

FISCAL NOTE
Requested by Legislative Council
02/07/2017

Amendment to: HB 1318

- 1 A. **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.*

	2015-2017 Biennium		2017-2019 Biennium		2019-2021 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures						
Appropriations						

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

	2015-2017 Biennium	2017-2019 Biennium	2019-2021 Biennium
Counties			
Cities			
School Districts			
Townships			

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

This bill has been amended to recommend a legislative management study of all entities receiving appropriations for the delivery of education to preschool through grade twelve students.

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

There is no fiscal impact

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, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

Name: Jerry Coleman

Agency: Dept of Public Instrution

Telephone: 701-328-4051

Date Prepared: 02/07/2017

FISCAL NOTE
Requested by Legislative Council
02/07/2017

Amendment to: HB 1318

- 1 A. **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.*

	2015-2017 Biennium		2017-2019 Biennium		2019-2021 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures						
Appropriations						

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

	2015-2017 Biennium	2017-2019 Biennium	2019-2021 Biennium
Counties			
Cities			
School Districts			
Townships			

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

This bill has been amended to recommend a legislative management study of all entities receiving appropriations for the delivery of education to preschool through grade twelve students.

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

There is no fiscal impact

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, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

Name: Jerry Coleman

Agency: Dept of Public Instrution

Telephone: 701-328-4051

Date Prepared: 02/07/2017

FISCAL NOTE
Requested by Legislative Council
01/16/2017

Bill/Resolution No.: HB 1318

- 1 A. **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.*

	2015-2017 Biennium		2017-2019 Biennium		2019-2021 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$(4,200,000)			
Appropriations			\$(4,200,000)			

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

	2015-2017 Biennium	2017-2019 Biennium	2019-2021 Biennium
Counties			
Cities			
School Districts		\$(4,200,000)	
Townships			

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

This bill removes North Dakota Century Code related to Regional Education Agencies supporting K-12 education.

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

Section 7 removes the .002 weighting factor from the K-12 funding formula. Removing the factor reduces the amount funding necessary to fund the K-12 formula by \$4,200,000.

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, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

Removing the weighting factor for Regional Education Associations reduces the amount necessary to fund the state school aid formula (Integrated Formula Payments line item in HB 1013) by \$4,200,000 for the biennium.

Name: Jerry Coleman

Agency: Dept of Public Instrution

Telephone: 701-328-4051

Date Prepared: 01/20/2017

2017 HOUSE EDUCATION

HB 1318

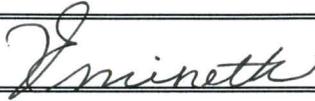
2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1318
2/1/2017
27741

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Relating to regional education associations.

Minutes:

1-14 attachments

Chairman Owens: Opens hearing on HB 1318.

Rep. Schatz: From district 36 New England. HB 1318 is an attempt to cut a program that is going to cost the state of North Dakota 4.9 million dollars which could be used in other more crucial areas. Who do REA's answer to? Are these some kind fields offices for DPI? DPI has 99.75 employees and all of these services are included in their offices so why spend more general fund money? See attachment 1 (8:00)

Chairman Owens: Any questions from the committee? You talked about 4.9 million and in the next biennium will that be 4.2 billion?

Rep. Schatz: It stays the same because they have not been reduced.

Rep. Heinert: you are talking about 4.5 million.

Rep. Schatz: 8:40 k-12 They have not been reduced.

Rep. Guggisberg: 9:00 Looking at your data here, there are a lot of different factors that go into the score of that. We do not have enough information and we will get some more. You seem to think that REA's have a big influence on the test scores. Do you think that is a factor in student scores?

Rep. Schatz: Since there has been REA's there has not been enough change, it does not seem to affect the students it might affect the employees.

Rep. Guggisberg: If we take away the REA's and the work that they do are you thinking that we wouldn't have to hire anymore people at DPI to take up that work?

Rep. Schatz: yes that is what I think.

Chairman Owens: *Any other questions?*

Rep. Zubke: 10:48 You refer to the ACT scores, and you said in 2005 we weren't testing 100% of them so you are saying that could account for this disparity and most likely has nothing to do with the REAS?

Rep. schatz: Correct.

Rep. Pyle: We are gearing up for the kindergarten program which is coordinated through this program. Two of my four children have participated in it and I found it to be a wonderful program getting kids excited for kindergarten. We had record children going to that program.

Chairman. Owens: any other questions. I wanted to ask you one general question. You said that these services are provided by DPI. Do the REAS provide an economy ??? in providing some of services by providing to multiple districts at the same time reducing the cost to each district and saving them funds that way as opposed to what it would cost for them to do it individually. Have you taken that into consideration?

Rep. Schatz: I have not.

Rep. Owen: Anyone else in support of HB 1318? Anyone in opposition to HB 1318?

DR. Aimee Copas: (see attachment 2 for testimony). She brought testimony from many people.

Shelby Johnson: Senior of Devils Lake High School. (Attachment 3) Spoke in opposition of HB 1318 because North Dakota educators need REAS. North Dakota students need REAS.

Chairman. Owens: Any questions. You said student created projects in our daily work, give me an example.

Shelby Johnson: We had to create our own movie scene and act it out. What you think instead of what our parents think or the media think.

John Drabert: This bill that representatives Schatz brought forward he mentioned in his presentation that he as a teacher didn't value it. I want to give you my experiences as a teacher. I was the first person to pilot the program. The high school Spanish teachers said come to us anytime and were more than willing to help me. I struggled through that first year I did that and I remembered why I got back into teaching. I taught Spanish. The REA's is the reason that I kept teaching. That Gave us more time as teachers to discuss things. Personally I think standards give us something to shoot for. The value for me as a teacher it was not over whelming, as a principal I try to. I plan out what book we are going to read. This is what I am planning to do. I had over 1000 hours of professional development. I ask you to oppose this bill.

Chairman. Owens: Any questions? The bill sponsor said he was taking the money out of the REA's he was not eliminating the REAS.

John Drabert: If you take the money out of the REAS you will make it so they won't exist.

Chairman. Owens: Anyone else opposed to HB 1318?

David flowers: (attachment 4) Superintendent from the West Fargo Schools. I am providing testimony in opposition to HB 1318 which would eliminate regional educational associations in North Dakota.

Chairman Owens: Any questions from the committee? Any more opposition to HB1318?

Brandt Dick: (attachment 5) Superintendent of Underwood School District. I am here to speak in supposition of HB 1318. The REAS are part of the national REAS which is "ASEA" which stands for Association of Service Education Agencies.

Chairman Owens: any questions from the committee. Anyone else opposed to HB 1318

Tamara Ulsomen: (attachment 6) Superintendent of Bismarck Public Schools. I speak in opposition of HB 1318. In summary, loss of the MREC means loss of service to students, parents, staff and BPS as well as numerous North Dakota school districts.

Chairman. Owens: any questions

Vice Chairman Schreiber-Beck: Could you even guess item number 3 what that cost? And do you have any cost that you pay back the education? How does that work?

Tamara Ulselman: I will invite Lyle Kruger up he can answer those questions better than I.

Lyle Kruger: Executive Director of the Missouri River Education cooperative: 44:29 The districts in MREC they pay \$500.00 a year for membership fees to belong to the REA. Regarding to the 21st century program it is a grant that is a three-year cycle which is just renewed it is based off of property level. That is how the schools are selected if they choose to be a part of it.

Tamara Ulseman: If we were to privately fund that federal 21 century grant what would **that** cost?

Lyle Kruger: Well over one million dollars

Vice Chairman Schreiber-Beck: Is there a requirement from the school district then because it is a grant to charge?

Lyle Kruger: Depending on the program it does vary. We do charge the parents to bring in the dollars but it is very minimal and based off of the income level of the individual.

Vice Chairman Schreiber-Beck: With the grant funding, when the amount that Representative schatz was talking about and that was for all the REAS, what percentage of that is grant funded?

Lyle Kruger: About 73 percent. The rest is state allocations and the rest is grant funded. 47:17 That will change at the end of this year which is the 60-20-20 grant. Our state allocation will be about 22%. Throughout the state it does vary because our funding is .002 in the foundation aid formula. The districts get about 19,000 dollars per student. We get \$19.27 per student.

Rep. Rich S. Becker: I have family members that benefit from this program. My question is a bit of a concern. The dangers of no child left behind, common core. A lot of your grants are federal grants?

Tamara Ulselmen: The large more competitive grants are federal grants.

Rep. Rich S. Becker: Is there any danger of this becoming a federalized program?

Tamara Ulselmen: There is that old line that says obey the golden rule they are governed by a governing board. So we are aware of what kind of strings come with it. For that reason, because of the local control of the REAS I don't fear federal control.

Rep. Rich S Becker: 49:39 I appreciate your ability to pick or choose but if you choose not to, to many of these are you not cutting programs that you wish to continue to offer?

Tamara Ulselman Do you mean on the federal side?

Rep. Rich S. Becker: If that is where your dollars are?

Tamara Ulselman: We would only have the program that the governing decided that was worth having. So no I do not fear that. On the other items that the REAS might offer they come out like a menu and I can choose to buy from that menu or not.

Chairman Owens: Any other questions? anyone opposed to HB 1318?

Rob Lech: Superintendent for the Public Schools in the Jamestown Public School district. 52:57 I am here to speak in opposition to HB 1318. (attachment 7) REAS serve as a support and cultivate education innovation. There are a number of initiatives in my school district that have become involved in different programs because they were researched by the REA.

Chairman Owens: Anyone else opposed to HB 1318?

Mike McNeff: (attachment 8) 1:02:27 Superintendent in the Public Schools Rugby North Dakota. Prior to the REA we did not have regional administrative Professional Learning Communities (PLC) I recommend a do not pass on HB 1318.

Chairman. Owens: Are there any questions? anyone else in opposition to HB 1318?

Elroy Burkle: (attachment 9) Executive Directive Director of the North Dakota Small Organized Schools, representing 141 North Dakota Public School Districts. We want to go on record urging a do not pass on HB 1318.

Chairman. Owens: Anyone else in opposition to HB 1318?

Viola Laforntaine: (attachment 10) Superintendent for the Mott/Regent School District. I am here to give testimony in opposition of HB 1318 which would abolish regional education associations throughout the state.

Chairman. Owens: Any questions? Anyone else in opposition to HB 1318?

Mark Vollman: (attachment 11) Superintendent Minot Public Schools. I encourage you to oppose HB 1318. The REA model is a game changer- it provides phenomenal –training opportunities for our teachers, and most importantly it is making a difference for our students. Please keep our states REA program alive and well and fully funded.

Chairman. Owens: Any other questions, anyone else opposed to HB 1318?

Wayne Stanley: Superintendent of South Prairie Schools. I come before you in opposition to HB 1318. As a larger class B districts in our areas all of my staff members are benefiting from the REA. Rep. Schatz talked about duplicating services and DPI does have things in place, if you relate it to government, we have city councils, county commissioners and state representatives a lot of duplication services. One of the best things that the states have come through with is the REAS. If you look upon it this way, the REAS help fund the magnesium that is out there, the large schools and the small schools benefit equally. REAS are an agent of change. We are working together to train staff and make changes. In my 22 years of administrative experience REAS are one of the best things that the legislature brought to us. There are a lot of bills that have taken away from us. We have to make those choices. When I look at what our colleges are doing, they produce great graduates, but not ready for the teaching world. Working with REAS getting hands on experts together I have 1 junior high math teacher and for that teacher to talk with students and REAS there are 15 to 20 and become better teachers at that level.

Chairman Owens: Are there any questions?

Vice Chairman Schreiber-Beck: 1:19:37 Do you know if there are any stats that talk about teacher retention.

Wayne Stanley: Twenty years ago when I had a staff opening in the elementary I would get 70 applicants. Four years ago we had two openings a kindergarten and a third grade and I had 5 applicants, there is ultimately a shortage out there. I know with retirements there is a shortage. We had a music opening last year that we received one applicant.

Vice Chairman Schreiber-Beck: Is there a way REA programs and there professional development is a method to retain teachers? 1:20:58 Are there better ways?

Wayne Stanley: We have mentors within the district that have had state training. Our REAS have been the tools to help keep them on board.

If it is a kindergarten teachers need to have assistance. it creates a network of peers for them to work to be mentored on and we are sharing resources. Our colleges are turning out. 1:22:05 as many people as they get into the program.

Chairman. Owens: You talked about the new teachers. You have to help them sometimes. ESPB has a mentorship program that they fund as part of their operations. Do you utilize that?

Wayne Stanley: No we don't.

Steve Holen: (attachment 12) Superintendent of McKenzie County Schools # 1 in Watford City. I am here today in opposition of HB 1318 and its effort to abolish the regional cooperative. North Dakota students deserve access to programs that are cultivated and refined through the REA process and as we teach students the skills involved with communication and collaboration, we as educational institutions need to follow the same model.

Vice Chairman Schreiber-Beck: With the afterschool program you are operating in. How does that work with the grant funding which is now basically over? 1:29:32

Steve Holen: The grant funding will continue with the REA. If we were unable to secure that. But as far as the funds to it wouldn't be found in our current budget.

Sarah Johnson: (attachment 13) Special Projects Coordinator of North Dakota United. On behalf of our 11,500 members, I urge you to return a Do Not Pass recommendation for HB 1318.

Robert Marthaller: (attachment 14) Assistant Superintendent within the North Dakota Department of Public Instruction. I am here today to provide testimony for HB 1318 as it relates to the north Dakota Regional Education Associations. We urge a do not pass.

