the committee may have.

Submitted by Dean U. Koppelman  
Superintendent, Dickinson Public Schools

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*Dean U. Koppelman*  
Operator's Signature

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10/22/03  
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## **Grassroots Education Leadership in North Dakota Through Joint Powers Agreements**

**What:** Local education leaders are taking steps to improve education to meet local education goals and emerging state goals through joint powers agreements.

**Who and Where:** The Mid-Dakota Education Council (around Minot), the Roughrider Education Services Program (around Dickinson), the Northeast Education Service Cooperative (around Devils Lake) and the Central Dakota Education Services Cooperative (around Harvey) have made significant use of the joint powers agreement tool to meet education service goals, serving 50 school districts, 20% of K-12 students and 30% of the land area of North Dakota.

**Why:** The experience with joint powers agreements for education leadership indicates that joint powers agreements are attractive tools to:

- protect local authority in education decision making;
- respect local community identity values;
- meet property taxpayer goals;
- improve student education opportunities;
- increase the efficient use of education funding;
- link K-12 and area colleges and universities;
- meet constitutional and strategic needs of legislative leaders for student course opportunity equity, financial equity, capital construction equity, litigation avoidance and administrative efficiency; and
- avoid significant additional state mandates.

This joint powers agreement experience also provides a model for statewide grassroots education legislative initiatives that support both local needs and state needs.

**How:** From this experience in the use of the joint powers agreement and other tools, local education leaders have demonstrated their determination to effectively assess their goals and implement plans in a short time.

**When:** The joint powers agreements and the necessary practical supporting track records of significant implementation achievements are developing in 2001-2002.

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## Frequently Asked Questions on Joint Powers Agreements for Education Leadership in North Dakota

These are some of the questions most often asked by school district leaders about joint powers agreements as a tool for meeting school district and state interests for future education leadership in North Dakota:

**Definition: What is a joint powers agreement (JPA)?**

A JPA is a contract among units of local government to do whatever any one of those units of local government is authorized to do. A JPA permits school districts to meet their goals and state goals.

**Characteristics: What are the characteristics of a JPA?**

A JPA provides *flexibility* to meet school district goals, *protection* for local identity interests and *opportunity* to meet school district needs and state needs for fiscal, construction and opportunity equity for students.

**Control: Who controls the JPA?**

The JPA can be organized in any way the members wish. Most JPAs in North Dakota have a Governing Board made up of elected school board members of member school districts and representatives of other participating government or private entities. The Governing Board sets the policy direction for the JPA.

**Implementation: How are decisions of the JPA implemented?**

The JPA can be organized in any way the members wish. Most JPAs have an Administrative Board made up of the superintendents of the school districts. The Administrative Board implements the policies set by the Governing Board. A lead administrator selected by the superintendents and approved by the Governing Board to coordinate the work of the Administrative Board for the Governing Board.

**Core Local Interest Protections: What are the protections for the core local identity interests of small school districts?**

The JPA can provide as many protections as the members want. Most JPAs have a rule for all decisions of unanimity in the Governing Board, free exit provisions for each school district and agreement on what subjects will be administered together (Attachment No. 1) and what subjects will be administered separately (Attachment No. 2). These protections assure the protection of the smallest school districts from big district or majority control of such important issues as school buildings, mill levies and negotiations etc.

**Benefits: What are the benefits for school districts?**

The JPA provides:

- protection for local authority in education decision making;
- respect for local community identity values;
- means to meet property taxpayer goals;
- improved student education opportunities;
- increased efficient use of education funding;
- links between K-12 and area colleges and universities;

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10/22/03

- a grassroots tool to meet constitutional and strategic needs of legislative leaders for student course opportunity equity, financial equity, capital construction equity, litigation avoidance and administrative efficiency; and
- avoidance of significant additional state mandates.

This joint powers agreement experience also provides a model for statewide grassroots education legislative initiatives that support both local needs and state needs.

**Entry:** How does a school district join a JPA?

Each school board passes a resolution to join the JPA and identifies a representative to serve on the Governing Board and Administrative Board.

**Risks:** What are the risks for school districts?

The JPA agreement, without a practical and significant track record of shared programs, risks dismissal by state legislators and disappointment by local citizens.

**Necessity:** Is a JPA necessary for schools to work together?

No, it is not a necessity and many avenues for collaboration have been used by school districts over the years. However, JPAs do utilize a comprehensive, "big picture" look at planning regionally as opposed to some consortia that deal strictly with one issue. JPAs also build trust among school administrators and school board members as they work together on issues of joint concern. JPAs also encourage the partnership of nontraditional entities to increase regional strength.

**Exit:** Is it easy to get out of the JPA?

School districts and cooperating parties make the JPA work through their agreements benefiting the region's education as a whole and the individual schools. If the JPA direction does not benefit the students of any school district, the member gives notice of withdrawal as set out in the JPA.

**Current Cooperative Program Effects:** What effects will the JPA have on our current specialty partnerships and coop arrangements?

None. The JPA can accommodate the current partnerships and coop arrangements and provide opportunity for their coordination and improvement to meet local school district needs, with less administrative effort.

**References:** Who has experience with JPAs in North Dakota?

The Mid-Dakota Education Council (MDEC) (around Minot), the Roughrider Education Services Program (RESP) (around Dickinson), the Northeast Education Service Cooperative (NESC) (around Devils Lake), the Sioux County Joint Powers Agreement and the Central Dakota Education Services Cooperative (CDESC) (around Anamoose) have made significant use of the joint powers agreement tool to meet education service goals, serving 45 school districts, 20% of K-12 students and 25% of the land area of North Dakota. A Missouri River Education Cooperative (around Bismarck and Mandan) including approximately 15 school districts is presently in formation.

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For more area information about JPA experience, contact JPA Lead Administrators Dick Larson (Minot, 857-4400), Dean Koppelman (Dickinson, 456-0002) or Wayne Lingen (Bisbee-Egeland, 656-3536).

**Newness: Are JPAs new or old tools?**

JPAs have been used between school districts before for specific partnerships and subjects. JPAs have not been used by education leaders to position themselves for providing comprehensive education services strategically until recently.

**Governing Powers: What powers do individual Governing Board members have?**

On behalf of their school district, any Governing Board member may decide to support the idea and participate in its implementation, support the idea for the JPA without participating in its implementation, or veto any action by the JPA as a whole on that subject. All Governing Board members work to support the services of the joint powers agreement to all the students in the area.

**Challenges: How can a JPA assist education leaders in meeting education challenges?**

JPAs can provide the mechanism to address together the current challenges of enrollment, teacher recruitment and retention, curriculum development, No Child Left Behind, school buildings and funding. Current JPAs are planning and coordinating their combined approach to the implementation, reporting and remediation steps for NCLB accountability. JPAs are focusing now on the coordination of curriculum development planning and in-service education programs.

**Avoidance: Is this JPA a strategy for school consolidation avoidance?**

The JPA is a supplemental tool available to education leaders for providing education services for the sustainable future. The JPA does not replace or compromise the use of other tools, including consolidation, annexation, reorganization and dissolution. The JPA can be used together with these tools or it can provide a framework to address important issues in a different way that can more effectively serve the local community identity values of education leaders.

**State Education Leader goals: Can the JPA contribute to meeting state education leader goals?**

JPAs are beneficial for the long term improvement of education services. JPAs are compatible and helpful with any other initiatives for improving the administration of education or can become the central model for these improvements. JPAs can assist education leaders in efficiently and effectively meeting the standards and requirements of No Child Left Behind and state standards. JPAs can increase the efficiency of public fund usage for education services. JPAs can contribute to the overall adequacy of education services within regions of the state. JPAs can resolve financial equity issues among school leaders within regions of the state. Coordination among JPA areas can address both adequacy of education services and financial equity issues throughout the state.

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**Roughrider Education Services Program Joint Powers Agreement  
Strategic Plan  
Working Draft**

This Strategic Plan will guide the work of the Governing Board and Administrative Board during the three-year period ending June 30, 2005 and, as a working draft, is subject to modification to meet developing needs and strategic goals.

The Governing Board and Administrative Board welcome suggestions and comments at any time and will bring these into the discussion of the implementation process of the RESP JPA.

**RESP Vision Statement:** In the RESP geographical area in 2020, education services are provided for a rising number of students in a technology-driven, scattered site education service system supported by innovative transportation services, mobile education specialty teams, a common funding mechanism, a common student data system, common staff compensation schedule and specialty regional education sites that integrate with pre-school and adult education and higher education in a flexible scheduling format that is accountable to local elected officials.

**Draft RESP Mission Statement:** The mission of the RESP is to provide leadership for designing and implementing shared education programs for school districts and state leaders through an administrative team and accountability to local elected leaders to reach the RESP vision by 2020.