Chairman. Owens: Anyone have a question? Where do you get all of your funds?

Lyle Kruger: The per people funding is mentioned, the other allocation for administrative oversight, we receive some based off of Department Public Instruction base off of funding's and directives that they are having. We some smaller local funders. There are also other foundations like banks.

Chairman Owens: You created two more. How much do you charge the district?

Lyle Kruger: we are not trying to make money; we are trying to cover costs. 1:39:40 The CT program paid an additional membership fee and cost for the districts per student for the courses for which they enroll. If they will not be able to find a teacher to teach a program, we create that efficiency. If there are dollars, if we bring in through that DPI grant. Not to make money, but to break even there are a couple of REAS that get pay for substitute teachers.

Chairman Owens: Last question from me, what percentage of your funding do you believe is grant verses appropriated grants.

Lyle Kruger: 75 to 80 percent was grant dollars. We were looking for grant dollars to provide assistance based off of what our districts were looking at. 5 to 6 percent based off of student numbers is state allocation. This years we are at 17 % state allocated funds. It varies.

Chairman Owens: 5 and 6 and 17 that's not what I heard.

Lyle Kruger: We get about 17 percent because we have more student members in our REA.

Chairman Owens: You get about 17 percent -30 % of state funded money.

Lyle Kruger. The REA currently receives 17%. We are one REA amongst 8 REAS.

Chairman Owens: I realize I am putting you in a difficult spot. Let's go with 530.

Lyle Kruger: 1:43:44 Yes.

Vice Chairman Schreiber-Beck: Do you have financial views?

Lyle Kruger: We submit a report to DPI for narrative every year.

Rep. Johnson: Do you go through annual audits?

Lyle kruger: They have an annual audit and we are part of the annual audit.

Vice Chairman Schreiber-Beck: Do you have a cooperative board?

Lyle Kruger: we submit a report every year.

Chairman Owens: Any other questions? no other opposition. Neutral testimony. We are closing the hearing on HB 1318.

2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1318
2/6/2017
Job 27953

- Subcommittee
 Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

Relating to regional education associations.

Minutes:

No Attachments.

Vice Chairman- Cynthia Schreiber-Beck: basically the REA's taking with the funding for REA's and then basically eliminating REA's, this is an amendment to that bill, and if you can read the amendment, it is a legislative management study, entities received in appropriations and provide an education to pre-school through grade 12 students, and again it's a shall consider studying all entities received in appropriations provide education to pre-school through grade 12 students, the study must contain a comprehensive review of the establishment of the entities providing education, the purpose of the entities, the amount of the appropriation received by the entities, any additional source of revenues received by the entities, any additional source of revenues received by the entities and the amount, the organizational structure and strategic plans of the entities and performance measures as it relates to the purpose of the entities. The legislative management shall report its findings and recommendations together with any legislation required to implement the recommendations to the 66th legislative assembly. So that would eliminate all the previous language in the bill, to eliminate REA's and then this would be the attached amendment.

Chairman- Mark S. Owens: is that a motion

Vice Chairman- Cynthia Schreiber-Beck: yes I make a motion to move the amendment.

Chairman- Mark S. Owens: Ok I have a motion, seconded by Rep. Bill Oliver. Discussion.

Rep. Longmuir: I am going to be voting against the amendment, my feeling is that we should just defeat this bill, it should be a do not pass.

Chairman- Mark S. Owens: I did talk to the bill sponsor, and he was ecstatic that we would even study it. Seriously, I talked to Mike and he said that is all he really wanted, was somebody to look at the issue, when he told me that, I thought well, I talked to him about this study, we did have that situation where we had EFPB, talking about mentoring, then we had the other group saying no, we do not use them, and we are funding EFPB for mentoring, so

I am wondering if there is any other duplicate programs out there that we do not know about, so that is why I thought that studying it, because in our short little time frame we ran across 1, so why not, that was the only reason, I thought the study was worth wild.

Rep. Andrew Marschall: I had a very hard time with all the whole thing, and I kind of I was extremely upset after listening to all the testimony. But this is what I basically came up with, during the testimony we heard how good ERA's are, we had better teachers, school administrators for it, they use big flowery words, and made it sound as if teachers and school administrators walked on water. In my eyes they did a very good job at qualifying their position, however they did nothing to quantify their position, how as this program how has this program made for better students, we are their improvements on test scores, we already saw the ACT scores have actually gone down, how about all the other test scores that students take throughout the course of the year, did they did bring up any of those test scores, have those test scores improved, nobody said anything about those other test scores, they have not said anything about how students have improved, they have not quantified it, they qualified it, we all heard it. We all heard how great the program is, but quantify it, show me, ok. If they could have showed me how this test scores have improved, or the math test scores have improved or showed how everything has improved, I would be on the other side, I would be whole heartedly an exception of this program, but after talking, I called back home and talked to those teachers at South that I know, ask them about this program, now we heard during testimony that 97% of the schools here in North Dakota use this program, except for 4, and they are like small schools in the rural counties. I called the teachers back in Fargo at South, they have not heard of this program. That is the reason why I am all in favor of this bill, to defund the program.

Rep. Matthew Ruby: you pointed to the ACT score, and that is one thing that Representative Schatz did, but that was also around the time that we started testing everybody, so that is going to lower the score when you are opening up to everybody, making everybody take it. But as far as the other test scores, you are right, we did not hear much on that, but that is what I think the study would do, is at least take a look at it, see if they are worth it. I personally think the REA's are worth their weight, I know a lot of things that go into it, if you have problem children, they have ways to work with them. There is a lot more than just focusing on test scores, but I think there is a wealth of knowledge that REA's provide, so hopefully kill this bill in the first place, but I am open to voting for it to be a study at least to take a look at them to alleviate concerns.

Rep. Mary Johnson: regarding test scores, you know that I can make the argument that REA's are pulling kids up, and in a net gain sort of sense, because nobody really talks about one of the issues the educators face, and that is parents. When schools have to step in and be parents as well as educators and administrators, it is incredibly difficult, I can tell you, I can point out each kid on my bus, and I can tell you which one of those parents gives a darn about that kids education, so I could make the argument also based on test scores, that REA's in a net sort of sense are helping out, maybe the ACT scores, maybe other assessment scores would be in the toilet tank without them, unless you study and follow the reasoning behind test scores, you do not know what is the cause of failing scores, but I will guarantee you one thing it starts at home. And we were blessed with having a bunch or dedicated involved individual parents here last week, and I applaud them, absolutely applaud them, I am not worried about their kids, I am worried about the kid on my bus that I cannot

them, I am not worried about their kids, I am worried about the kid on my bus that I cannot reach, and I know darn well he rules the roosted home, and he is 6 years old. So I am going to vote for the amended bill, and I hope everyone does the same.

Rep. Dennis Johnson: I can understand your feelings probably on Fargo, they are one of the last ones to come out of the REA programs. The REA that we have in our part of the state was 18 schools, we have a college class A schools, a lot of class B schools, class B schools never had the opportunity to access on the programs that they can now, because of belonging to an REA, the teacher service, in service that they provide for them, but all the teachers can come together and have one quality presenter that may be a class school would have gotten, the dual credits that are offered now, because of the college being a member of that REA, when they meet the presidents of the college and his folks are there with a class B schools, the class A schools, years ago not that there is that much of online learning or where there is one classroom where the instructor can reach out to those other schools that did not have that instructor, but they had access to the video for learning, there has been a whole lot of opportunities with the REA, it is growing to the point now there is more money, we have gotten grants, because we have had the REA's, they got an organization that they can donate to, money creates for more opportunities, I would like to see this bill go away, and if we have to study it, it can be put in the file, to see if it even gets accepted as studied, but I just can kill this bill and not see this bill before us.

Vice Chairman- Cynthia Schreiber-Beck: as an explanation, this study has, why I proposed this study has been roaming around for six months, and I have spoken to a lot of people, we are making decisions on education without a deep background of exactly where the funding is being spent, did you know that the extension service has programs, did you know there is programs all over that exist, but we are not compiling those programs, and I am not trying to pin point that some of these programs are not necessary, I just think we need to know where these programs are, how they are being operated, what the performance is, there is center for distant education, there is REA's, there is so many acronyms I cannot list them on a page, but we do need to know from a legislative standpoint, how to make decisions, we are sitting here making more policy decisions, but from a standpoint of appropriations, I think without that information, and speaking with those that have been in appropriations, this has not been done, nobody knows when it was last done, so since it has been last done, there has been a lot of additional funding put towards education, K-12 specifically that I am addressing, and that is why this bill was a perfect place to put this amendment, so no, did I want REA's to go away, no absolutely not, but I felt this was the bill to place this amendment on, but this makes perfect sense to me. So, and especially of Representative Schatz is in favor of that, I think that is fine too, that is why this amendment was drawn up, it's been nothing, it has been to politely do something about this bill, it has been surfacing for about 6 months, thank you.

Rep. Rich S. Becker: I for one could use a little bit of education on this, my e-mails are running more than 2, somewhere between two and three times in favor of the REA's don't want to lose them, so that is telling me, and then from the committee meetings we had here last week, it must be filling a need, and if the REA's go away, what fallback is there within the school system itself, then they are doing it individually, what I am thinking I heard is that was not working very well, they were not getting the attention or the help that they needed, so somebody who understands this better than I do, if they could just, and perhaps Vice

Chairman- Cynthia Schreiber-Beck, you seem to know a great deal about that and if you can expound upon it, I would appreciate it.

Vice Chairman- Cynthia Schreiber-Beck: I am not sure if you are expounding on the use of the REA's and keeping them intact, this does that, this keeps them intact, because we are hog housing the true bill that was presented to us in HB 1318, and then we are just adding this amendment to do the study, so the REA's will continue as they have been, they are I believe funded at this point, so they will continue their purpose as they move forward.

Rep. Rich S. Becker: if this were defeated then what the alternative for providing the types of help, and the types of activities that the REA's are apparently currently doing.

Vice Chairman- Cynthia Schreiber-Beck: right now there is nothing in place to do that, in the larger school districts as Representative Johnson said, they can probably handle a lot of that themselves, but in the smaller districts, the cost of doing the teacher mentoring, some of the training, providing some services that each individual small school does not provide, they do not necessarily have a lot of that in place.

Rep. Rich S. Becker: I will switch horses here for a moment, but thank you Rep. Dennis Johnson you said that you would really care to see this bill just go away and not have to deal with it anymore, can you expound a little bit on why your feeling are as such.

Rep. Dennis Johnson: not the study, in respect to Vice Chairman- Cynthia Schreiber-Beck I will support it, because I do want to see the REA's go away because I feel strongly about the REA's, and respect for Rep. Andrew Marschall I understand where Fargo probably does not utilize the REA's like the rural schools do, so it is definitely, the need is for rural North Dakota more than the large cities, but to study it I guess put it in that basket of studies and see what happens, and I will support the amendment, and I will support the bill, but I definitely do not want to see the REA's go away.

Rep. Andrew Marschall: my understanding is that 17% of the REA budget is actually coming from the state, did I get that right? And that is what we are talking about, so if we were to cut 17 percent if this bill were to go through, if. You would only be cutting 17% of their budget. The rest of it is coming from other sources. To say that the REA's will go away, by us cutting 17% it is not a true statement. Being that this study, to determine where is that 17% going, ok that would be if this is not going to go through to cut it, then definitely I would be in favor of the study, hopefully it does get approved, that way we can find out where does that 17% going. How much of the overall picture is being funded, that portion of the 17% can we do away with that money, I like to think so. I am trying to save the state money, but if it is going to a really needy portion that you can quantify it, and qualify it then I am all in favor of it. But you have to quantify, and qualify the money, and where is it going. That is my biggest problem, they did not quantify where the money is going, what is it doing, how is it helping the kids, I want to know, they just said how good the program is, they did not other than afterschool care. They do afterschool care.

Rep. Pat D. Heinert: speaking on behalf of Bismarck school district, and the Mandan school district and the other two school districts we have in these communities they all support it very highly, they all like it a lot, the director of the Bismarck school district says that they will

not be able to replace in their budget currently as they stand, what the REA's provides them to our system here. I have talked to several of our local teachers as well, they have given me several examples of courses they have attended, group organizations that were put together and sponsored by REA. I have a niece that is a high school science instructor here locally, and she has attended 3 or 4 of their courses where they are bringing together science programs to increase the capabilities of those science programs, and to get the teachers on similar type tracks, so freshman and sophomore year is a better solid base of a science background for them, so I see a lot of good coming from it.

Rep. Brandy Pyle: there were several student activities sponsored or paid for by REA's, I know a program that 2 of my kids attended, and the superintendent from West Fargo had in his testimony testified 3 different times before the REA's and during the REA's, and in his testimony on page 2 line 1 he had it nicely laid out for us, but it is professional development for behavioral health, mental health suicide prevention, STEM, STSS, health and nutrition, technology applications, English Learners, other services include curriculum, after school programming, CTE coursework, reading intervention programming, STEM services, additional services relating to the accountability and utilization of data SLDS, NWEA, STARS, direct benefit in the area of technology including technology integration into the classroom, and technology and networking services. School improvement initiatives supported by some of the REA's include advanced ed trainings and coordination effort. He says many districts also receive supportive services for other district services to aid districts including Medicaid billing, direct school counseling services to students, special education programming assistance, etc. I do feel like there is direct benefit to our students in this testimony, and in district 22 we have 9 school districts that we touch, and all of them had e-mailed me their testimony and support for REA's. So to vote against the original bill not the amendment, I just wanted to put that out there, that there was written testimony handed to us last week.

Chairman- Mark S. Owens any other comments. I will just remind this portion of it, what we heard, or rather to say what I heard in testimony. If we assume that 17%, let's just make it 20%, then I know what soft money is like, it does not always come when you need it. So you need a bridge funding to help you stay up when you are in-between, but if we are only funding 20% or less, that is a 4 to 1 return that we are getting on our dollars, that we are investing in REA's number 1, number 2 the quantitative that is one quantitative piece of it, another quantitative piece of it, it does not surprise me that Fargo wasn't that familiar with it, because Grand Forks doesn't use it that much either, because the big schools don't need the economy of scale that the little schools need to bring in speakers, bring in training, to bring in that sort of thing. And that is what we heard a lot of, that economy of scale is quantitative as well, and the number of teachers that are being provided initiatives, continued education, new developments, and that sort of things. But that still wasn't why I brought the study, why I brought the study was when I asked them about using another program we fund, they said no we don't use that program, we use something else. I am wondering why they do not use that program, so as part of that, that's why I wanted to study it personally, I want to find out what support programs do we have out there for teaching K-12, be it for the students, be it for the teachers, be it for the schools, and find out if we are duplicating anything it really goes under the same premise why don't we defund it, it is based on that same premise, let's not fund something twice is what it's based on, and to I was ready to kill it, until I heard that example that they were not using something else we were funding, and I decided I would like to have seen a study, I want to find out if there is more out there. If we have something

hidden, it is so easy to start a program here, 4 years later start another program, 2 years later start another program, and you forget about the other ones.

Rep. Andrew Marschall: And where is the money going, if they are not using it, where is the money going.

Chairman- Mark S. Owens: ESPB did say other places were using it, just that one REA was not using it. That is all, I was wondering why they were using something else other than the one we were funding is all. Any other comments, I will try a voice vote. All those in favor of the amendment say I, all those opposed same sign. Amendment passes, what is your pleasure on with the bill.

Rep. Matthew Ruby: I recommend a do pass on HB 1318 as amended.

Chairman- Mark S. Owens: we have a motion for a do pass of HB 1318 as amended, do I hear a second. Seconded by Rep. Andrew Marschall. Any more discussion, I will invite the clerk to call roll on a do pass as amended on HB 1318, 13-0-1, and Rep. Rich S. Becker carries this bill.

2/6/17 DA

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1318

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of all entities receiving appropriations for the delivery of education to preschool through grade twelve students.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - ENTITIES RECEIVING APPROPRIATIONS AND PROVIDING EDUCATION TO PRESCHOOL THROUGH GRADE TWELVE STUDENTS. During the 2017-18 interim, the legislative management shall consider studying all entities receiving an appropriation to provide education to preschool through grade twelve students. The study must include a comprehensive review of the establishment of the entities providing education, the purpose of the entities, the amount of the appropriation received by the entities, any additional sources of revenue received by the entities and the amount, the organizational structure and strategic plan of the entities, and performance measures as they relate to the purpose of the entities. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-sixth legislative assembly."

Renumber accordingly

Date: 2/6/17

Roll Call Vote # 1

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1318

House Education Committee

Subcommittee

Amendment LC# or Description: 17.0586.01002

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider

Motion Made By Rep. Schreiber-Beck Seconded By Rep. Oliver

Representatives	Yes	No	Representatives	Yes	No
Chairman- Mark S. Owens			Rep. Andrew Marschall		
Vice Chairman- Cynthia Schreiber-Beck			Rep. Bill Oliver		
Rep. Rich S. Becker			Rep. Brandy Pyle		
Rep. Pat D. Heinert			Rep. Matthew Ruby		
Rep. Dennis Johnson			Rep. Denton Zubke		
Rep. Mary Johnson			Rep. Ron Guggisberg		
Rep. Donald W. Longmuir			Rep. Corey Mock		

Total (Yes) _____ No _____

Absent _____

Floor Assignment Rep.

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

Date: 2/6/17

Roll Call Vote # 2

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1318

House Education Committee

Subcommittee

Amendment LC# or Description: _____

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider _____

Motion Made By Rep. Ruby Seconded By Rep. Marschall

Representatives	Yes	No	Representatives	Yes	No
Chairman- Mark S. Owens	✓		Rep. Andrew Marschall	✓	
Vice Chairman- Cynthia Schreiber-Beck	✓		Rep. Bill Oliver	✓	
Rep. Rich S. Becker	✓		Rep. Brandy Pyle	✓	
Rep. Pat D. Heinert	✓		Rep. Matthew Ruby	✓	
Rep. Dennis Johnson	✓		Rep. Denton Zubke	✓	
Rep. Mary Johnson	✓		Rep. Ron Guggisberg	AB	
Rep. Donald W. Longmuir	✓		Rep. Corey Mock	✓	

Total (Yes) 13 No 0

Absent 1 Rep. Guggisberg.

Floor Assignment Rep. Rich S. Becker

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

REPORT OF STANDING COMMITTEE

HB 1318: Education Committee (Rep. Owens, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HB 1318 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of all entities receiving appropriations for the delivery of education to preschool through grade twelve students.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - ENTITIES RECEIVING APPROPRIATIONS AND PROVIDING EDUCATION TO PRESCHOOL THROUGH GRADE TWELVE STUDENTS. During the 2017-18 interim, the legislative management shall consider studying all entities receiving an appropriation to provide education to preschool through grade twelve students. The study must include a comprehensive review of the establishment of the entities providing education, the purpose of the entities, the amount of the appropriation received by the entities, any additional sources of revenue received by the entities and the amount, the organizational structure and strategic plan of the entities, and performance measures as they relate to the purpose of the entities. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-sixth legislative assembly."

Renumber accordingly

2017 SENATE EDUCATION

HB 1318

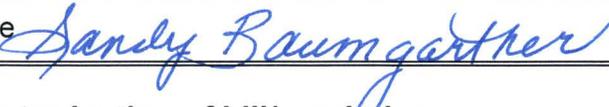
2017 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1318
3/15/2017
Job Number 29217

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Provide legislative management study of all entities receiving appropriations for the delivery of education to preschool through grade twelve students.

Minutes:

#1

Chairman Schaible: Open hearing for HB 1318.

Repr. Mike Schatz: District 36 from New England. The original HB 1318 was attempt to cut the regional educational association funding not the program in order to save the state 4.9 million dollars.
Testimony #1

Chairman Schaible: We are looking at the big picture for education and trying to combine these services and looking for efficiency in education. We will study something and determine they should be under an operational umbrella or combined services. When we do that we infringe on territories and people's pet project. So how do you suggest we mainstream these projects and do that? The study shows that we should be doing something. How do we get to that point?

Repr. Schatz: I think you hit the nail on the head of pet projects and key individuals. They have to stop thinking in those terms and thinking in terms of the overall thing. I know some people have more influence than others, but I think we have to look at this chart and see there is a ton of different ways to deliver education. There is overlap. Some could be combined.

Chairman Schaible: Over the last several years we have had several bills of addressing just those issues. Where we were to mandate REAs and governance of education under Department of Public Instruction and met with resistance by these bodies and just for those reasons. There has been too much expansion. Being part of the studies over the past 8 years, but then where are the results then? How do we get where we want to be?

Repr. Schatz: There was a whole different dynamic in those other sessions. Those sessions were loaded with money and so expansion in education was happening. We are not in that mode anymore. We are in a contraction. Now it is time to take a hard look and see where we can save a million here and there. We have a 500 million overrun right now that we don't have a solution for. K-12 has been held harmless. Everyone else has not been held harmless. The other people in government ask why isn't k-12 being asked to reduce some things. Start with a study.

Senator Oban: I don't think our kids should be held responsible for us not managing our funds well. Where is the overlap in education? We want efficiency in government.

Repr. Schatz: One example is I was on the ESPB for 8 years and currently they have 2 million dollars for teacher improvement. That is also something that is listed in the REA's that they will do. I am just showing that one example. Notice on Department of Public Instruction that the services REA's provided are professional development and in-service, and tech support. We already have tech supports in PCU. School Improvement mentorship, data achievement, we already have the ITD. Curriculum enrichment, Department of Public Instruction has academic support. Legislative enrichment classes, bus driver training, customized training, some of these things are overlap as I see them. I have ESPD for information.

Chairman Schaible: Other testimony? Any Agency? We will close the hearing.

2017 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1318
3/29/2017
Job Number 29785

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

To provide for a legislative management study of all entities receiving appropriations for the delivery of education to preschool through grade twelve students.

Minutes:

Attachments: 1

Chairman Schaible: See Attachment #1 for proposed amendment. There were many different people and groups that had ideas for what we should be studying and how we should be doing it. My first attempt at this was to encourage the Governor's office to hold a round table or a blue ribbon. It just seemed like that was not going to work so well for a variety of reasons. I think the biggest one being the lack of experience and the idea of how that should go. In talking with both leaderships on both sides, Chairman Owens, and others this kind of seemed to be what floated to the top. The rationale for this is to draft this similar to what we did with the round table and the blue ribbon. The reason it is a separate committee rather than an interim study in the education committee is just that so we have kind of a vague area of funding in the initiatives and the education purposes that we are trying to grow. With this thing we can bring in stakeholders, discuss that topic, and continue doing that. It does not restrict us the way a legislative management study would do with what we are trying to do. This is the first draft for you to look at. I want you to have to look at it for a while.

(4:27) Vice Chairman Rust: You have 6 members from the House and 5 from the Senate?

Chairman Schaible: It is the normal format when they do committees like this. It was intended to be proportional like they do most committees. I would assume it would be proportional to the way they do legislative management committees now. I left it to allow for legislative management to decide that. I am more concerned of the kind of educational people have on it.

Senator Oban: That is a good idea depending on who the chairman of legislative management is.

Chairman Schaible: That is the case no matter what happens with everything. That is still up for discussion.

Senator Kannianen: I have different things about different studies that have been done in the past in regards to the funding formula or to delivery of education. I am curious.

Chairman Schaible: That is why this is a different format than just doing a legislative management study. Then you are locked into what that study mandates. What your goal is trying to do. Unless you specifically lay out all of the possibilities of specifics you want to look at for a legislative management study, you are limited to the scope of what you can do. This gives you more of a determination of as things go with the committee of how that can go. (Gave examples.) I brought in both leaderships and they said it seems like it would be something worthy to try.

Vice Chairman Rust: On the last bit of 1.a., I am trying to remember what we did with the bill that dealt with the "in lieu of monies". What did we do with that?

Chairman Schaible: There is a "in lieu of" study.

Vice Chairman Rust: So you could encompass?

Chairman Schaible: We wouldn't have to duplicate it but we could certainly roll it in there. Unless you want to hand pick every area that you want to study. This is certainly not the way that we usually do this, but it has been 12-14 years since the round table or blue ribbon. I envision this as being an ongoing subcommittee, but we are starting this way. \\ Closed the discussion on HB 1318.

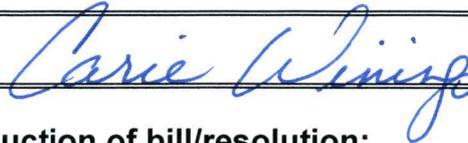
2017 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1318
4/3/2017
Job Number 29899

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Provide legislative management study of all entities receiving appropriations for the delivery of education to preschool through grade twelve students.

Minutes:

No Attachments

Chairman Schaible: Opened HB 1318 for committee discussion.

Vice Chairman Rust: Do we have any reason to keep this?

Chairman Schaible: Not that I know of. Everything is out of the House. There are some bills in appropriation, but I think we have several that we can work with. I did pass out an amendment. If you are interested in that, I do need a motion on that. I have been wrestling around with these studies for the last 4 or 5 weeks, and thinking about the direction we want to go with studies. This seems to be an avenue that has floated to the top because it is specific enough, yet it allows us flexibility to bring in different stakeholders and bring in different topics of things that we need to do. It is tailored after the round table and blue ribbon commission. It is not quite that far, but I think it is a start in that direction. It has been a while since we have done that kind of a study on the direction of education and the way we want to deliver our courses. It has the availability to go into funding of the areas that we discussed. It also has the support of some of the key people in the House and the Senate. It is not just a legislative management study on the K12 education system, it is its own study. It has the potential of being something ongoing, but we will see what happened in two years and go from there.

Senator Davison: Moved Amendment 17.0586.02001.

Vice Chairman Rust: Seconded.

Senator Kannianen: On Subsection 3, talking about taskforces and working groups, can that be any citizen or are those to be made up of members of legislative assembly.

Chairman Schaible: It is at the discretion of the committee that is assigned. (Gave Examples.) If you say who they are and what they are, then you are limited to that. That is why I wanted something that is a little more open with a little more direction. It is a little more open ended but it is legislative controlled.

Senator Oban: I think this has the potential of looking into some really good ways of moving forward with education in the state. I always have a concern with how this committee is made up and I hope that it is done by putting people on the committee who have the best interest of the kids ultimately as a part of this committee. Sometimes the committees that we appoint are not necessarily done so with the goal of reaching consensus and finding those best ways of moving forward. I feel like it is necessary to say depending on who gets assigned to this.