The draft Strategic Goals and Objectives for identified issues follow below. The implementation of the draft strategic plan will be accomplished through the research, developing strategies, implementation and ongoing assessment of the issue areas by the Governing and Administrative Boards.

**1. Staff Retention and Recruitment:**

**Draft Goal:** To retain staff (teachers and others) in the RESP area.

**Objectives:**

- To create and support optimal work environments for employees.
- To develop an inventory of all part-time employees in counseling, foreign language, art, music and library services.
- To provide an employment mechanism and scheduling coordination for part-time employees.

**Delegation for Implementation:** Loren Matheson

**Research:**

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**2. Student Enrollments:**

**Draft Goal:** To stabilize (or increase) student enrollment in the RESP area.

**Objectives:**

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*Deanna Dalkin*  
Operator's Signature

10/22/03  
Date

- To partner with local economic development efforts.
- To partner with efforts to retain populations in order to enhance student enrollments.
- To coordinate good parenting assistance programs.
- To provide alternative high school programs.

Delegation for Implementation: Dean Koppelman

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

### 3. Public Information and Support:

Draft Goal: To keep RESP activities in the forefront of happenings in the RESP area.

Objectives:

- To create a quarterly report and/ or newsletter highlighting RESP initiatives and related updates to share with local and regional media.
- To inform legislators with a newsletter.
- To invite leaders to meetings.
- To establish a list of legislative elements and a proposal for consultation with legislative leaders.
- To create a web site with project links and links to member web sites.
- To share this strategic plan with school districts, in newsletters and other means.

Delegation for Implementation: Dean Koppelman

Research: RESP Website Development Committee

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

### 4. Technology:

Draft Goal:

Objectives:

- Marketing current abilities and offerings
- Sharing information between meetings
- Sharing information about best practices
- Establish Curriculum
- Plan for ITV, Telecommunications such as satellite/dish television or free cable
- Options other than purchasing and sharing of personnel and equipment

Delegation for Implementation:

Research: Website Development Committee

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

### 5. Common Calendar and Schedule for Sharing of Staff and Technology:

Draft Goal: To develop a common calendar and schedule to facilitate the sharing of staff and technology.

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**Objectives:**

- To establish a web based substitute teacher pool service.
- To establish a shared staff funding protocol.
- To link all schools through an ITV network(s).
- To create a common as possible calendar.
- To create a common as possible class schedule.

**Delegation for Implementation:**

**Research:** Pat Feist

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**6. Curriculum Development, Staff Development and Training:**

**Draft Goal:** To support shared staff development, curriculum development and staff training.

**Objectives:**

- To fund a combined curriculum development position and staff development FTE position.
- To have a shared Federal Title Programs allocation budget for a curriculum and staff development program and personnel.
- To have a written, shared staff development plan.
- To optimize staff development and training opportunities.

**Delegation for Implementation:** Dean Koppelman

**Research:**

**Developing Strategies:**

**Implementation:** Lois Myran

**Assessment:** To be first completed May, 2003.

**7. Library Services:**

**Draft Goal:**

**Objectives:**

- Optimize and/or share current library services and personnel
- A joint application for a library grant
- Plan to best utilize state library resources
- Develop or expand an existing "bookmobile" service

**Delegation for Implementation:**

**Research:** Grant Writing Subcommittee

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**8. Grant Writing Services:**

**Draft Goal:** To establish a shared grant writing service.

**Objectives:**

- To partner with DSU for grant-writing services

**Delegation for Implementation:** George Ding

**Research:** Grant Writing Subcommittee

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**9. Integration of Other Partnerships:**

**Draft Goal:** To bring existing partnerships, consortiums and cooperatives under the RESP umbrella in a timely fashion.

**Objectives:**

- To bring all curriculum development and curriculum mapping efforts into the RESP effort when all are at the same stage of development.
- To expand the SPICE ITV network and bring it into the RESP effort.

**Delegation for Implementation:** John Campbell

**Research:**

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**10. Purchasing and Sharing:**

**Draft Goal:** To take full advantage of economies of scale and underutilized equipment.

**Objectives:**

- To establish one point of contact for the purchase of schools' supplies.
- To establish a common bid for technology support from outside vendors.
- To establish a mechanism for textbook acquisition and sharing.
- To establish an inventory and shared equipment procurement and use process, including audio-visual and video equipment.

**Delegation for Implementation:** Gary Engebretson

**Research:** Equipment Sharing Committee

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**12. Transportation Services:**

**Draft Goal:** To take advantage of feasible purchasing and sharing of transportation resources.

**Objectives:**

- Purchasing of buses
- Feasibility study of sharing equipment
- Feasibility study of sharing services
- Sharing of buses or filling of open bus seats for activities

**Delegation for Implementation:**

**Research:**

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**13. Alternative Curriculum Services:**

**Draft Goal:**

- To provide alternative high school services to all RESP school districts.
- To share vocational education courses.

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*Deanna Waller*  
Operator's signature

10/22/03  
Date

- To optimize summer school opportunities through alternative and vocational classes.

**Objectives:**

- To establish an alternative high school service in Dickinson.
- To consult with the experience of the Southwest Multi-County Correctional Center.
- To establish a funding formula for alternative high school.
- To provide summer school slots to all school districts.
- To expand summer curriculum choices through alternative and vocational classes.
- To establish a funding mechanism for summer school.
- To identify free slots in Dickinson school year and summer school vocational education classes.
- To establish a funding mechanism for summer school and school-year vocational courses in Dickinson.

**Delegation for Implementation:** Dean Koppelman

**Research:**

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**14. Higher Education Opportunities:**

**Draft Goals:**

- To create new partnerships to support "highly qualified teachers."
- To create a seamless K-16 experience.

**Objectives:**

- To develop sharing of information and resources to address needs for training and support of highly qualified teachers.
- To expand current for college credit high school courses into dual credit courses.
- To develop articulation agreements for course sequences with DSU.
- To focus on dual credit course in mathematics.
- To schedule a DSU-K-12 summit meeting on dual credit.

**Delegation for Implementation:** Doug LaPlante and Gerald Quintus

**Research:**

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**15. Administrative Services:**

**Draft Goal:** To provide top-notch, seamless administrative services.

**Objectives:**

- To establish an administrative technical assistance service system to school districts, on request.
- To provide interim administrative assistance to school districts, on request.
- To develop and collaborate in professional development opportunities.
- To bring in a "big name" speaker for a professional development opportunity.



- To contract with a single source of strategic planning services to be available to requesting school districts.

**Delegation for Implementation:** Dean Koppelman

**Research:**

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**16. Substance Abuse and Mental Health Counseling Services:**

**Draft Goal:** To optimize chemical abuse and mental health counseling services for staff and students..

**Objectives:**

- To provide access to an employee assistance program for staff.
- To provide students with greater access to substance abuse and mental health counseling services.

**Delegation for Implementation:** Loren Matheson and Norbert Sickler

**Research:**

**Developing Strategies:**

**Implementation:**

**Assessment:** To be first completed May, 2003.

**Assessment Process:** Modifications and Leader assessments will be compiled every 6 months for review by the Strategic Plan Committee. Then, the redrafted Strategic Plan will be reviewed by the Governing Board and Administrative Board every six months during the initial three-year implementation period.

### **RESP Committees and Leaders**

#### **Governing Board Chairman**

- Dean Rummel, Dickinson Public School Board President

#### **Lead Administrator**

- Dean U. Koppelman, Superintendent

#### **Curriculum and Professional Development**

- Lois Myran

#### **Higher Education Opportunities**

- Doug LaPlante, Lead
- Gerald Quintus

#### **Grant Writing**

- George Ding, Lead
- Darrell Remington
- Pat Fiest
- Loren Mathson

#### **Equipment Sharing**

- Gary Engebretson, Lead
- Janell Spaeth
- Myron Schweitzer

#### **Website Development**

- John Campbell, Lead
- Tony Duletski
- Roger Pommerer

#### **Strategic Plan Review**

- John Pretzer, Lead
- Larry Helvik
- Gary Evans

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Deanne Hall  
Operator's Signature

10/22/03

Date

**RESP Curriculum & Professional Development Report**  
**November 26, 2002**

The Roughrider Education Services Program joint powers agreement consists of 19 districts or organizations and 34 individual schools. Under this agreement 11 districts and 26 schools have elected to participate in the curriculum and professional development strand. This includes 449 certified teachers who work with approximately 5,110 students. Participating schools are assessed \$200.00 per teacher for curriculum and professional development or \$125 per teacher if they are participating in professional development only.

Participating districts in curriculum and professional development include: Billings County, Glen Ullin, Hebron, Lone Tree-Golva, Richardton-Taylor, Slope County, Beach, Dickinson Public Schools, Mott-Regent, Dickinson Catholic Schools and South Heart.