Chairman Schaible: I didn't put in the makeup of majority and minority parties but it is at the discretion of Legislative Management and hopefully the right people are put on there that are going to create some results, and not just making a statement.

A Roll Call Vote Was Taken: 6 yeas, 0 nays, 0 absent.

Motion Carried.

Senator Davison: Moved a Do Pass As Amended.

Senator Kannianen: Seconded.

A Roll Call Vote Was Taken: 6 yeas, 0 nays, 0 absent.

Motion Carried.

Chairman Schaible will carry the bill.

March 28, 2017

CS
4/3/17

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1318

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of the state aid funding formula for elementary and secondary education.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - STATE AID FUNDING FORMULA FOR ELEMENTARY AND SECONDARY EDUCATION - COMMITTEE - APPOINTMENT - DUTIES.

1. During the 2017-18 interim, the legislative management shall consider appointing a committee consisting of five members of the senate and six members of the house of representatives to:
 - a. Examine how state aid for elementary and secondary education is determined and distributed under the state aid funding formula, analyze the impact of the state aid provided through the funding formula, and consider potential necessary changes to the funding formula to ensure equity, adequacy, and sustainability; and
 - b. Examine the delivery and administration of elementary and secondary education in the state and the short- and long-term policy and statutory changes that may result from or be necessitated by twenty-first century technological advances and global economics.
2. The legislative management shall designate the chairman and vice chairman of the committee.
3. The committee shall operate under the rules applicable to other legislative management committees, except the committee may create task forces or working groups to meet the study directives.
4. Any member of the legislative assembly appointed to serve on a task force or working group under this Act may receive per diem compensation and reimbursement for actual and necessary expenses, as provided by law. Any other individual appointed to serve on a task force or working group may receive reimbursement from the legislative council, for actual and necessary expenses, as provided by law for state officials.
5. The committee shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-sixth legislative assembly."

Renumber accordingly

Date: 4/3
Roll Call Vote #: 1

2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1318

Senate Education Committee

Subcommittee

Amendment LC# or Description: 17.0586.02001

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider _____

Motion Made By Davison Seconded By Rust

Senators	Yes	No	Senators	Yes	No
Chairman Schaible	✓		Senator Oban	✓	
Vice-Chairman Rust	✓				
Senator Davison	✓				
Senator Kannianen	✓				
Senator Vedaa	✓				

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

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

Date: 4/3
 Roll Call Vote #: 2

2017 SENATE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1318

Senate Education Committee

Subcommittee

Amendment LC# or Description: _____

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Davison Seconded By Kannianen

Senators	Yes	No	Senators	Yes	No
Chairman Schaible	✓		Senator Oban	✓	
Vice-Chairman Rust	✓				
Senator Davison	✓				
Senator Kannianen	✓				
Senator Vedaa	✓				

Total (Yes) 6 No 0

Absent 0

Floor Assignment Schaible

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

REPORT OF STANDING COMMITTEE

HB 1318, as engrossed: Education Committee (Sen. Schaible, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1318 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of the state aid funding formula for elementary and secondary education.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - STATE AID FUNDING FORMULA FOR ELEMENTARY AND SECONDARY EDUCATION - COMMITTEE - APPOINTMENT - DUTIES.

1. During the 2017-18 interim, the legislative management shall consider appointing a committee consisting of five members of the senate and six members of the house of representatives to:
 - a. Examine how state aid for elementary and secondary education is determined and distributed under the state aid funding formula, analyze the impact of the state aid provided through the funding formula, and consider potential necessary changes to the funding formula to ensure equity, adequacy, and sustainability; and
 - b. Examine the delivery and administration of elementary and secondary education in the state and the short- and long-term policy and statutory changes that may result from or be necessitated by twenty-first century technological advances and global economics.
2. The legislative management shall designate the chairman and vice chairman of the committee.
3. The committee shall operate under the rules applicable to other legislative management committees, except the committee may create task forces or working groups to meet the study directives.
4. Any member of the legislative assembly appointed to serve on a task force or working group under this Act may receive per diem compensation and reimbursement for actual and necessary expenses, as provided by law. Any other individual appointed to serve on a task force or working group may receive reimbursement from the legislative council, for actual and necessary expenses, as provided by law for state officials.
5. The committee shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-sixth legislative assembly."

Renumber accordingly

2017 TESTIMONY

HB 1318

Attachment 1 HB 1318
2/1/17

HB 1318

Mr. Chairman and members of the House Education Committee, for the record, my name is Rep. Mike Schatz from District 36, New England. I taught social studies and coached football for 26 years. HB 1318 is an attempt to cut a program that costs the state of North Dakota \$4.9 million, which could be used in other more critical areas.

I find that the services of REAs: professional development or in-service, tech support, school improvement mentorship, data achievement, curriculum enrichment, legislative enrichment classes, bus driver training, and customized trainings are a duplication of the services that DPI provides, can easily be found on the internet, or can be provided within the school district.

Who do Regional Education Associations answer to?

Are these some kind of field offices for DPI?

DPI has 99.75 employees, and all of these services are included in their offices, so why do we need to spend more general fund money?

If these are so important, should DPI be putting these in their budget?

Should the school districts increase their contribution?

Why are they receiving a percentage of the formula? Isn't that robbing from the districts themselves?

Technically, these services relate to helping school administrators (Superintendents and Principals) do their job. You will notice that very few of the emails you have received have come from anyone but Superintendents and Principals. I don't see anything that helps teachers or students directly and any remedial work from 21st Century federal funds could easily be passed straight to the schools. Remember, the administrators already have organizations for support that most districts pay for, including ND Council for Educational Leaders, the School Administrators Association, the School Principals Association, North

Dakota United, and many national organizations. DPI, The Education Standards and Practices Board (Teacher Support \$2m), Center for Distance Learning, and others do most of the afore mentioned tasks, so why do we want another layer of bureaucracy when what we should have is a consolidation of services.

There have been 12 years of REA's and our Act test scores have dropped. In that time, our funding for K-12 however has increased from \$698 million to \$1.6 billion. South Dakota gets virtually the same test scores as we do but spends \$1891.00 less per student.

I find these to be non-essential services that could easily give the legislature \$4.9m to spend on essential services. This bill does not prevent REA's from existing, it just takes the legislative funding away.

All session we have been talking about cutting fte's and programs, this is your chance to take a wack at that \$400 million deficit.

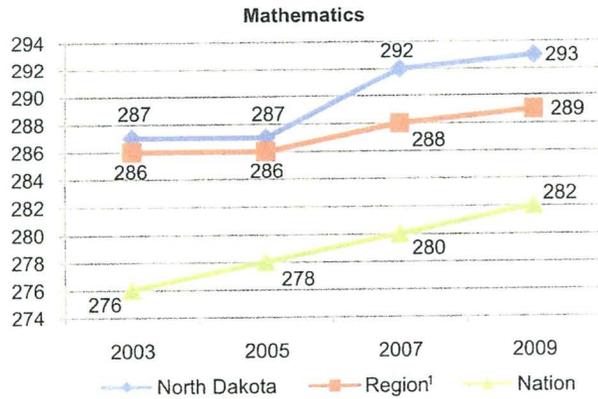
REA GRANTS FROM DPI

	FEDERAL PROGRAMS							STATE PROGRAMS						Grand Total	
	Child Nutrition Program	Special Education	Title II Teacher Quality	Title III ELL	21st Century	Early Learning First Reading	Total Federal	Principal/Teacher Evaluation	Common Core Grants	School Board Leadership	Teacher Center Network	REA Coordinator Funding	REA Weighting Factor		Total State
2009-2011												\$ 400,000.00	\$ 2,575,881.00	\$ 2,975,881.00	\$ 2,975,881.00
2011-2013	\$ 172,133.86	\$ 126,253.82	\$ 20,911.81	\$ -	\$ 10,261,692.72	\$ 73,310.81	\$ 10,654,303.02	\$ -	\$ -	\$ -	\$ -	800,000.00	2,979,574.00	3,779,574.00	14,433,877.02
2013-2015	92,695.99	143,084.37	238,114.71	-	8,547,381.13	-	9,021,276.20	109,040.30	70,000.00	9,338.00	40,000.00	800,000.00	3,496,414.00	4,524,792.30	13,546,068.50
2015-2017	88,714.54	246,432.45	296,152.77	58,454.18	8,260,694.42	-	8,950,448.36	115,018.02	-	-	80,000.00	800,000.00	3,898,959.00	4,893,977.02	13,844,425.38
	\$ 353,544.39	\$ 515,770.64	\$ 555,179.29	\$ 58,454.18	\$ 27,069,768.27	\$ 73,310.81	\$ 28,626,027.58	\$ 224,058.32	\$ 70,000.00	\$ 9,338.00	\$ 120,000.00	\$ 2,800,000.00	\$ 12,950,828.00	\$ 16,174,224.32	\$ 44,800,251.90

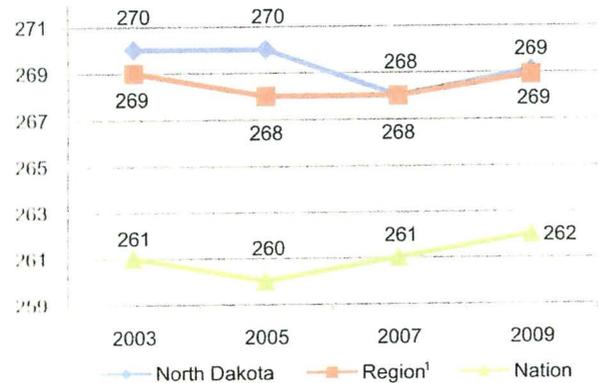
¹Information regarding federal funding is not available for the 2009-11 biennium.

²Based in estimated formula payments - 2015-2017 Biennium federal and other state program amounts are through 12/31/2016.

Average NAEP Scores - Eighth Grade

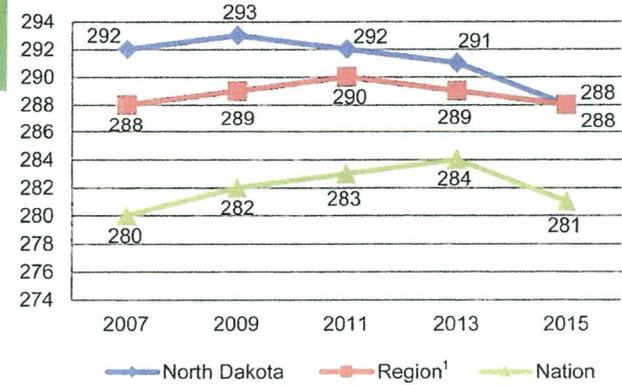


Reading

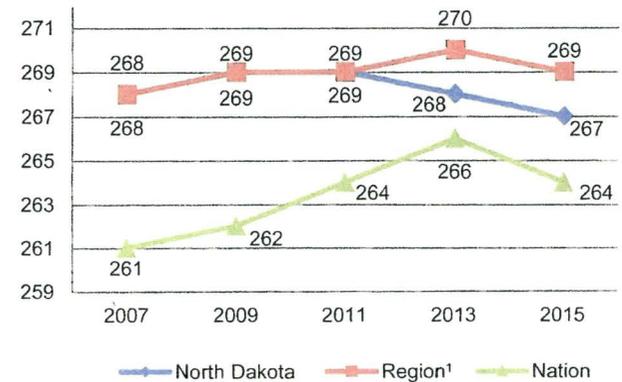


¹The region NAEP score is the average of the Iowa, Minnesota, Montana, South Dakota, and Wyoming posted scores.

Average NAEP Scores - Eighth Grade Mathematics



Reading



¹The region NAEP score is the average of the Iowa, Minnesota, Montana, South Dakota, and Wyoming posted scores.

**NORTH DAKOTA COMPOSITE ACT SCORES
1976-2015**

GRAD YEAR	COUNT	PERCENT	Mean Composite	Pre-1989 Mean Composite
1976	7688			18.3*
1977	7980			18.2*
1978	7445			18.1*
1979	7224			18.1*
1980	7245			18.0*
1981	7097			18.0*
1982	6589			17.8*
1983	6610			17.8*
1984	6446			17.9*
1985	6211			18.1*
1986	5424		20.5	18.5*
1987	5687		20.8	18.8*
1988	6211		20.7	18.7*
1989	6035		20.7	18.7*
1990	6118		20.6	
1991	5966		20.7	
1992	6068		20.7	
1993	6191		21.0	
1994		75%	21.2	
1995		75%	21.2	
1996		77%	21.3	
1997		78%	21.4	
1998		78%	21.4	
1999		79%	21.4	
2000		80%	21.4	
2001		80%	21.4	
2002		78%	21.2	
2003		80%	21.3	
2004		81%	21.2	
2005		82%	21.3	
2006		80%	21.4	
2007		82%	21.6	
2008		81%	21.6	
2009		78%	21.5	
2010		81%	21.5	
2011		98%	20.7	
2012		100%	20.7	
2013		98%	20.5	
2014		100%	20.6	
2015		100%	20.6	

A



415 4th Street North
Fargo, ND 58102-4514
701.446.1000
FAX: 701.446.1200
www.fargo.k12.nd.us

Attachment 2

Dr. Jeffrey M. Schatz, Superintendent • 701.446.1005
Dr. Robert Grosz, Associate Superintendent, Teaching & Learning & Secondary Education • 701.446.1010
Dr. Rachael Agre, Assistant Superintendent, Elementary Education & Professional Development • 701.446.1069
Mr. Broc Lietz, Business Manager • 701.446.1027
Ms. Brittnee Nikle, Director, Human Resources • 701.446.1038
Mrs. AnnMarie Campbell, Executive Assistant & Communications • 701.446.1005

HB 1318 2/1/17

To: Education Committee
Fr: Dr. Jeffrey M. Schatz, Superintendent
Dr. Robert T. Grosz, Associate Superintendent
Re: REA

The Fargo Public Schools has been involved with many professional development opportunities offered by the South East Educational Cooperative (SEEC) over the past few years. The quality of the professional development has been at a very high level. Our staff have appreciated the opportunities to learn and grow with other educators from South East North Dakota.

The South East Educational Cooperative has helped our district provide professional development that, without the SEEC, we would not have been able to provide to our staff. The organization has provided opportunities for our staff to strengthen their teaching and provided our district tools to utilize for our process of continuous improvement.

An example of this would be our districts involvement in the Multi-Tiered System of Support (MTSS) training. This professional development linked directly to our district's Strategic Plan. Our plan states, "MTSS is a school-wide process, beginning with quality core instruction within the general education classroom. Academic and behavioral interventions or extensions are provided to students based on data collection and analysis. These interventions or extensions vary in intensity based on student needs and may be provided by a variety of personnel, starting with the general education teachers. The MTSS model supports; supplementary intervention, intensive intervention, progress monitoring, and extensions."

As a district we were able to capitalize on the training a core team of educators received through the SEEC and develop a protocol that is used across our secondary schools to provide students who have been identified as needing academic assistance, the intensive interventions they need in the area of literacy and mathematics.

In addition to the MTSS professional development, the district has also taken advantage of numerous other professional development such as the Just in Time Mathematics, You're Hired, and Improving Academic Literacy trainings. Like the MTSS training, these have been of high quality and have been well received by our staff. The information that has been learned through these trainings have definitely made a difference in the education of the students we have the opportunity to serve in the Fargo Public Schools.

GRAFTON PUBLIC SCHOOLS
Inspiring Excellence
Building Character

Superintendent
Jack Maus
1548 School Road
701-352-1930
701-352-1943 Fax

Grafton High School
Darren Albrecht
1548 School Road
701-352-1930
701-352-1943

Central Middle School
Michael Kaiser
1556 School Road
701-352-1930
701-352-1120 Fax

Century Elementary
Jill Olson
1540 School Road
701-352-1930
701-352-0163 Fax

Activities Director
Randy Rice
1548 School Road
701-352-1930
701-352-1943 Fax

Chairman Owens and members of the House Education Committee,

The purpose of this letter is to show the positive impact the Red River Valley Education Cooperative (RRVEC) has had in Grafton Public Schools and all schools in our consortium. Our REA has become a valuable resource for schools in the northeast.

The RRVEC has become the leader in our area in providing resources and professional development. The last couple of years our REA has lead our schools in creating an effective evaluation model for our teachers and administrators. All schools in the consortium have adopted the Marzano Leadership Model and have benefited from instructional rounds, formative assessment training and the development of rubrics and scales.

Our REA has provided Steve Dunn writing workshop in Grafton schools and area schools. Teachers have received training and resources to improve their skills in teaching writing strategies with their students.

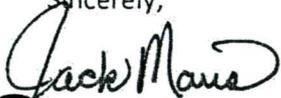
Just in Time Math activities sponsored by our REA has trained our math teachers on strategies that improve math instruction and student learning. Meaningful instruction and strategies are improving teaching and understanding of math concepts and expectations.

Grafton is working with area schools through our REA on standard-based reporting and assessments and collaboration amongst teachers through google handouts and staff meetings. This is allowing staff from all schools in the area to develop working groups to create critical concepts and roadmaps in their subject area. The groups are led by on-site instructional coaches staffed by the REA.

Our REA supports the following student activities: Northern Valley Career Fair for 10th graders, an Explore NVCTC day for 8th graders, VEX robotics competitions between schools, academic competitions for junior and senior high students, and student's lyceums by providing presenters on several topics and issues from careers, to drugs to mental health.

The Red River Valley Education Cooperative is of great benefit to our northern Red River Valley schools in the areas of professional development and student activities. It is successful in providing rural school opportunities that would not be possible to do on our own. Our REA has become an integral part of a successful educational system in the northeast.

Sincerely,



Jack Maus
Superintendent

Board Of Education

Donald Suda President
Barry Kingsbury, Vice President
Greg Feltman, Jeff Hermanson, Scott LeClerc
Jennifer Thompson, Tom Torkelson
Cathi Heuchert, Business Manager

2

RRVEC 2016-17 Event List: (All PD will start at 8:30am unless otherwise noted!)

Name of Event:	Date:	Location
Governing Board Meeting (1:00pm)	July 20th	UND Tech Accelerator
Vex Teacher/Coach Training w/ Andrew Dahlen	August 2, 3, and 4	Hilton Garden Inn, Grand Forks
Assessment Academy w/ Marzano Associates	August 9/10	Ramada Inn, Grand Forks
Project Builds w/ a STEAM emphasis (grades 6-12)	August 11 and 12	UND Tech Accelerator
Trauma Informed Schools for GFPS Counselors	August 17 and 18	Red River HS
Steve Dunn K-1 Writing	September 12th	Hillsboro
Steve Dunn 2-3 Writing	September 13th	Hatton
Steve Dunn 4-5 Writing	September 14th	Grafton
Steve Dunn 6-8 Writing	September 15th	Cavalier
Steve Dunn HS Writing	September 16th	Northwood
JiT Math (Grade 4)	September 20th	UND Tech Accelerator
Governing Board Meeting (1:00pm)	September 21st	Mark Sanford Ed Center
JiT Math (Grade 5)	September 21st	UND Tech Accelerator
JiT Math (Grade 6,7,8)	September 22nd	UND Tech Accelerator
High School JiT Math KICK-OFF	September 23rd	UND Tech Accelerator
New Teacher Workshop	September 28th	Grand Forks, Hilton Garden Inn
JiT Math (pick 1 of the 2 days)	October 31st	UND Tech Accelerator
JiT Math (pick 1 of the 2 days)	November 2nd	UND Tech Accelerator
Instructional Rounds with Dr. Warrick	November 2nd	Grafton
North Valley Career Expo for 10th Grade Students	November 2nd	Alerus Center, Grand Forks
Instructional Rounds with Dr. Warrick	November 3rd	Grand Forks
High School JiT Math - Modeling	November 10th	UND Tech Accelerator
Steve Dunn K-1 Writing	November 14th	Hillsboro
Counselors Professional Learning Session	November 14th	UND Tech Accelerator
Steve Dunn 2-3 Writing	November 15th	Grafton
Governing Board Meeting (1:00pm)	November 16th	UND Tech Accelerator
Steve Dunn 4-5 Writing	November 16th	Grafton
Steve Dunn 6-8 Writing	November 17th	Cavalier
Steve Dunn HS Writing	November 18th	Northwood

School Leader's Guide to Standards-Based with Jan Hoegh	November 21st	Grand Forks, Hilton Garden Inn
Instructional Rounds with Dr. Warrick	December 13th	Thompson
HS JIT Math - Numbers and Quantity	January 12th	UND Tech Accelerator
MLK Day Presentation - Debbie Silver	January 16th	AM - Mayville, PM - Grafton
Jit Math (Grade 4 and 5)	January 17th	UND Tech Accelerator
Governing Board Meeting (1:00pm)	January 18th	Mark Sanford Ed Center
Jit Math (Grade 6)	January 18th	UND Tech Accelerator
Jit Math (Grade 7)	January 19th	UND Tech Accelerator
Explore NVCTC	January 19th	Grafton/North Valley
Brooks Harper - GFPS	January 20th	Grand Forks Public Schools
Jit Math (Grade 8)	January 20th	UND Tech Accelerator
Steve Dunn K-1 Writing	January 30th	Hillsboro
Steve Dunn 2-3 Writing	January 31st	Grafton
Steve Dunn 4-5 Writing	February 1st	Manvel
Steve Dunn 6-8 Writing	February 2nd	Grafton
Steve Dunn HS Writing	February 3rd	Northwood
HS JIT Math - Algebra	February 3rd	UND Tech Accelerator
HS JIT Math - Geometry	February 17th	UND Tech Accelerator
JiT Math (pick 1 of the 2 days)	March 2nd	UND Tech Accelerator
JiT Math (pick 1 of the 2 days)	March 3rd	UND Tech Accelerator
HS JIT Math - Functions	March 10th	UND Tech Accelerator
Governing Board Meeting (1:00pm)	March 15th	UND Tech Accelerator
HS JIT Math Statistics & Probabilities	March 23rd	UND Tech Accelerator
Steve Dunn K-1 Writing	March 27th	Hillsboro
Steve Dunn 2-3 Writing	March 28th	Hatton
Steve Dunn 4-5 Writing	March 29th	Manvel
Steve Dunn 6-8 Writing	March 30th	Grafton
Steve Dunn HS Writing	March 31st	Northwood
New Teacher Workshop	April 12th	Grand Forks, Hilton Garden Inn
D. Miller - The Book Whisperer & The 40 Book Challenge	April 12th	Empire Theater, Grand Forks

Governing Board Meeting (1:00pm)	May 17th	UND Tech Accelerator
Summer Workshop Series (Coming Soon!)	June 5th - 9th	Coming Soon!



Ellendale Public School

321 N 1st St, PO Box 400
Ellendale, ND 58436-0400

Phone: (701) 349-3232
Fax: (701) 349-3447
www.ellendale.k12.nd.us

High School Principal

Matthew Herman

Elementary Principal

Dan Girard

Business Manager

Lana Norton

Superintendent

Jeff G. Fastnacht

Board of Education

Cay Durham, President
Scott Wertz, Vice Pres
Kent Schimke, Director
Charlene Kinzler, Director
Michele Thorpe, Director

HB 1318 – Relating to Regional Education Associations
Testimony in Opposition

Ellendale Public School – Supt. Jeff Fastnacht

North Dakota Association of School Administrators – President Jeff Fastnacht

Good day Chair Owens, Vice Chair Schreiber-Beck, and members of the House Education Committee. For the record, my name is Jeff Fastnacht and I serve as the Superintendent for Ellendale Public School as well as the President of the North Dakota Association of School Administrators. I stand before you today providing testimony in opposition of HB 1318.

This bill would appear to be in direct opposition to the ideals of “sharing costs” – “efficiency” or “education innovation”.

The North Dakota REA systems, despite being in existence since 2005, remains in its adolescence. But, just because they can be a testy teenager at times, they remain worth our time and money as they continue to mature into vital aspects of our educational system.

Ellendale Public School would stand to lose the both financially and educationally if REA’s were taken away. This past year Ellendale received the following services from our REA at little to no cost:

English Language Learner Support – The SEEC provides an avenue to receive state funding for ELL students in my district and throughout the south-east corner of North Dakota. The SEEC provides a coordinator, educational materials, and is paying for tuition and books for one of my high school teachers to obtain her ELL credential.

Gearing Up for Kindergarten & Middle School – Our REA supported my teachers in receiving training and support for the implementation of this program, which we continue to provide to our parents and students today.

After School Program – Our REA is providing for two-part time individuals to provide after school programming and care for students in our community. This costs Ellendale School nothing but providing a space.

A Wide Variety of Professional Development – Ellendale has teachers this year engaged in MTSS training, earning their ELL credential, and trainings on Improving Student Engagement, Academic Literacy, and Mental Health.

Without the support of our REA we, and other schools, would be left to attempt to organize and coordinate these wide variety of services on our own. I am sorry, but I have many other things to organize to effectively run my school and I am reassured that I have the good people at my REA working for me.

Passing HB 1318 may appear to save the state money, but it will not save my school money, time, or professional growth. It will be detrimental in all these areas.

I stand in opposition to HB 1318.

AN EQUAL OPPORTUNITY EMPLOYER

The Ellendale School District does not discriminate on the basis of race, national origin, sex, or handicap in its educational program, activities, and employment practices.



Light of Christ Catholic Schools

January 26, 2017

To Whom It May Concern:

I am writing this letter on behalf of Light of Christ Catholic Schools of Bismarck to express our support for the continued need for the North Dakota Regional Education Associations in this state.

Regional Education Associations are instrumental to improve and enhance administrator, teacher, and student learning. We believe that the Missouri River Educational Cooperative (MREC) and Light of Christ Catholic Schools are educational partners.

The following are examples of the many services the MREC provides to our schools:

- Coordination of the local administrator meetings which assist administrators and principals in networking
- Work collaboratively with other educational leadership organizations such as NDCEL
- In-servicing teachers in mental health training
- In-servicing teachers in understanding and teaching to ND standards
- Providing college and career readiness programs
- Providing CTE credits through distance or virtual-learning methods of instruction
- In-servicing teachers in using data to drive classroom instruction
- Providing STEM curriculum, materials, and training
- Providing coordination and oversight for the teacher resource library

We believe that the MREC is a vitally important partnership for the schools in this region. Additionally, we believe that the Regional Education Associations offer a tremendous opportunity to advance education across the state of North Dakota.