To determine a direction, a needs assessment was conducted based on the existing professional development plans and school improvement goals of participating districts. The areas which received highest priority included:

- Curriculum mapping
- Technology integration
- Teaching with standards and benchmarks
- Developing respectful and responsible students

The major initiative for 2002-2003 undertaken by the participating schools has been curriculum mapping. Curriculum mapping is a web based tool which assists teachers in aligning their instruction to the ND standards and benchmarks. This tool also serves as a means for teachers to view the maps of colleagues, share dialogue regarding the curriculum and see how their classroom curriculum builds on the curriculum of other grade levels and subjects.

Activities involved with curriculum mapping for 2002-2003 include:

- 11 districts developed curriculum mapping sites.
- 256 teachers received training on how to create curriculum maps.
- 52 Special Education and Title I teachers received training in accessing maps.
- 27 administrators were trained in the communication features of the maps.
- Introductory sessions on curriculum mapping were held at 15 sites.
- Curriculum mapping leadership team meetings to assist schools in developing a curriculum mapping plan were conducted.
- 3 curriculum mapping study groups where teachers receive one graduate credit are planned.
- An in-service on curriculum mapping with Susan Udelhofen as keynote speaker is planned.
- A follow-up session on curriculum mapping will be held for RESP leadership teams, staff and administrators.

Other initiatives which are under consideration for participating schools include:

- Other professional development activities such as technology integration, effective teaching strategies, developing respect and responsibility and using standards and benchmarks in instruction are being planned.
- Assistance in the development of the accreditation plans for districts.
- Making data driven decisions and the role Tetra Data will play in this area.
- Assistance in addressing issues as a result of No Child Left Behind Act.

*\*Information compiled by Lois Myran*

Deanna Hall  
Operator's Signature

10/22/03  
Date

**Contacts Regarding Education Leader Discussion of Joint Powers Agreements  
in North Dakota**

The following regional education leaders have diverse informed views and experience relating to strategic cooperative initiatives relating to joint powers agreements:

**Mid-Dakota Education Council (MDEC):**

- Dick Larson, Minot, 857-4400
- Chuck Miller, Nedrose 624-5738

**Northeast Education Services Cooperative (NESC):**

- Wayne Lingen, Cando 968-4416 (NESC Lead Administrator)
- Robyn Jacobsen, Rock Lake, 266-5209 (NESC Governing Board Chair)
- Sharon Etemad, Lake Region State College 662-1500
- Doug Darling, Lake Region State College 662-1500
- Steve Swiontek, Devils Lake 662-7640
- Elroy Burkle, Munich 682-5321

**Roughrider Education Services Program (RESP):**

- Dean Koppelman, Dickinson 456-0002 (RESP Lead Administrator)
- Dean Rummel, 456-6440 (RESP Governing Board Chair)
- Gary Engebretson, Killdeer 764-5877
- George Ding, Hebron 878-4442
- Doug LaPlante, Dickinson State University 483-2151
- Lois Myran, 456-0002
- Loren Matheson, South Heart 677-5671
- Gary Quintus, Richardton-Taylor 974-2111

**Missouri River Education Cooperative (MREC):**

- Gordy Davis, New Salem 843-7610
- Bob Tollefson, Washburn 462-3228
- Paul Johnson, Bismarck 221-3705
- Wilfred Voleaky, Beulah 873-2261
- Gary Zimmerman, Hazen 748-2345

**Central Dakota Education Services Cooperative (CDESC):**

- Richard Ott, Anamoose 465-3258

**Sioux County Joint Powers Agreement:**

- Richard Ott, Anamoose 465-3258

**Red River Area:**

- Mike Bitz, Hillsboro 636-4360
- Representative David Monson, Osnabrock 993-8312

**North Dakota Department of Public Instruction: Tom Decker, 328-2267**

Testimony on SB 2305  
January 27, 2003  
Paul K. Johnson, Superintendent  
Bismarck Public Schools

*Same given  
to  
House Education*

Senator Freborg and members of the Senate Education Committee:

My name is Paul Johnson, Superintendent of the Bismarck Public Schools, and I am testifying in support of Senate Bill 2305. School Districts have cooperated in ventures for years. Initially, school district officials met to plan activity events and tournaments. Then school districts formed special education units and vocational education units. The consortium movement in the early 90's brought school districts together for staff development and curriculum development.

I see the "joint powers agreements" taking the concept of school district cooperation to another level. For instance, the joint powers concept generally involves more school districts than earlier concepts and is basically governed by school board members.

*involvement*

Bismarck School District supports joint powers agreements in general. We are involved in several joint powers agreements in our own community. They have allowed governmental subdivisions to cooperate on projects beneficial to the community.

Bismarck School District supports the concept of joint powers agreements among school districts, and the provisions of this bill. We are currently working with other school districts in our area on a joint powers agreement. The benefits to us will be good relationships with school districts in our area, being able to jointly fund some high cost projects such as a data analysis/assessment department, and higher numbers and better programming in our vocational programs and alternative education programs. Benefits to smaller school districts include taking advantage of our curriculum experts, technology department, vocational department, and alternative education programming. We have already visited about cooperatively purchasing online curriculum planning services and online assessment services.

*high cost - low #'s*

*(Signing coming up in March for JPA incl. Bism.)*

In conclusion, Bismarck School District recommends a Do Pass on SB 2305.

*Deanna Hall*  
Operator's Signature

*10/22/03*  
Date

SB2305

Chuck Miller  
Medrose Elem.  
Minot

## MID-DAKOTA JOINT POWERS

### Outline for Shared Services

- I. Shared School Calendar
- II. Shared Staff Services
  - A. Library Services
    1. Electronic networking to allow sharing of library resources
  - B. Professional Staff
    1. Cooperative staffing arrangements
    2. Art enhancements
    3. Elementary career education enhancement program
    4. Foreign language training
    5. Music teacher time
    6. Integrating technology at the elementary level
- III. Staff Training
  - A. Administration
    1. Monthly administrator meetings
    2. Administrators annual summer retreat
  - B. Teachers
    1. Professional staff development day activities
    2. Share courses offered to MPS teachers
    3. Open grade level meetings
  - C. Support Staff
    1. Title I aide training
    2. Food service training
    3. Custodian training
    4. Bus driver training
    5. Teacher aide training
    6. Secretarial training
- IV. Grant Writing
  - A. Conversion of elementary libraries to electronic card catalogues
- V. Technology
  - A. First class accounts
  - B. MPS electronic communication system
  - C. Share computer support personnel
  - D. Technology trouble shooting class
- VI. Communications
  - A. Daily bulletins
  - B. 21<sup>st</sup> century learning center expansion grant
  - C. Grant writing workshops
  - D. Regional transportation services

Deanna Hall  
Operator's Signature

10/22/03

Date

- VII. Title Program Services
  - A. Consolidated application for federal Title funds
- VIII. School Improvement
  - A. School improvement principal training
- IX. Curriculum
  - A. Career information materials
- X. Gifted and Talented
  - A. Fine Arts plan
  - B. Gifted and Talented program staff training
- XI. Elementary Foreign Language
  - A. Explore options for delivering foreign language through integrated curriculum
- XII. Nursing Program
  - A. Training for support staff to dispense medication