Sincerely,

Gerald T. Vetter

President Light of Christ Catholic Schools

1025 N 2nd Street, Bismarck ND 58501

gvetter@lightofchristschools.org

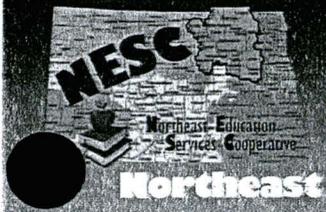
Light of Christ Catholic Schools

ST. MARY'S CENTRAL HIGH SCHOOL • LIGHT OF CHRIST 7TH & 8TH GRADE ACADEMY
CATHEDRAL OF THE HOLY SPIRIT SCHOOL • SAINT ANNE SCHOOL • ST. MARY'S GRADE SCHOOL

1025 N. 2nd Street, Bismarck, ND 58501

(701) 751-4883

7 www.lightofchristschools.org



NESCS

Northeast Education Services Cooperative

205 16th St. NW
Devils Lake, ND 58301
701.662.7650
nesc@nescnd.org
<http://www.nesc.k12.nd.us>

January 30, 2017

Honorable Mark S. Owens, Chair
House Education Committee

Dear Representative Owens:

The Northeast Education Services Cooperative (NESCS) is one of eight Regional Education Associations (REAs) in the state of North Dakota. This agency, based in Devils Lake, serves 22 member public, private and tribal school districts, Lake Region Special Education, and the North Dakota School for the Deaf, and cooperates closely with Lake Region State College. The supports offered to schools by REAs are crucial and so we, the NESCS staff and NESCS Governing Board President, are in strong opposition to HB 1318.

The NESCS was formed in 2001 and since that time, has created a framework of support for member schools resulting in resource efficiencies, increased educator and student opportunities, and a 'leveled playing field' across small and large schools. Through the NESCS's direct and facilitated services in districts, school staffs have enhanced capacity to implement standards and assessment using best practices, to operate refined data utilization systems to guide instruction, and to engage in school improvement processes in an assisted and confident manner. All of this is achieved through engaging and embedded professional learning for administrators, teachers, counselors/career advisors, and support staff, of which the NESCS has provided more than 3,000 hours of training for more than 600 educators over the past five years. While professional learning is a major focus of the NESCS, student events and curriculum enhancement opportunities are also at the core of the NESCS's work. Programs such as the SCRUBS Health Careers Camp, First Lego League Tournament, Young Writers' Conference, 'You're Hired' Events, STEM Camps, college/career readiness events, and the Technology Learning Cooperative are additional, significant contributions to the region's schools and when combined with educator professional learning, impact more than 5,000 students each year.

The NDREA is a state entity that directly links many other North Dakota educational entities in cooperative initiatives including, but not limited to, the Department of Public Instruction (DPI), Information Technology Department, Education Technology Council, ND Council of Educational Leaders, Edutech, ND LEAD Center, and higher education. Extensive collaboration also exists across the eight REAs in the state, creating even greater efficiencies and pools of expertise for the benefit of nearly 99% of North Dakota's schools. These benefits include the support of unfunded, state mandates such as mental health and suicide prevention training, principal/teacher evaluation and standards and assessment implementation.

The NESCS has high expectations for accountability and answers to the five, legislated service areas for REAs, its member schools, multiple NESCS governing boards (administrator and school board representatives), DPI, AdvancED (currently working through the accreditation process), and external funders/grant sources.

We thank you for your thoughtful consideration of REA testimony and ask that you oppose HB 1318. We welcome a discussion if you have questions regarding REA services and benefits, and you can find more information about the NESCS at www.nesc.k12.nd.us or the NDREA at www.ndrea.org.

Sincerely,

Jennifer Carlson
NESCS Executive Director

Erin Lacina
NESCS Project Director

Steve Halldorson
NESCS Governing Board President

Pages 9 through 35 of February 1, 2017, Attachment 2 replicate the content of page 8 of the same. The addressees of the letters are the 65th Legislative Assembly members listed below.

Representative Cynthia Schreiber-Beck
Representative Rich S. Becker
Representative Pat D. Heinert
Representative Dennis Johnson
Representative Mary Johnson
Representative Donald W. Longmuir
Representative Andrew Marschall
Representative Bill Oliver
Representative Brandy Pyle
Representative Matthew Ruby
Representative Denton Zubke
Representative Ron Guggisberg
Representative Corey Mock
Senator Richard Marcellais
Representative Tracy Boe
Representative Marvin E. Nelson
Senator Janne Myrdal
Representative Chuck Damschen
Representative David Monson
Senator Jerry Klein
Representative Jon O. Nelson
Representative Robin Weisz
Senator Dave Oehlke
Representative Greg Westlind
Senator Joan Heckaman
Representative Bill Devlin
Representative Don Vigesaa

To the attention of:
House Representative Karen M Rohr
House Representative Todd Porter
House Representative Nathan Toman
State Senator Dwight Cook

I am writing to you today to request that you vote no on House Bill 1318. This bill would repeal REA's from the North Dakota Century code which in turn would remove funding from the local MREC program in Mandan, ND. As you may be aware of, this is a vital program parents utilize for before and after school care for their children. North Dakota currently is experiencing child care shortages and removing this viable option for parents will cause a huge strain on the already limited childcare facilities in and around Mandan, ND; but also to that of the parents who now have one less option. As you know, the MREC program is in roughly half of the Mandan, ND Elementary Schools and the Junior High and removing it would place a strain on a large number of young families in the Mandan School District that rely on this program because busing and or other childcare facilities are either not available or not ideal for their family situation.

Currently the majority of before and after school care facilities in Mandan, ND do not have the means to transport the child to and from school; leaving that up to the parent to set up transportation. Therefore unless the facility is within safe walking distance it is not an option for many working families like myself who live in Mandan, ND but work in Bismarck, ND. We as parents do not have the viable means to show up late and leave early from our jobs in and around the Bismarck/Mandan area in order to transport our children to and from the childcare facility and their schools. Having the high quality educational based before and after school care of the MREC right at Roosevelt Elementary School in Mandan, ND is one less stressor that we as a family have had to deal with on a daily basis.

We have one child that utilizes the MREC program at Roosevelt Elementary School in Mandan, ND. But within the next year and a half we will have three young children enrolled in the program. Without this childcare option, we as a family will have to re-evaluate where our three children will attend school in Mandan, ND.

From day one, our son has thoroughly enjoyed and thrived while being enrolled in the MREC program. The Coordinator, Ms. Shelby Nottestad and her staff have been nothing but inviting and professional with my husband and myself. Ensuring us that our son is in a safe yet fun learning environment. Our son looks forward to attending the program and due to his age becomes upset when he has to leave in the evening because he is either listening to a story, drawing with his teacher, playing an interactive learning game on the Ipad or competing in a serious game of freeze tag. As the current school year starts to wind down, we have been given the option to either enroll our son in the summer MREC program or the summer program associated with the Mandan Parks and Rec department. With your no vote to HB 1318, it will ensure that our decision to keep our son enrolled in the MREC during the summer will still be an option. The idea that our son will continue to have an active yet educational based program to attend will help keep him out of the summer learning funk as well as providing a much needed service to our community.

As a parent and tax payer, I fully understand the need for the state of North Dakota to stay within their fiscal budget, but I encourage you to vote no on HB 1318. Please do not remove one of the few educational childcare options that we as parents have.

Sincerely,
Melissa Schwartzbauer
2478 County Road 138
Mandan, ND 58554

Testimony in Opposition of HB 1318

Scott and Lisa Hamilton

My name is Lisa Hamilton and I'm writing this email to help encourage to vote against HB 1318. My son Gauge Hamilton attends Custer elementary school and also attends the mrec after school program, and the MREC summer program. He has been in the program for three years now and absolutely loves it. The after school program is probably his favorite time of the day. he loves the hands-on activities and the extra help he receives with school work. The amazing teachers are just a plus. The same ladies have run the program for the last few years now and they are so very dedicated to these kids. They work long hours to be able to help out families like ours. My husband and i both have odd hours at work and without this program and no family in town, i have no idea how we would be able to get by on a daily basis. The summer program is also very important to us. I remember dropping gauge off right when the summer program started and we were walking up to the school. there was a huge flower bed with freshly planted flowers and my son was so excited to show me what he had planted. It was a good learning experience for him. The ladies that run the program are very important to my son. In fact, they are very important to all of us, along with the mrec program. We need this program. so please, vote against HB 1318. thank you for your time.

Sincerely, Lisa and Scott Hamilton

To the Education Committee and to all those who proposed HB 1318 regarding removal of North Dakota REA's/local ESPs:

I am writing in regards to HB 1318. I feel by pulling the funds for these very important programs you will cause more problems than you may have counted on.

The Regional Education Associations and ESPs are a MUST for our communities. I am going to give you personal testimony as to WHY you MUST keep these programs funded.

My son is 5. This is his first year of school. He attends Kindergarten at Lincoln Elementary in Lincoln, ND. What has happened in his short life, no parent should ever have to go through. In the summer of 2015, under the care of a daycare, my son drowned at a local pool. And because this is involved with a lawsuit, I can only say this: he was rescued. He's now ok. Our family went through much trauma, as did our son. We will never trust daycare again. My son has been through the gammit with daycares from the early age of 18months, for various reasons. But because of the fact that he's been dismissed from three, and drowned under the care of one, I will NOT take him to a daycare for his after school care as some parents do.

I have a hard time with trust issues now. Can you blame me? I cannot take him to a daycare, even if its for 2 hours every day. The logistics will not work for my family and our work schedules. I imagine other parents will struggle with this as well. Who will pick him up from school and watch him? I don't have family members in town that can do this. I do not trust 'just anyone' to watch him. For me, his care at his afterschool program, MREC at Lincoln Elementary, is perfect and just what he needs to help him grow and be free.

If there were no more REA's with ESP care programs, I would have to quit my 8-5 job. I love my job and I'm finally back to work again after his drowning. I had to quit working after the incident to take care of my son as I would NOT enter him into daycare. This was a huge burden on my family to only have one income.

But if I don't quit my job, am I supposed to pick him up and take him to work with me? (as I already mentioned we would not use another daycare provider) My days consist of meetings, as I'm sure you know about quite well. A child in my meetings simply does not allow me to get my work done. I live two blocks from his school and 5 miles from work. Logistically, I cannot pick up my child , take him to a "sitter" and expect to be back at work without paying some sort of penalty for it. Quitting my job is NOT an OPTION. My family cannot afford this option.

I think we all need to know, what do you plan on offering to replace REA and ESPs or how do you propose they get their funding? Surely I'm not the only parent to be put in such a quandary if the funding for REA and ESP's is taken.

Please, consider keeping these programs funding in place. They are doing our family good, and keeping us all well adjusted in our already crazy busy lives! Don't disrupt the lives of these children. They are benefiting so much from their ESPs. There are hundreds, thousands of parents who are going through the same things as I am. We need this program to keep not only our children's lives happy, but our lives happy, healthy, balanced and financially in order.

I thank you for your time and greatly appreciate your consideration.

Alicia Hegland-Thorpe
701-240-6743

Valley-Edinburg Public Schools

Inspiring, engaging and challenging students to reach their maximum potential

Valley-Edinburg High School

Grade 9-12
PO Box 6
Edinburg, ND 58227
701-993-8312

Valley-Edinburg Elementary

Grade 5-8
PO Box 129
Crystal, ND 58222
701-657-2163

Valley-Edinburg Elementary

Grade PK-4
PO Box 150
Hoople, ND 58243
701-894-6226

Tuesday, January 31, 2017

Honorable Senators and Representatives,

I am writing this letter opposing HB 1318 and its initiative to shut down Rural Education Associations (REA's).

As superintendent for the past two years at Valley-Edinburg School District #118, the Red River Valley Education Consortium (RRVEC) has played an integral part in providing professional development opportunities to our school.

In the past two years, the RRVEC has provided the following opportunities to our rural school(s) that would be impossible to have on our own.

1. Steve Dunn Writing Program. Mr. Dunn continues to provide high-quality teaching strategies in the area of writing to our k-12 teachers for the past two years. We at Valley-Edinburg have seen immense growth from our writers, particularly in the elementary and middle school due to the intense hands-on training he provides.
2. Marzano Art of Instruction – Instructional Rounds. Dr. Phil Warrick, Dr. Marzano's right-hand man at the Marzano Learning Institution has personally been to our area multiple times to work with our local administrators. These visits continue to promote the purpose of bringing quality, measureable instruction to our classrooms. Area high school and elementary principals have been able to bring back his researched-based techniques and work with teachers to implement these in their classrooms. High quality instruction and building relationships with students are number 1 and 1A reasons for student success in the classroom.
3. Motivational Speakers. The past two years our schools have been able to bring in nationally recognized speakers such as Todd Whitaker, Debbie Silvers, Jack Birkemeyer and Bob Upgren. These entertaining educators have shared their passions, successes and failures with our teachers and staff at fall and winter in-services.
4. Book Clubs. Valley-Edinburg has participated in a variety of teacher-led book club reads. The RRVEC has helped with the purchase of these books. Titles include Dave Burgess' *Teach Like a Pirate*, Pernille Ripp's *Passionate Learners* and Danalyn Miller's *The Book Whisperer*. We have not only been fortunate to read these books, but have had the ability to meet these nationally known authors through book tours set up with the help of the RRVEC. For instance on April 12, 2017, Danalyn Miller will be in the area to

Mitch Jorgensen, Superintendent
K. Brandon Laxdal, High School Principal
Andrew Currie, Elementary Principal
A. Eileen Rinde, High School 9-12 Secretary (Edinburg)
April Sondeland, Elementary 5-8 Secretary (Crystal)
Nichole Peschong, Elementary K-4 Secretary (Hoople)

Board of Education
Dan Johnson, President
Andrew Gullickson, Vice President
Darrel Pastorek, Director
Katie Skoog, Director
Janne Myrdal, Director
Duane Jonasson, Director
Nick Otto, Director
A. Eileen Rinde, Business Manager

Valley-Edinburg Public Schools

Inspiring, engaging and challenging students to reach their maximum potential

Valley-Edinburg High School

Grade 9-12
PO Box 6
Edinburg, ND 58227
701-993-8312

Valley-Edinburg Elementary

Grade 5-8
PO Box 129
Crystal, ND 58222
701-657-2163

Valley-Edinburg Elementary

Grade PK-4
PO Box 150
Hoople, ND 58243
701-894-6226

discuss and autograph her book, which coincidentally our Valley-Edinburg Book Study Group just completed.