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10/22/03  
Date

School Finance Facts at a Glance  
Missouri River Educational Cooperative

Tom Decker, Dr I  
SB2305

Select 1

FY	Date	DNAME										
		ASHLEY 9 BAIGER 10 BALDWIN 29 BEULAH 27 BISMARCK 1 CENTER 12 DODGE 8 DRISCOLL 36 Eagle-New Leipzig 49 FLASHER 30 FT YATES										
2001	K Enrollment	13	2	0	58	775	19	11		19	18	25
	1-6 Enrollment	72	5	17	372	4,563	93	47		97	89	57
	7-8 Enrollment	41	0	2	168	1,646	41	0		36	35	34
	9-12 Enrollment	63	0	0	383	3,550	117	0		106	84	52
	Total K-12 Enrollment	189	7	19	961	10,534	270	58		280	234	188
	6-17 Census	179	34	49	948	10,494	291	36	0	221	208	0
	PK-12 Avg Daily Membership	200	12	15	1,019	11,054	220	51	1/4	254	253	218
	Taxable Valuation	3,633,239	588,526	588,640	9,331,816	119,386,862	3,491,231	618,398	0	4,056,828	2,970,627	457,205
	Taxable Valuation Per Pupil	20,297	17,310	12,217	9,844	11,377	11,997	17,178		18,357	14,421	
	General Fund Levy	152	87	164	180	235	167	185		198	185	184
	Total Levy	159	109	164	211	276	166	204		199	195	184
	Sum of Sq Miles	477	84	85	427	198	463	104		682	632	338
	Gen Fund Local Revenue	958,465	74,357	124,272	1,794,177	28,831,322	605,381	170,634	238,331	908,108	801,287	210,520
	Gen Fund County Revenue	0	0	0	1,043,107	0	375,059	79,297	0	0	0	0
	Gen Fund State Revenue	840,630	95,123	14,513	2,843,837	26,589,910	882,221	191,495	90,452	879,961	833,210	590,188
	Gen Fund Federal Revenue	58,391	0	3,329	121,151	5,797,284	115,209	29,782	32,786	227,220	127,302	1,580,982
	Gen Fund Other Revenue	52,887	0	581	0	265,761	25,000	0	25,512	94,908	108,749	0
	Gen Fund Total Revenue	1,410,372	169,480	142,895	5,602,272	61,494,277	2,002,870	471,208		2,108,098	1,870,528	2,391,701
	Salary and Benefits Teachers	881,528	40,318	50,149	2,723,588	35,417,921	946,654	201,191	151,748	856,240	588,680	1,132,505
	Salary and Benefits Support	12,847	4,891	0	349,481	3,547,167	34,918	0	0	45,865	62,286	0
	Other Instructional Costs	109,745	1,582	13,977	355,720	3,364,150	132,122	29,142	32,694	166,845	176,618	159,216
	School Administration	49,081	1,000	1,390	207,800	3,248,814	122,663	9,487	16,342	82,901	76,089	272,214
	General Administration	121,046	10,729	8,423	368,797	3,182,517	163,815	46,026	143,510	163,140	120,347	255,174
	Operation and Maint. of Plant	121,017	18,115	22,428	505,547	6,439,731	224,379	66,477	28,689	289,796	188,943	140,586
	Instructional Expenditures	1,085,285	76,435	96,365	4,510,912	55,200,302	1,624,551	352,323	372,963	1,614,807	1,193,587	1,959,704
	Student Transportation	143,890	23,970	1,065	285,506	1,105,989	128,787	27,402	7,450	217,813	190,884	146,789
	Capital Projects	0	0	0	0	533,243	0	0	0	0	0	0
	Extracurricular	34,684	0	66	186,841	1,542,906	55,944	401	150	57,627	51,885	103,780
	All other expenditures	39,866	56,128	38,132	781,697	2,217,211	136,814	49,169	29,018	208,770	178,619	1,578,329
	Gen Fund Expenditures	1,313,895	156,532	135,619	5,764,956	60,589,650	1,946,095	429,295	409,580	2,089,017	1,614,795	3,788,562
	Gen Fund End Balance	887,758	43,428	152,679	2,161,436	8,707,780	406,014	235,225	72,688	319,427	902,822	848,445
	Cost of Ed. Per Pupil (districts)	5,472	6,635	6,637	4,427	4,993	5,804	6,908	20,382	6,368	4,727	6,982
	District Count	1	1	1	1	1	1	1	1	1	1	1

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Operator's Signature Shalanda Date 10/21/03



School Finance Facts at a Glance

Select 1

FY	Data	GACKLE STREETER 5	GLEN ULLIN 48	GOLDEN VALLEY 20	HALLIDAY 19	HAZELTON	MOFFIT	BRADDOCK 1	HAZEN 3	HEBRON	LINTON 36
2001	K Enrollment	12	13	0	0	11	50	9	28		
	1-5 Enrollment	58	93	0	31	84	312	85	170		
	7-8 Enrollment	22	40	20	12	21	121	29	62		
	9-12 Enrollment	73	67	43	35	45	310	67	119		
	Total K-12 Enrollment	165	213	63	78	141	793	190	379		
	6-17 Census	169	213	65	77	141	736	179	384		
	PK-12 Avg Daily Membership	182	234	74	82	158	881	197	385		
	Taxable Valuation	4,339,005	3,871,381	1,163,328	1,949,848	3,322,715	5,037,222	3,572,931	5,083,600		
	Taxable Valuation Per Pupil	25,875	18,175	17,897	25,323	23,565	6,844	19,961	13,986		
	General Fund Levy	127	151	112	162	158	185	140	170		
	Total Levy	139	151	132	175	199	200	143	170		
	Sum of Sq Miles	605	426	157	315	496	303	394	414		
	Gen Fund Local Revenue	639,397	693,680	221,132	427,407	586,312	1,109,749	564,859	965,061		
	Gen Fund County Revenue	0	27,410	62,075	49,402	0	889,085	13,749	0		
	Gen Fund State Revenue	566,706	768,838	235,559	311,119	580,313	2,267,709	649,758	974,163		
	Gen Fund Federal Revenue	100,125	162,845	30,172	41,918	69,082	145,805	156,802	132,730		
	Gen Fund Other Revenue	1,190	0	6,798	0	4,376	110,131	16,988	0		
	Gen Fund Total Revenue	1,307,418	1,850,774	555,737	829,846	1,220,082	4,522,480	1,402,156	2,071,954		
	Salary and Benefits Teachers	614,906	748,378	174,283	363,699	585,480	2,116,720	720,784	1,084,687		
	Salary and Benefits Support	16,886	0	15,035	7,069	39,989	165,427	32,331	77,844		
	Other Instructional Costs	147,400	148,759	65,016	105,668	94,039	336,199	150,240	158,061		
	School Administration	44,648	76,636	16,329	34,123	32,189	244,012	44,442	96,829		
	General Administration	93,893	139,171	77,071	79,670	141,712	400,858	131,062	137,941		
	Operation and Maint. of Plant	132,947	170,275	61,650	107,091	108,064	503,966	125,059	246,065		
	Instructional Expenditures	1,050,681	1,281,219	409,383	697,321	1,001,473	3,767,183	1,244,438	1,801,407		
	Student Transportation	194,110	334,528	38,486	55,878	104,843	208,989	85,845	162,984		
	Capital Projects	0	0	0	0	0	0	0	0		
	Extracurricular	35,773	64,134	0	15,982	31,182	128,228	55,916	61,471		
	All other expenditures	0	125,111	72,987	5,000	60,628	409,161	33,822	9,537		
	Gen Fund Expenditures	1,280,563	1,804,993	520,856	774,181	1,196,137	4,513,540	1,419,821	2,035,379		
	Gen Fund End Balance	712,500	797,249	406,314	469,945	339,138	1,030,127	634,588	351,508		
	Cost of Ed. Per Pupil (district)	5,789	5,465	5,549	7,573	6,349	4,278	6,323	4,676		
	District Count	1	1	1	1	1	1	1	1		

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Operator's Signature Debra J. Hall Date 10/22/03

School Finance Facts at a Glance

Select 1

FY	Data	LITTLE HEART 4 MANDAN 1 MCKENZIE 34 MEDINA 3 MONTEFIORE 7 NAPOLEON NAUGHTON NEW SALEM 7 REGAN 2 ROOSEVELT 18									
2001	K Enrollment	2	211	0	12	12	15	1	17	1	12
	1-6 Enrollment	18	1,493	0	71	88	111	4	154	11	53
	7-8 Enrollment	7	581	0	28	41	41	0	68	1	21
	9-12 Enrollment	0	1,139	0	57	81	88	0	133	0	51
	Total K-12 Enrollment	27	3,424	0	168	222	255	5	372	13	137
	6-17 Census	38	3,704	27	169	216	245	16	331	25	146
	PK-12 Avg Daily Membership	28	3,570	4	171	231	262	5	394	13	141
	Taxable Valuation	801,832	34,530,142	610,286	3,007,219	2,395,043	3,671,715	219,336	3,574,351	669,530	2,154,586
	Taxable Valuation Per Pupil	21,086	9,322	22,603	17,794	11,088	14,967	13,709	10,799	27,981	14,757
	General Fund Levy	75	167	97	153	180	168	169	159	169	185
	Total Levy	119	210	146	162	194	178	169	169	169	199
	Sum of Sq Miles	85	746	93	405	266	552	32	416	116	471
	Gen Fund Local Revenue	105,449	6,244,120	79,304	536,581	516,276	657,115	40,146	838,901	115,472	415,001
	Gen Fund County Revenue	0	200,280	0	7,053	59,803	0	0	46,389	0	22,511
	Gen Fund State Revenue	76,529	9,243,055	7,360	585,136	791,607	785,765	29,664	1,069,262	52,688	480,507
	Gen Fund Federal Revenue	0	1,267,135	5,590	87,376	112,084	256,591	499	126,136	9,969	119,963
	Gen Fund Other Revenue	0	6,322	0	9,499	-50,000	39,516	0	68,325	0	36,230
	Gen Fund Total Revenue	181,978	16,960,893	92,254	1,225,646	1,429,770	1,738,968	70,308	2,169,013	178,130	1,074,212
	Salary and Benefits Teachers	74,354	9,918,560	26,504	682,953	651,552	806,840	26,405	1,047,909	61,528	496,264
	Salary and Benefits Support	2,049	1,082,168	0	0	81,854	29,620	0	46,303	0	11,363
	Other Instructional Costs	7,871	958,252	3,204	144,943	81,590	167,045	9,105	208,981	20,429	59,620
	School Administration	0	907,128	1,600	0	77,251	76,015	0	91,646	0	35,925
	General Administration	8,566	861,965	9,025	143,755	252,289	120,439	7,834	163,659	15,301	103,426
	Operation and Maint. of Plant	16,964	1,647,056	20,566	102,912	124,877	122,741	6,149	226,804	23,307	110,679
	Instructional Expenditures	109,803	15,375,130	60,900	1,074,563	1,269,414	1,322,700	49,493	1,785,302	120,565	817,276
	Student Transportation	17,854	642,637	1,620	148,728	61,928	107,053	0	229,820	29,240	97,911
	Capital Projects	10	0	0	0	0	0	0	9,000	0	0
	Extracurricular	0	394,837	0	0	43,115	27,294	0	72,515	895	18,655
	All other expenditures	50,288	240,700	25,597	81,902	54,851	295,796	21,765	96,644	32,543	110,271
	Gen Fund Expenditures	177,955	16,653,303	88,117	1,305,192	1,429,308	1,752,845	71,259	2,195,260	183,244	1,044,115
	Gen Fund End Balance	78,615	1,549,529	48,675	323,923	21,600	531,801	56,404	431,363	89,763	278,865
	Cost of Ed. Per Pupil (districts)	3,922	4,307	14,817	6,297	5,492	5,052	10,690	4,529	9,622	5,782
	District Count	1	1	1	1	1	1	1	1	1	1

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Operator's Signature *[Signature]* Date 10/22/03

School Finance Facts at a Glance

Select 1

FY	Data	SELFRIDGE 8	SIMS 8	SOLE 3	STANTON 22	STEELE DAWSON 26	STERLING 35	STRASBURG 15	SWEET BRIAR	TAPPEN 28
2001	K Enrollment	5	3	16	7	27	4	14	2	2
	1-6 Enrollment	27	30	86	41	111	28	92	5	58
	7-8 Enrollment	14	5	30	14	46	6	41	2	24
	9-12 Enrollment	23	0	41	33	95	0	78	0	35
	Total K-12 Enrollment	69	38	173	95	279	39	225	9	119
	6-17 Census	95	58	317	99	204	58	190	17	117
	PK-12 Avg Daily Membership	74	34	197	90	257	35	234	7	113
	Taxable Valuation	1,295,098	1,471,016	1,367,703	946,797	3,796,413	1,407,137	2,760,808	319,379	1,527,332
	Taxable Valuation Per Pupil	13,633	25,362	4,315	9,564	18,620	24,261	14,531	18,787	13,054
	General Fund Levy	185	124	97	223	161	144	132	41	185
	Total Levy	194	189	97	233	209	182	132	56	187
	Sum of Sq Miles	295	188	315	76	455	182	312	39	266
	Gen Fund Local Revenue	280,425	282,578	247,056	234,497	642,198	199,111	469,291	30,862	287,929
	Gen Fund County Revenue	0	0	0	106,268	0	0	0	0	0
	Gen Fund State Revenue	472,533	114,954	830,796	300,429	730,258	116,439	703,412	34,911	405,284
	Gen Fund Federal Revenue	215,557	44,174	1,179,706	22,345	209,372	980	134,950	368	30,918
	Gen Fund Other Revenue	0	0	1,543	0	68,579	2,500	0	341	25,899
	Gen Fund Total Revenue	968,515	441,707	2,259,100	663,539	1,650,406	319,030	1,307,653	66,482	750,030
	Salary and Benefits Teachers	418,807	170,835	1,226,600	324,915	793,321	107,703	706,056	22,847	399,764
	Salary and Benefits Support	0	0	88,513	22,957	82,440	4,500	24,702	0	2,206
	Other Instructional Costs	68,506	29,826	334,815	44,399	196,410	15,940	139,725	1,725	84,397
	School Administration	0	0	176,152	3,049	42,546	0	26,810	0	2,020
	General Administration	103,897	38,693	249,574	123,117	145,353	18,328	106,245	1,782	108,034
	Operation and Maint. of Plant	73,606	45,076	322,444	45,391	133,525	28,357	127,895	4,919	97,171
	Instructional Expenditures	664,816	284,030	2,396,097	563,829	1,393,595	174,828	1,131,433	31,073	693,592
	Student Transportation	112,811	35,508	137,832	16,393	102,510	41,748	137,415	0	80,014
	Capital Projects	0	1,500	0	0	0	0	46,000	0	0
	Extracurricular	13,730	0	91,660	4,424	358	2,636	39,137	0	17,254
	All other expenditures	172,626	108,763	125,000	60,289	120,534	103,082	7,660	18,502	36,973
	Gen Fund Expenditures	963,963	429,801	2,752,589	644,935	1,616,997	322,294	1,361,645	47,575	807,833
	Gen Fund End Balance	415,889	33,479	97,537	53,550	462,006	42,919	433,673	74,909	64,406
	Cost of Ed. Per Pupil (districts)	9,029	8,354	12,200	6,279	5,414	4,972	4,844	4,439	6,120
	District Count	1	1	1	1	1	1	1	1	1

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Operator's Signature Debra J. Smith Date 10/22/03

School Finance Facts at a Glance

Select 1

FY	Data	TURTLE LAKE	MERCUTTLE	20 UNDERWOOD	E UNION 12	WASHBURN 4	WING 28	WISHEK 19	ZEELAND 4	Grand Total
2001	K Enrollment	12	0	12	3	22	1	17	4	1,495
	1-6 Enrollment	92	0	106	5	137	32	115	22	9,226
	7-8 Enrollment	29	20	37	0	67	13	45	12	3,525
	9-12 Enrollment	74	47	93	0	165	30	90	18	7,485
	Total K-12 Enrollment	207	67	248	8	391	76	267	56	21,731
	6-17 Census	199	42	258	19	371	57	253	62	21,735
	PK-12 Avg Daily Membership	209	74	275	5	415	81	262	65	22,821
	Taxable Valuation	3,756,143	1,240,511	4,108,706	551,217	3,904,987	1,844,854	3,858,986	2,547,727	261,844,055
	Taxable Valuation Per Pupil	18,875	29,536	15,925	29,011	10,526	32,366	15,253	41,082	12,047
	General Fund Levy	119	170	178	73	140	146	169	118	194
	Total Levy	119	178	199	96	155	154	178	130	225
	Sum of Sq Miles	483	258	199	118	244	395	473	156	14,241
	Gen Fund Local Revenue	517,849	320,451	841,411	62,112	566,056	386,786	728,380	338,682	55,404,473
	Gen Fund County Revenue	89,882	0	118,125	0	200,098	0	0	0	3,389,574
	Gen Fund State Revenue	662,164	288,280	830,248	85,331	1,158,251	252,817	761,423	146,588	60,788,376
	Gen Fund Federal Revenue	51,809	42,047	55,193	1,364	72,996	57,163	130,720	41,343	13,219,251
	Gen Fund Other Revenue	56,802	0	-5,000	0	0	35,938	0	0	1,029,276
	Gen Fund Total Revenue	1,378,505	650,778	1,839,977	128,807	1,997,400	732,703	1,620,523	526,584	133,446,889
	Salary and Benefits Teachers	632,430	256,438	857,058	22,186	1,145,532	371,627	709,197	272,610	71,407,825
	Salary and Benefits Support	61,164	7,171	66,860	3,291	90,828	5,910	47,280	0	6,173,569
	Other Instructional Costs	109,733	59,179	118,734	3,811	132,985	46,530	145,126	46,048	8,985,923
	School Administration	55,872	23,049	120,682	0	123,549	6,368	91,654	7,224	6,546,140
	General Administration	124,543	120,449	171,809	5,965	141,431	92,981	143,186	105,028	9,271,557
	Operation and Maint. of Plant	148,689	51,018	183,671	3,088	277,509	76,118	213,223	58,908	13,843,476
	Instructional Expenditures	1,132,430	517,304	1,518,815	38,353	1,911,835	589,513	1,349,665	489,817	118,228,490
	Student Transportation	173,087	62,622	82,142	16,141	95,249	55,097	99,545	25,384	6,055,028
	Capital Projects	0	0	0	0	0	0	0	0	589,753
	Extracurricular	41,397	11,724	48,809	0	5,236	0	53,376	0	3,314,023
	All other expenditures	93,658	16,643	43,072	79,059	19,940	68,827	23,041	0	8,138,025
	Gen Fund Expenditures	1,440,572	608,292	1,692,838	133,552	2,032,259	723,436	1,525,628	515,201	134,325,319
	Gen Fund End Balance	475,340	333,033	648,060	82,735	324,370	293,357	470,658	368,198	27,363,548
	Cost of Ed. Per Pupil (districts)	5,407	3,945	5,521	7,671	4,612	7,405	5,148	7,536	5,083
	District Count	1	1	1	1	1	1	1	1	46