5. Vex Robotics. The RRVEC purchased starter kits for Vex Robotic clubs throughout the consortium. Our science teacher, Mr. Marcus Tucker has flourished with this, not only running a club, but turning it into an engineering class for credit. To show you the value of this, two of his students who typically fly below the radar and are not involved in extra-curricular activities, recently presented to me a budget and information on the need to expand the robotics program. Without the RRVEC this doesn't happen.
6. Suicide Prevention and Mental Health. With eight hours mandatory training over two years to include four hours of suicide prevention, it is often difficult to find people to meet our time constraints. Through the RRVEC, they have been able to bring in these experts who can help us meet this mandate. Two weeks ago, a young gal by the name of McKenzie Darling delivered her message, "From Darkness to Darling" to over 400 teachers about her struggle with suicidal thoughts and attempts. This hit very close to home as she graduated from a school not far from us and had personal connections with some of the very teachers in attendance.
7. Assessment Grants. Our assessment grand this year will be to purchase a web-based evaluation system that is customized to meet the needs of the Marzano Evaluation Model and implement the elements chosen by our administrative team that we are looking for in our evaluation tool.

As listed above, you can plainly see the value that our RRVEC and other REA's have provided is unlimited. Without them, many, if not all of the opportunities provided above would neither be feasible, nor practical to schedule in our small schools. It is with this in mind, that I ask you to **vote NO on HB 1318**. I realize this is a difficult time in North Dakota, particularly with the financial shortfall. However, cutting education in this manor is not the right thing to do, nor the North Dakota way, to ensure our students' opportunity to receive the best educational available. If any of you have any questions or concerns, please do not hesitate to reply back to: mitch.jorgensen@valley-edinburgk12.com

Respectfully,

Mitch Jorgensen, Superintendent
Valley-Edinburg School District #118

Mitch Jorgensen, Superintendent
K. Brandon Laxdal, High School Principal
Andrew Currie, Elementary Principal
A. Eileen Rinde, High School 9-12 Secretary (Edinburg)
April Sondeland, Elementary 5-8 Secretary (Crystal)
Nichole Peschong, Elementary K-4 Secretary (Hoople)

Board of Education
Dan Johnson, President
Andrew Gullickson, Vice President
Darrel Pastorek, Director
Katie Skoog, Director
Janne Myrdal, Director
Duane Jonasson, Director
Nick Otto, Director
A. Eileen Rinde, Business Manager

Valley-Edinburg Public Schools

Inspiring, engaging and challenging students to reach their maximum potential

Valley-Edinburg High School

Grade 9-12
PO Box 6
Edinburg, ND 58227
701-993-8312

Valley-Edinburg Elementary

Grade 5-8
PO Box 129
Crystal, ND 58222
701-657-2163

Valley-Edinburg Elementary

Grade PK-4
PO Box 150
Hoople, ND 58243
701-894-6226

Mitch Jorgensen, Superintendent
K. Brandon Laxdal, High School Principal
Andrew Currie, Elementary Principal
A. Eileen Rinde, High School 9-12 Secretary (Edinburg)
April Sondeland, Elementary 5-8 Secretary (Crystal)
Nichole Peschong, Elementary K-4 Secretary (Hoople)

Board of Education
Dan Johnson, President
Andrew Gullickson, Vice President
Darrel Pastorek, Director
Katie Skoog, Director
Janne Myrdal, Director
Duane Jonasson, Director
Nick Otto, Director
A. Eileen Rinde, Business Manager

42
Valley-Edinburg Public Schools is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, sex, age, disability or non-disqualifying handicap in its education programs/activities and employment practices.

Dear Representative,

On behalf as Governing Board Chairman of the Roughrider Education Services Program (RESP) out of Dickinson, I am writing in opposition of HB 1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As Governing Board Chair, along with members of our RESP Governing Board stand united in support of REAs in North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, RESP has grown to provide a catalog of several services to our member schools which includes: Professional development, technology support services, school improvement, data achievement, curriculum enrichment, legislative mandates such as; suicide prevention and mental youth health trainings, and other services in college and career development, bus driver trainings and customized trainings. RESP has also grown from two (2) staff members to six (6). If schools were not able to have access to REA services, this would put an extreme strain on them to find the above services and costly to provide them on their own.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting their local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,

Wade Northrop

Wade Northrop, RESP Governing Board Chairman

KINDRED PUBLIC SCHOOL DISTRICT

255 Dakota St.

Kindred, ND 58051

High School - (701) 428-3177 Elementary School (701) 428-3388



Steve Hall, Superintendent
Kent Packer, Secondary Principal
Nancy Kochmann, Elementary Principal
Melanie Moffet, Business Manager
Perry Piatz, Athletic Director

School Board Members
Mike Saewert, President
Sean Roesler, V. President
Mark Rieger, Director
Rick Klose, Director
Mark Richard, Director
Nicole Spelhaug, Director
Brian McDonald, Director

To: House Education Committee
From: Steve Hall, Superintendent Kindred Public School District
Date: January 25, 2017

RE: HB 1318

Since the start of our SEEC REA in 2005, Kindred School District has utilized many services that at times would be hard to do on our own. SEEC has been the lead organization that has brought many schools together to educate, collaborate, and plan professional development for various initiatives. Their staff has taken the lead on these offerings in the REA and they are the go to people for us when assistance and training is needed.

While Kindred does not use all the available services each and every year we have been able to participate in many in the last 12 years. Below is a list of services we have used at Kindred.

- ✓ Instructional Strategies
- ✓ Suicide Prevention
- ✓ MTSS/RTI
- ✓ Health and Nutrition/Wellness
- ✓ ELL
- ✓ Beginning Teacher Training
- ✓ Teacher/Principal Evaluations
- ✓ PLC's -Professional Learning Communities
- ✓ Gearing Up For Kindergarten
- ✓ Smarter Balance training and Data utilization including SLDS, NWEA, STARS
- ✓ Technology: technology integration, AppliTrack (Electronic job applications)
- ✓ School Improvement: trainings and coordination efforts
- ✓ Special Education Staffing, and soon we will start Medicaid Billing
- ✓ Administration and PAC meetings: coordinating and collaboration meetings

I ask that you consider the services the ND REAs provide to our local school districts and students within our State and ask for your support of them in the future.

44

“Home of the Vikings”

DEVILS LAKE PUBLIC SCHOOL DISTRICT #1

1601 College Drive North, Devils Lake, ND 58301
(701) 662-7640 (FAX) 662-7646

Scott A. Privratsky, Superintendent
Email: scott.privratsky@dlschools.org

January 27, 2017

Chairman Representative Mark Owens
and
Members of the House Education Committee:

The Devils Lake Public Schools are a member of the Northeast Education Services Cooperative (NESC) and because of our membership have been able to enjoy many efficiencies providing services to our staff and students that wouldn't be accomplished without the existence of this Regional Education Association (REA).

Professional development opportunities provided by NESC is a major reason for the Devils Lake Public Schools participation. NESC coordinates our pre-school workshop days, Martin Luther King professional development day, early dismissals, and several ongoing initiatives throughout the school year. Through member school participation, NESC is able to provide many more opportunities than possible by individual schools while developing relationships and collaboration among the member schools.

NESC has assisted our school district in meeting the suicide prevention and mental health trainings now required by the ND legislature. We have received extensive training in implementing the new Teacher and Principal Evaluation systems, as well as High Reliability Schools Training. Our paraprofessionals and other classified staff have also been beneficiaries of the work of our local REA.

NESC also provides us with many support services in the areas of special education, English learner, after school programming (21st Century Grants), nutrition services, assessments, data interpretation, beginning teacher mentoring, and other academic trainings.

Students of the NESC member schools have been able to take advantage of these services: First Lego League, Writers' Conference, SCRUBS Camp, STEM Camps, and You're Hired!

This brief description of just a few of the many services provided to the Devils Lake Public Schools through NESC indicate the huge value received by our school district. Thank you for your support of Regional Education Associations.

Sincerely,


Scott Privratsky
Superintendent

45

**Washburn Public
School District 4**
713 7th St.; Box 280
Washburn, ND 58577
Ph.: 701.462.3221
Fax: 701.462.3561
Home of the Cardinals

Superintendent
BRADLEY RINAS

High School Principal
GLEN WEINMANN

Elementary Principal
JERAD VOGLEWEDE

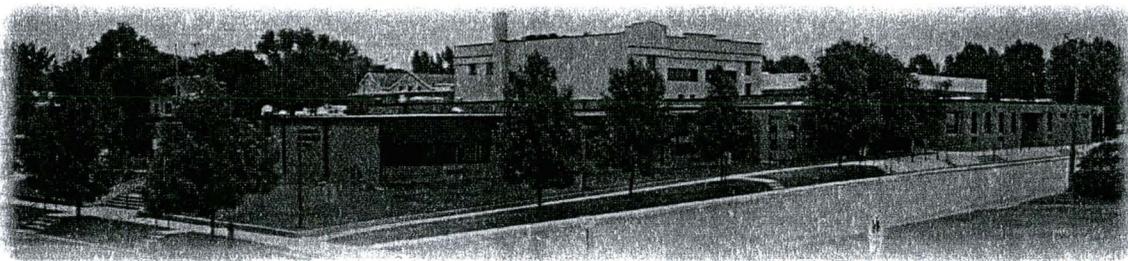
Business Manager
JANET HANSON

*School Board
President*
RICK TWEETEN

*School Board
Vice President*
LUKE RETTERATH

*School Board
Directors*
STACY BOESHANS
SANDI ERBER
BRENT PETERSEN
KELLY SCHATZ-JENNINGS
STACEY SCHERESKY

Mission:
*"The mission of the
Washburn School District is
to provide a quality
education addressing the
academic, physical, social,
and emotional well-being
of each student."*



January 25, 2017

65th Legislative Assembly
House Education Committee
Representative Mark S. Owens, Chairman

Committee Members:

In an ever-changing world, schools need to continually review and revise how to best meet the needs of their students. We do this in a number of ways, two of which involve professional development for staff and expanded programs for students. As a rural school district of approximately 315 students in grades PreK through 12, our membership in the Missouri River Educational Cooperative is essential in helping us address these two areas.

Just in the past six months we've had fourteen students enrolled in online vocational classes through the Missouri River Area Career and Technical Consortium, the CTE arm of the MREC. We another nine involved in the First Tech Challenge Competition. The MREC also sponsors a summer music camp for elementary students in McLean County schools. Last summer marked our fifth year of the camp, with over 300 entries from McLean County schools.

Regarding professional development, in the past six months we've had twenty-three participants in some form of PD delivered by the MREC and their staff. These level of participation is similar to what we've had going back at least five years. There is every indication that we'll have similar numbers of students and professional staff benefit from future MREC classes and professional development opportunities.

In closing, the MREC provides services to our school district that are not just critical to educating our students. I fear the services may be irreplaceable if the MREC ceased to exist, either because those services would become cost-prohibitive or simply unavailable. I strongly support the role of the MREC in our service to students.

Sincerely,

Brad Rinas, Superintendent
Washburn Public School District 4



Mission Statement
 Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Mark Sanford Education Center
 PO Box 6000 (58206-6000)
 2400 47th Avenue South (58201-3405)
 Grand Forks, ND
 www.gfschools.org

Dr. Terry Brenner
 Director of Curriculum, Instruction, Assessment, and Professional Development
 Department Phone: 701.792-4045
 Direct Phone: 701.746.2205, Ext. 7116
 Fax: 701.787.4354
 terry.brenner@gfschools.org

To: Whom It May Concern
 From: Dr. Terry Brenner, Director
 Date: January 26, 2017
 Re: House Bill 1318

As House Bill 1318 moves through the legislative process with the intent to eliminate North Dakota's Regional Education Associations (REAs), the Grand Forks Public School District would like legislators to know the positive impact our REA has had over the last several years. The Grand Forks Public School District has partnered with our local REA (Red River Valley Educational Cooperative) since its inception. To date, we have been able to co-mingle funds to do the following:

Activity	Number of Years	District Initiative	REA Funding/Support
Review, study and implement the Marzano Teacher Evaluation framework	5	Yes	Yes
Afford administrators the ability to practice instructional rounds (teacher observations) as a cohort with a leading expert	4	Yes	Yes
Facilitate and coordinate national renowned professional developers as it relates to Response to Intervention (Multi-Tiered Support Systems) and Professional Learning Communities	8	Yes	Yes
Afford lead teachers and instructional coaches to engage in summer curriculum writing including common formative assessment	8	Yes	Yes
Afford lead teachers to attend Standards-Based Report Card trainings	3	Yes	Yes
Afford lead teachers to attend Just In Time mathematics trainings	3	Yes	Yes
Afford lead teachers the opportunity to attend National Math & Science Initiative workshops (this supports AP course teachers and STEM & STEAM teachers)	2	Yes	Yes
Trauma Informed Schools Training	2	Yes	Yes

47



VALLEY CITY SR. HIGH SCHOOL

Valley City Public School District

493 Central Ave. N

Valley City, ND 58072-2949

(701) 845-0483 Ext. 2 Fax: (701) 845-4507

"Together we are building a legacy of excellence, one student at a time"



January 25, 2017

Dear Education Committee

My name is Kristi Brandt and I am the high school principal at Valley City High School. I want to share with you a few examples in which our local REA, Southeast Educational Coop, has provided positive leadership, support, and ongoing professional development for our instructors.