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Operator's Signature Shelley Date 10/2/03

School Finance Facts at a Glance  
Roughrider Education Services

Select 1

		DNAME										
FY	Data	BPLINGS				CENTRAL	DICKINSON	GLEN ULLIN	HETTINGER		KILLDEE	LONE TREE
		BEACH	BELFIELD CO 1	BOWMAN	ELEM 32	N	48	HEBRON 13	R	6		
2001	K Enrollment	21	9	4	23	3	192	13	9	23	25	5
	1-6 Enrollment	121	104	52	177	7	1,211	93	85	151	135	41
	7-8 Enrollment	52	42	17	63	2	454	40	28	62	64	6
	9-12 Enrollment	172	119	0	161	0	898	67	67	149	135	0
	Total K-12 Enrollment	366	274	73	424	12	2,755	213	190	385	359	52
	6-17 Census	279	234	167	384	37	3,349	213	179	369	355	65
	PK-12 Avg Daily Membership	395	303	78	454	10	2,932	234	197	405	364	55
	Taxable Valuation	3,857,413	1,472,742	4,628,793	4,418,880	1,336,605	24,849,089	3,871,381	3,572,931	5,908,933	6,985,666	1,304,850
	Taxable Valuation Per Pupil	13,826	8,294	27,717	11,508	36,124	7,360	18,175	19,961	16,008	19,678	20,072
	General Fund Levy	180	161	0	156	25	185	151	140	158	141	116
	Total Levy	183	175	40	161	74	211	151	143	183	151	178
	Sum of Sq Miles	765	144	1,152	462	431	498	428	394	861	856	243
	Gen Fund Local Revenue	1,439,105	442,589	483,535	906,768	112,649	5,175,545	693,680	584,859	1,360,908	1,070,716	240,477
	Gen Fund County Revenue	315,789	59,959	867,113	440,411	13,117	580,164	27,410	13,749	0	187,849	50,488
	Gen Fund State Revenue	1,200,308	893,297	36,742	1,174,516	28,915	8,061,658	766,838	649,758	1,290,416	1,018,284	168,068
	Gen Fund Federal Revenue	205,826	105,487	536,712	114,760	42,937	2,034,511	182,845	156,802	136,774	71,578	20,807
	Gen Fund Other Revenue	0	0	23,513	0	0	195,760	0	18,988	7,410	14,390	0
	Gen Fund Total Revenue	3,161,027	1,501,332	1,747,615	2,636,455	197,818	16,947,637	1,650,774	1,402,156	2,795,508	2,362,816	479,640
	Salary and Benefits Teachers	1,148,482	791,869	591,821	1,443,661	50,215	9,214,232	746,378	720,784	1,283,917	1,152,838	170,707
	Salary and Benefits Support	112,660	1,717	42,192	42,018	0	716,930	0	32,851	102,960	90,085	11,399
	Other Instructional Costs	199,385	183,144	162,318	191,119	0	1,083,831	148,759	150,240	156,272	195,450	24,314
	School Administration	203,143	101,279	47,150	162,589	0	768,780	76,636	44,442	148,078	77,886	26,160
	General Administration	167,261	106,540	119,350	156,492	10,882	897,047	139,171	131,062	201,614	186,798	25,758
	Operation and Maint. of Plant	228,896	139,625	230,414	366,793	14,199	1,250,368	170,275	165,059	209,749	219,781	25,527
	Instructional Expenditures	2,059,846	1,324,175	1,193,245	2,362,673	81,340	13,931,209	1,281,219	1,244,436	2,102,589	1,922,840	283,865
	Student Transportation	118,767	55,415	279,534	87,218	32,310	358,163	334,528	85,645	208,634	120,531	39,033
	Capital Projects	29,795	0	0	0	0	0	0	0	0	0	0
	Extracurricular	67,088	37,398	14,490	143,764	0	326,845	64,134	55,916	99,124	105,832	15,253
	All other expenditures	231,717	47,690	344,090	48,429	73,274	1,320,495	125,111	33,822	282,157	24,445	97,070
	Gen Fund Expenditures	2,507,213	1,484,677	1,831,360	2,642,084	186,924	15,936,712	1,804,993	1,419,821	2,682,505	2,173,647	435,220
	Gen Fund End Balance	1,580,083	483,718	4,205,022	938,305	137,161	1,831,587	797,249	634,588	818,280	852,931	280,435
	Cost of Ed. Per Pupil (districts)	5,210	4,374	15,363	5,202	7,974	4,751	5,485	6,323	5,188	5,286	5,168
District Count	1	1	1	1	1	1	1	1	1	1	1	

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Operator's Signature Debra J. Hall Date 10/22/03

School Finance Facts at a Glance

Select 1

FY	Data	MOTT- MARMARTH 12 REGENT	NEW ENGLAND	RHAME 17 S HEART N	SCRANTO SHEETS 14	RICHARDTON- TAYLOR	Grand Total			
2001	K Enrollment	1	25	9	4	15	8	0	24	413
	1-6 Enrollment	7	131	77	43	110	72	4	104	2,725
	7-8 Enrollment	2	52	41	10	50	31	2	60	1,079
	9-12 Enrollment	0	113	93	35	92	76	0	123	2,300
	Total K-12 Enrollment	10	321	220	92	267	187	6	311	6,517
	S-17 Census	26	298	206	72	283	159	13	270	6,958
	PK-12 Avg Daily Membership	13	330	228	97	270	201	9	317	6,893
	Taxable Valuation	920,281	6,154,940	4,465,169	2,005,269	2,450,804	3,314,949	378,014	3,992,518	85,687,027
	Taxable Valuation Per Pupil	35,395	20,854	21,676	27,851	8,660	20,849	29,078	14,787	12,315
	General Fund Levy	32	133	150	125	137	145	90	185	148
	Total Levy	53	137	150	131	142	155	135	200	165
	Sum of Sq Miles	348	880	638	514	304	489	72	504	9,980
	Gen Fund Local Revenue	91,541	936,124	743,397	309,586	452,367	561,136	47,394	807,343	16,439,718
	Gen Fund County Revenue	10,151	1,211	29,639	102,307	69,751	159,922	5,437	93,627	2,828,094
	Gen Fund State Revenue	891	1,022,635	827,305	386,623	845,960	800,659	18,728	1,026,834	20,018,435
	Gen Fund Federal Revenue	36,230	109,590	92,961	34,751	113,968	47,546	5,433	212,100	4,241,418
	Gen Fund Other Revenue	0	131,878	103,259	14,354	0	0	0	138	507,686
	Gen Fund Total Revenue	138,814	2,201,435	1,796,560	847,622	1,482,046	1,369,263	76,992	2,140,042	44,035,352
	Salary and Benefits Teachers	55,097	1,063,342	920,462	414,226	756,147	693,164	31,885	979,138	22,228,366
	Salary and Benefits Support	3,462	63,644	53,942	24,740	0	36,391	0	41,734	1,376,724
	Other Instructional Costs	21,051	131,934	89,182	95,418	165,160	115,083	11,434	228,228	3,358,378
	School Administration	0	100,354	60,991	40,547	79,260	49,121	0	93,216	2,079,632
	General Administration	11,060	222,114	104,053	67,230	127,730	134,966	3,066	165,312	2,977,546
	Operation and Maint. of Plant	57,596	232,741	141,434	70,342	149,897	124,082	4,718	194,040	3,995,556
	Instructional Expenditures	148,266	1,814,128	1,370,075	712,503	1,278,193	1,152,807	51,122	1,701,668	36,016,202
	Student Transportation	7,189	195,785	154,502	102,511	163,551	146,031	6,684	214,551	2,710,563
	Capital Projects	0	0	13,351	14,972	0	0	0	0	58,118
	Extracurricular	0	94,934	71,064	20,206	46,482	61,194	0	103,358	1,327,082
	All other expenditures	43,407	162,408	191,269	27,803	8,417	0	14,099	95,317	3,171,019
	Gen Fund Expenditures	198,861	2,267,236	1,800,261	877,995	1,496,642	1,360,032	71,905	2,114,893	43,282,984
	Gen Fund End Balance	175,379	524,561	211,190	455,890	553,532	352,120	16,747	321,782	14,970,541
	Cost of Ed. Per Pupil (districts)	11,032	5,501	8,008	7,346	4,734	5,732	5,680	5,373	5,225
	District Count	1	1	1	1	1	1	1	1	19

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Operator's Signature Debra J. Smith Date 10/22/03

# Northeast Education Service

School Finance Facts at a Glance

SY	DATE	ADAMS	BASE- ESTIMATED	BORDER	DEVILS LAKE	EDMORE	TOTTEN	FT LAKE	LAKOTA	AREA	LEEDS	MINNEAPOLIS	MUNICH	CENTRAL	SOUTHERN	STARKEWEATHER	WARWICK	Grand Total
2001	10-1-01	57	30	6	825	28	0	0	117	211	72	64	85	27	118	50	112	206
	1-4 Enrollment	29	22	6	361	0	0	0	39	86	32	20	15	12	48	20	37	174
	7-8 Enrollment	0	44	15	700	82	181	100	228	72	72	37	47	31	111	38	47	728
	9-12 Enrollment	92	99	30	1,976	114	191	270	533	183	183	128	133	72	295	113	212	1,743
	Total K-12 Enrollment	91	98	37	2,342	97	458	191	644	176	176	90	136	83	291	125	313	4,461
	6-17 Census	115	108	32	2,071	115	173	293	842	203	203	140	158	79	311	117	223	5,153
	PK-12 Avg Daily Membership	1,809,104	3,348,154	3,000,863	15,847,363	4,308,145	83,405	4,325,541	11,814,107	4,065,242	1,352,887	3,045,862	2,263,830	2,263,830	3,888,079	2,578,250	1,084,079	82,584,311
	Transfer Voucher	19,880	33,820	81,080	6,787	44,363	204	22,857	18,034	23,098	19,030	22,386	27,273	13,292	34,555	24,555	3,400	12,145
	Transfer Voucher Per Pupil	171	180	157	181	139	185	185	158	170	185	148	148	177	158	159	148	183
	General Fund Levy	183	185	157	220	148	318	185	158	183	210	195	195	180	169	174	148	182
	Total Levy	172	340	280	473	385	34	401	805	385	230	277	277	257	275	278	231	4,343
	Sum of Sq Miles	338,002	338,402	450,150	3,814,800	836,639	120,174	803,313	2,070,902	724,014	337,006	520,573	351,328	351,328	670,736	442,852	282,847	11,913,538
	Gen Fund Local Revenue	388,361	380,257	41,001	5,505,612	345,279	886,808	741,419	1,812,811	637,201	461,587	437,231	254,131	254,131	782,866	380,228	880,941	13,505,482
	Gen Fund County Revenue	84,851	88,192	35,882	1,134,239	83,236	1,586,017	78,382	224,360	59,581	143,481	45,104	49,825	49,825	66,773	53,332	953,364	4,857,389
	Gen Fund State Revenue	0	71,373	18,889	37,316	12,500	0	0	55,790	31,376	0	57,547	32,488	32,488	44,224	48,885	30,000	440,278
	Gen Fund Federal Revenue	772,234	1,040,224	548,703	10,231,967	1,078,654	2,801,798	1,523,113	3,963,863	1,452,151	982,074	1,080,554	887,783	887,783	1,544,528	824,887	1,968,152	30,516,887
	Gen Fund Total Revenue	452,204	448,070	274,796	5,819,141	802,855	1,346,183	880,531	2,059,053	757,884	463,715	475,988	314,288	314,288	808,083	347,374	983,544	15,642,726
	Salary and Benefits Teachers	10,421	0	0	748,613	35,824	127,520	78,533	187,263	2,539	78,151	89,819	85,135	85,135	138,143	108,103	160,002	1,288,241
	Salary and Benefits Support	38,250	110,827	59,388	932,452	72,856	450,033	139,486	238,888	103,498	28,407	24,787	24,787	24,787	93,482	30,818	63,281	2,785,819
	Other Instructional Costs	23,381	55,923	0	410,846	35,388	115,828	121,313	128,885	54,964	115,818	88,418	70,880	70,880	109,131	88,333	164,075	1,308,408
	School Administration	90,358	72,100	93,838	504,770	111,383	287,703	128,002	318,223	143,033	78,348	87,518	84,586	84,586	188,328	87,873	188,451	2,372,670
	Operation and Maint. of Plant	59,346	108,812	87,175	1,151,874	84,359	70,545	171,848	379,530	189,330	794,237	880,808	857,174	857,174	1,388,735	682,885	1,531,352	2,870,880
	Instructional Expenses	874,570	787,533	464,837	8,387,486	852,875	2,377,813	1,315,533	3,321,873	1,231,235	118,610	88,770	43,422	43,422	98,866	100,315	171,888	28,388,755
	Student Transportation	39,385	83,085	38,507	483,867	108,543	88,464	144,790	288,315	84,920	0	0	0	0	0	0	0	1,821,247
	Capital Projects	0	0	4,488	0	0	0	0	0	0	0	0	0	0	0	0	0	4,488
	Excess/Deficit	0	15,884	31,422	388,575	34,486	107,064	80,554	86,060	88,381	20,384	33,788	15,883	15,883	43,491	22,388	0	830,103
	All other expenditures	70,475	188,243	18,882	281,073	68,218	233,800	78,471	214,583	87,230	29,576	124,418	88,028	88,028	124,534	147,080	271,529	1,947,709
	Gen Fund Expenditures	784,441	1,084,558	598,008	10,542,000	1,921,101	2,807,180	1,800,338	3,910,630	1,462,776	982,808	1,018,548	785,486	785,486	1,537,217	832,748	1,874,480	31,873,301
	Gen Fund End Balance	284,947	321,885	124,585	1,421,304	283,474	10,981	329,322	847,883	432,330	132,488	482,389	232,114	232,114	433,821	283,435	783,133	8,313,821
	Cost of Ed. Per Pupil (State)	5,871	7,338	15,888	4,533	8,321	13,710	4,486	5,172	6,075	5,884	5,132	5,132	5,132	7,084	5,888	6,871	8,488
	Enrollment Count	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15

County Selected Facts 2001.xls Jan

Page 1 of 1

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10/22/03

Date

School Finance Facts at a Glance  
Mid-Dakota Education Council

Select 1

FY	Data	DNAME					Grand Total
		BELL 10	EUREKA 19	MINOT 1	NEDROSE 4	S PRAIRIE 70	
2001	K Enrollment	18	0	535	27	18	598
	1-6 Enrollment	99	11	3,101	169	102	3,482
	7-8 Enrollment	28	0	978	49	22	1,077
	9-12 Enrollment	0	0	2,339	0	0	2,339
	Total K-12 Enrollment	145	11	6,953	245	142	7,496
	6-17 Census	243	46	5,933	394	193	6,809
	PK-12 Avg Daily Membership	132	15	7,408	240	140	7,934
	Taxable Valuation	1,935,135	745,903	64,623,567	3,941,735	2,753,431	73,999,771
	Taxable Valuation Per Pupil	7,964	16,215	10,892	10,004	14,266	10,868
	General Fund Levy	120	43	171	104	135	164
	Total Levy	252	145	192	237	190	196
	Sum of Sq Miles	42	31	68	32	164	338
	Gen Fund Local Revenue	464,080	114,555	23,820,523	853,709	554,660	25,807,527
	Gen Fund County Revenue	370	35	20,110	695	352	21,562
	Gen Fund State Revenue	410,142	48,015	18,334,600	697,891	426,310	19,916,957
	Gen Fund Federal Revenue	20,768	86	2,817,965	78,129	50,528	2,967,476
	Gen Fund Other Revenue	0	0	85,144	60,704	0	145,849
	Gen Fund Total Revenue	895,360	162,692	45,078,343	1,691,128	1,031,849	48,859,371
	Salary and Benefits Teachers	336,840	51,299	26,258,823	585,097	343,860	27,575,919
	Salary and Benefits Support	37,785	0	1,802,085	83,180	19,518	1,942,568
	Other Instructional Costs	47,614	10,554	2,986,930	65,084	99,071	3,209,253
	School Administration	0	0	2,461,170	0	50,649	2,511,819
	General Administration	87,527	3,333	1,891,849	138,061	42,327	2,163,097
	Operation and Maint. of Plant	82,710	11,663	5,217,761	86,850	67,237	5,466,222
	Instructional Expenditures	592,476	76,848	40,618,618	958,272	622,663	42,868,877
	Student Transportation	72,649	0	878,265	79,442	109,433	1,139,789
	Capital Projects	0	0	3,616,440	6,500	46,963	3,669,903
	Extracurricular	8,395	0	915,732	10,242	6,143	940,512
	All other expenditures	321,690	68,127	2,307,929	619,414	226,769	3,543,928
	Gen Fund Expenditures	995,209	144,975	48,336,983	1,673,871	1,011,372	52,163,010
	Gen Fund End Balance	19,838	78,575	9,878,275	386,447	197,331	10,540,465
	Cost of Ed. Per Pupil (districts)	4,501	5,189	5,483	4,001	4,452	5,403
	District Count	1	1	1	1	1	5

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PROPOSED AMENDMENT TO ENGROSSED SENATE BILL NO. 2305

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact two new sections to chapter 15.1-07 and a new section to chapter 15.1-27 of the North Dakota Century Code, relating to approved cooperating joint powers agreements and reimbursement for participation.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1.** Two new sections to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

**Definitions.** For purposes of this Act:

1. "Cooperating joint powers agreement" means a joint powers agreement that provides education services.
2. "Department" means the department of public instruction.
3. "Joint powers agreement" means a joint powers agreement that is created pursuant to chapter 54-40.2 or 54-40.3.
3. "Superintendent" means the superintendent of public instruction.

**Cooperating joint powers agreement - Approval by superintendent of public instruction - Criteria.** In order for the superintendent of public instruction to approve a cooperating joint powers agreement, the superintendent shall determine and annually verify that:

1. a. The participating school districts are contiguous; and  
b. (1) Include school districts together covering not fewer than five thousand five hundred square miles or  
(2) School districts together covering not fewer than four thousand square miles and representing not fewer than three thousand five hundred students;
2. The cooperating joint powers agreement provides that a school district contiguous to those already participating in the cooperating joint powers agreement may become a participant in the agreement at any time.
3. The cooperating joint powers agreement requires that the participating school districts agree to maintain a joint operating fund, agree to share administrative functions, or agree to implement various common requirements; provided that:
  - a. If the participating school districts agree to share administrative functions, the cooperating joint powers agreement must require that during the first school year following approval, the participating districts shall share in the administration of at least three services; during the third school year following approval, the participating districts shall share in the administration of at least five services; and during the fifth school year following approval, the participating districts shall share in the administration of at least seven services; and that the list of services for which the participating districts must share administration as required by this subsection are:
    - (1) Federal title program management;

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Date

- (2) Staff development;
- (3) Special education delivery;
- (4) Curriculum development or delivery;
- (5) Vocation education delivery;
- (6) Student instructional support;
- (7) Media and technology;
- (8) Business management;
- (9) Distance learning;
- (10) Student counseling;
- (11) Food and nutrition;
- (12) Facility safety and health;
- (13) School accreditation and improvement;
- (14) Transportation; and
- (15) Other joint programs approved by the department of public instruction; or

b. If the participating school districts agree to implement various common requirements, the cooperating joint powers agreement must require that during the first school year following approval, the participating districts shall implement at least three requirements; during the third school year following approval, the participating districts shall implement at least six requirements; and during the fifth school year following approval, the participating districts shall implement at least eight requirements; and that the list of requirements from which the participating districts must make their selections as required by this subsection are:

- (1) A common school calendar;
- (2) A common class schedule;
- (3) A common intranet communication system;
- (4) A common class registration process for grades seven through twelve;
- (5) A common curriculum for each grade level from kindergarten through six;
- (6) A common student data system;
- (7) A common school improvement and staff development process;
- (8) Common services, as set forth in a five-year plan;
- (9) A school facilities plan; and
- (10) Joint funding of dual credit and advance placement courses; or

c. If the participating school districts agree to establish a joint operating fund, the cooperating joint powers agreement must require that during the first school year following approval, the participating school districts shall establish a joint operating fund equal to at least two percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; during the second school year following approval, the participating school districts shall establish a joint operating fund equal to at least four percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; and during the fifth school year following approval, the participating school districts shall establish a joint operating fund equal to at

*Deanna Hall*  
Operator's Signature

10/22/03  
Date

least six percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval.

4. The cooperating joint powers agreement provides for the designation and compensation, if any, of a chief administrator and employment of other staff necessary to carry out the provisions of the agreement and the requirements of this Act.

**SECTION 2.** A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

**Approved cooperating joint powers agreement - Reimbursement by superintendent of public instruction.**

1. The individual designated as a chief administrator for the purpose of carrying out the provisions of a cooperating joint powers agreement and any requirements under section 1 of this Act shall submit to the superintendent of public instruction, at the time and in the manner designated by the superintendent, receipts for expenses incurred during a school year in delivering services and programs under section 1 of this Act.
2. The superintendent of public instruction, upon verifying the receipts, shall reimburse the chief administrator of the cooperating joint powers agreement for any expenses incurred in delivering services and programs under the auspices of the cooperating joint powers agreement as provided in section 1 of this Act. The reimbursement may not exceed the lesser of:
  - a. The total expenses incurred in delivering services and programs under section 1 of this Act; or
  - b. One-hundred thousand dollars.
3. The chief administrator shall deposit any moneys received under subsection 2 in the participating districts' joint operating fund.
4. The superintendent of public instruction may not provide any reimbursement under this section unless the cooperating joint powers agreement under which the services and programs are delivered has been approved by the superintendent."

Renumber accordingly

Deanna Wallis  
Operator's signature

10/22/03  
Date

## Testimony In Support of Senate Bill 2305

House Education Committee, Representative RaeAnn Kelsch, Chair

March 5, 2003, 9:00 a.m.

Madam Chair and members of the House Education Committee. My name is Dean U. Koppelman and I am the superintendent of the Dickinson Public School District. I appear before you today to testify in support of Senate Bill 2305, including the amendments as proposed, regarding joint powers agreements.

We have a joint powers agreement in southwest North Dakota that involves nineteen school districts or organizations and 34 schools. Dickinson State University, the Southwest Multicounty Correctional Center, Dickinson Catholic Schools and the Extension Service are included in our organization. The name of our group is the Roughrider Education Services Program, also known as RESP. The RESP joint powers agreement covers an area of about 9,900 square miles representing over 6,500 K-12 students. We formed our group last May and have been working on the delivery of a number of services. Our major initiative has been curriculum and staff development. The RESP curriculum and staff development project serves 11 districts and 26 schools. This group represents 5,110 students and 449 licensed teachers. The Roughrider Educational Services Program employs a half time staff person to provide this program. The job is shared with Dickinson Public Schools to allow for a full time position as Director of Professional and Curriculum Development.

Our group believes that joint powers agreements allow schools and organizations to do a better job meeting their mission. We can be more successful working together than we can individually in serving the needs of our students. The curriculum and staff development project is an example of what this type of collaboration can do. We also think the grassroots nature of our organization is more palatable than a mandate from the State requiring school districts to work together. Ours is a voluntary group with schools selecting programs that meet their school district needs. Each member pays basic dues and also pays for any other program in which they participate.

The proposed bill would provide financial support for joint powers groups that would wish to meet the criteria identified. I believe with additional financial resources, we could see creative collaboration efforts from joint powers agreements. I would urge you to give a "do pass" to Senate Bill 2305 with the amendments as suggested.

Thank you Madam Chair. I have attached additional information to my testimony for your review. I would be willing to answer any questions that the committee may have.

Submitted by Dean U. Koppelman  
Superintendent, Dickinson Public Schools

**Online archives from The Devil's Lake Journal Starting January 1999**

**February 11, 2003**

## Education co-op makes proposal to Ramsey County

**By Gordon Weixel - Journal Managing Editor**

**Last week the Northeast Education Services Cooperative felt out the Ramsey County Commission on the future of the County's Superintendent of Schools position.**

**School superintendents Steve Swiontek (Devils Lake), Elroy Burkle (Starkweather-Munich) and Keith Arneson (Adams-Edmore) met with Ramsey commissioners to introduce the Northeast Education Services Cooperative.**

**"The cooperative is trying to bring the various educational entities in this corner of the state under one umbrella. We're trying to bring the educational policies together," Burkle explained. "The cooperative is comprised of 14 public schools and two colleges - Lake Region State and Candeska Cikana Community College."**

The cooperative was started on Jan. 4 of 2001 and members have begun sharing classes using the Interactive Video Network (IVN) and have gone as far to hire a scheduler for the system. The group has hired a grant writer and submitted an Upward Bound Grant with the intent of enhancing mathematics and science groups. The cooperative is also researching ways to meet the requirements of No Child Left Behind as being mandated by the Bush Administration and is working to provide a counselor pool for districts short on counselors.

Burkle explained the co-op is more than just trying to find financing for programs, but also looks to streamline and make the education process more efficient. He noted Cavalier County made a change with its county superintendent of schools, with the duties being shifted to the county auditor.

**Swiontek pointed out of North Dakota's 53 counties only 33 have county superintendents.**

(for complete story see Feb. 11, 2003 Journal) 02/11/03

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