Our district has been implementing Professional Learning Communities strategies for 6 years. Our local REA has been instrumental in supporting that professional development best practice for our instructors that entire time. Without their assistance and support, our district would not have been able to move from a district where teachers operated in isolation tackling problems by themselves to being a school where every 2 weeks entire departments and/or grade level instructors are meeting and discussing curriculum choices to interconnect content across curriculum areas and to discuss interventions to assist struggling learners. This is a huge shift in our practices that has had tremendously positive impact for our students.

Valley City High School has also taken advantage of the Positive Behavior Interventions and Support (PBIS) and the Multi-tiered systems of supports (MTSS) training that SEEC provides. Just this evening, I met with a team of 6 to finalize an academic pathway using the best strategies for getting students who are 1-3+ years behind in the math skills caught up to grade level. Next week, I'm meeting with another team of 7 to finalize a similar pathway for struggling readers. Without the support and training that SEEC provided, our district would have never been able to afford and orchestrate this kind of professional development for a team of teachers to accomplish something that will have such a direct positive impact on students.

Because of SEEC our entire district was able to have an MTSS team at each building level get high quality professional training from experts in the fields of research and evidence based academic interventions specific for reading and math. I'm sure you all clearly understand the current challenges schools face today; so consequently, by reading a just a short list of examples you will certainly understand that taking away this integral support for districts would set us back. Administrators and instructors would simply fall to the perils of becoming spread too thin not able to provide and/or receive high quality professional development that is sustained and supported. The demands have just gotten too high for schools to reach them effectively alone.

What you may not realize is that our REA designates a high priority to sustainability. They focus on making sure that we don't do the one shot professional development program and then move on to the next thing. Our REA challenges us to produce results, and continuously supports us in our needs to ultimately improve student achievement. This can only be done with them assisting with the organization, facilitation, and costs associated with providing quality professional development consistently for schools.

Intervention Program Initiative: Effectiveness Study

The following method will be used to determine the effectiveness of the Intervention Programs that are being implemented at Valley City High School. This is a 7-12 initiative, the following numbers include all 7-12th graders for the year of enrollment.

	Year 10-11	Year 11-12	Year 12-13	Year 13-14
Total # of Students enrolled in May of school year	558	532	502	500
Total # of D's & F's in Y1 as posted in May of school year	566	540	294	226
Total # of students with at least 1 D or F.	218	213	155	133
Total % of student body with at least 1 D or F.	39%	40%	30.8%	26.6%
Break down Grades	108 E's 458 D's	101 E's 439 D's	55 E's 239 D's	24 E's 202 D's

	Yr 14-15 S1	Yr 14-15 S2	Yr 15-16 S1	Yr 15-16 S2
Total # of Students enrolled	529	525	524	523
Total # of D's & F's in Semester.	214	223	137	168
Total # of students with at least 1 D or F.	125	127	74	96
Total % of student body with at least 1 D or F.	23.6%	24.2%	14%	18.35%
Break down Grades	18 E's 196 D's	28 E's 195 D's	18 E's 119 D's	36 E's 132 D's

	Yr 16-17 S1	Yr 16-17 S2	Yr 17-18 S1	Yr 17-18 S2
Total # of Students enrolled	519			
Total # of D's & F's in Semester.	178			
Total # of students with at least 1 D or F.	105			
Total % of student body with at least 1 D or F.	20.23%			
Break down Grades	27 E's 151 D's			

Hazen Public School District #3

National School of Excellence

Hazen, North Dakota 58545

www.hazen.k12.nd.us

Phone: 701-748-2345

Fax: 701-748-2342

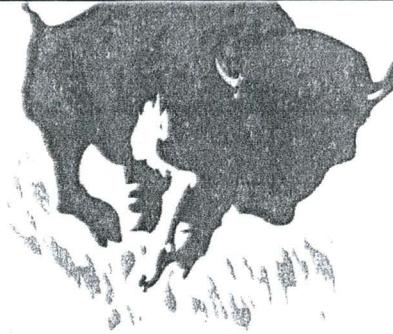
P.O. Box 487
520 1st Ave. NE

School Board Members

Sonya Hansana, President
Jody Murschel, Vice President
Stephanie Huber
Brian Nolan
Jennifer Wallender

Administration

Ken Miller, Superintendent 748-2345
Monty Mayer, Secondary Principal 748-2345
Ed Boger, Middle School Principal 748-6649
Trevor Sinclair, K-6 Principal 748-6120
Connie Ellwein, Business Manager 748-2679
Randy Johnson, Athletic Director 748-2345



1/26/2017

Members of the North Dakota Legislator,

My name is Ken Miller and I am the superintendent at the school in Hazen and also the lead administrator for the Missouri River Educational Cooperative. I wanted to reach out to the legislative team and explain why I am in opposition to HB 1318.

This is my 14th year as a superintendent and a member of the MREC. I have had the privilege to see this REA grow and evolve over that time period. Each year I have seen more opportunities for our teachers to become better educators and our students to expand on their class offerings because of the MREC. With this letter, I have attached a list of teacher and student MREC sponsored programs and/or activities that the Hazen School District has had the chance to participate in. As you will see, last year we had 98 educational professionals and 52 students that benefited from the MREC activities. I am very proud to inform you that 22 of our Hazen students have taken classes from the MRACTC (a section of the MREC) that could not be offered in our schools. We also have a reading specialist in our elementary school that works with 25 students that do not qualify for Title I services. These children are getting the extra help they need because of the MREC Reading Corps program. These are just two of many activities our students and teachers are able to benefit from because of our REA.

When I look over the attached list and reflect on all these activities the Hazen School District has benefited from over the last year and half, I realize our school board would not be able to afford all these programs if the MREC was eliminated. Last year, our district paid the MREC \$6,600. There is no way our schools could receive all these services next year for only \$6,600.

I want to thank everyone in advance for taking the time to read how the MREC continues to be an asset to our schools and how our district would suffer without these services. I would love to visit more about HB 1318 and answer any questions.

Respectfully,

Ken Miller

Hazen School District Superintendent

50

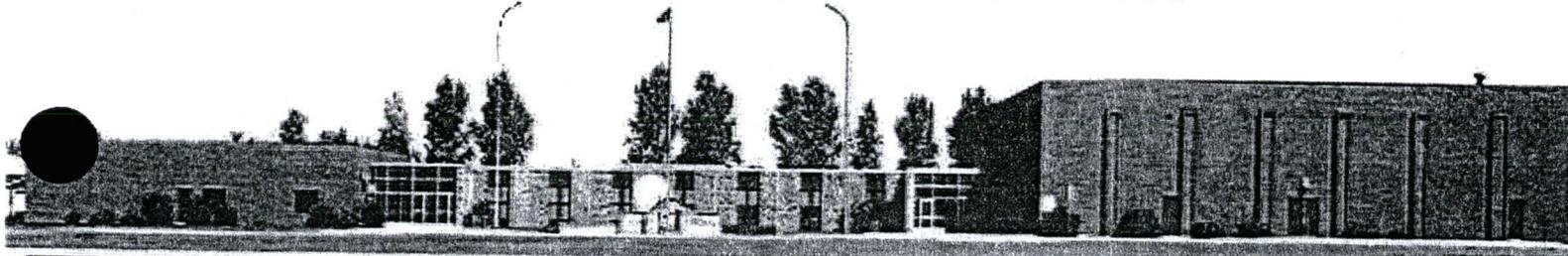
MREC Services
July 1, 2015 - June 30, 2016
Hazen Public Schools

Event/Service	Total Participants	# of Students	# of Professionals	# of Parents/Community/Volunteers
15 Fixes for Broken Grades	1		1	
AdvancED School Improvement Workshop	2		2	
BrightBytes Data Dig	4		4	
Education Networking Fair	1		1	
First Tech Challenge Support	1		1	28
MREC Annual Meeting	1		1	
PE Standards Training	2		2	
Secondary Principal Meetings	1		1	
Student Symposium	15	15		29
Secondary Principal Rounds	1		1	
Just in Time Mathematics	18		18	
Administrator Meetings	2		2	
Elementary Principal Meetings	2		2	
Reading Corps	20	20		1
Youth Mental Health Training	57		57	
Professional Development - Reading	5		5	
MRACTC Student Enrollment-Semester Count	17	17		
Grand Total	150	52	98	

MREC Services
July 1, 2016 - January 10, 2017
Hazen Public Schools

Awaken the Learner Workshop (July 12, 2016)	1		1	
MREC Administrator Meeting (September 28, 2016)	1		1	
MREC Elementary Principal Meeting	1		1	
MREC Just in Time Mathematics (JiT) 2016-17	2		2	
MREC Secondary Principal Meeting	1		1	
SEEC - Dakota TESL Conference	2		2	
Reading Corps	27	25	1	
MRACTC Student Enrollment - Semester 1	5	5		
Grand Total	40	30	9	

BEACH PUBLIC SCHOOL DISTRICT



OFFICERS:

President: Kimberly Nunberg
Vice President: Robert Sperry
Directors: Jeanne Larson
Mike Van Horn
Mark Lund

P.O. BOX 368
600 NORTH CENTRAL AVENUE
BEACH, NORTH DAKOTA 58621

High School Phone: 701-872-4161
High School Fax: 701-872-3801

Elementary Phone: 701-872-4253
Elementary Fax: 701-872-3805

Superintendent: David Wegner
Business Manager: Misty Farnstrom
High School Principal: Wayne Heckaman
Elementary Principal: Lynn Swanson

To: Legislative Education Committee
From: David Wegner, Superintendent of Beach Public Schools
Re: HB 1318 - Eliminate REA's
Date: January 25, 2017

I am writing to establish the importance of our local REA – Roughrider Education Services Program (RESP), located in Dickinson, to the Beach school system.

As I was thinking about how to begin this letter, I came across the "2016-2017 RESP Catalog of Services" that RESP provides to each of the member districts. The catalog lists 47 potential trainings that they can offer under seven different headings. The headings include Professional Development, Technology Support Services, School Improvement, Data Achievement, Curriculum Enrichment, Legislative Mandates, and Other. The variety of offerings to the schools is impressive. RESP works hard to keep expanding the list each year by becoming trainers for different programs. This allows them to be trainers across the state to help any school or support other REA's.

The 48th option listed is, "Custom PD". Riley Mattson is the director of RESP and he has made it clear – if we need training in any area they do not have listed, they will put something together or help find someone that can provide the training. As a small district, this is a great resource of assistance for us.

The joke in Beach is we are not at the end of the world, but we can see it from here! We are located 60 miles West of Dickinson and have the Montana border one mile away. Over the years, we have worked hard to bring as much professional development to Beach as possible, but have had limitations because of the cost to bring a group here plus finding a topic that works for all staff PreK – 12. RESP has helped fill our needs each year. We have three full days of professional development plus four early-out days. We attempt to cover the majority of our in-services with an RESP course each year. They have really helped with the Mental Health and Suicide Prevention trainings mandated by the previous legislative assembly. Of the 48 offerings, we have had staff exposed to 20 of them. The REA saves my district time and money. They have the capacity to bring in "Big Name" presenters and topics during the summer for staff to earn credits and gain exposure to research based presentations.

If we lose RESP, we will still be able to provide some of the trainings they offer, but the time to organize and the money spent will both increase. One topic I think the staff will miss the most is the "Grade Level Networking". As a small district with one teacher per grade, it is nice for our staff to network with teachers in the same grade level from different communities. RESP takes the time to organize these workshops and create the supports necessary for these meetings to be successful.

New Town Public School

Officers:

Edward S. Danks Jr., President
Daniel Uran, Business Manager

DIRECTORS:

Douglas Bratvold
Delvin Driver, Jr.
Marietta Heart
Nicholette Lahtinen

Marc S Bluestone, Superintendent
New Town Public School District No. 1
A Fully Accredited School
Business Office 701-627-3650
High School 701-627-3658
Middle School 701-627-3660
Elementary School 701-627-3718
Facsimile 701-627-3689
P.O. Box 700
New Town, North Dakota 58763-0700

January 27, 2017

Dear House Representatives,

On behalf of New Town Public School District, I am writing in opposition of HB1318, repealing the Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the Great Northwest Education Cooperative (REA) we stand united in support of the REAs throughout North Dakota. The REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, the New Town Public School District has received a number of support services from the GNWEC including, but not limited to:

- 1) Professional Development Training including academic (i.e. reading, math, instructional strategies, etc.), behavioral health, mental health, suicide prevention, STEM, health and nutrition, technology applications, English learner, educational leadership, and beginning teacher training;
- 2) Curriculum Enrichment including: afterschool programming, CTE coursework, a reading intervention programming, Acellus, ACT prep, PEP grant (which includes PE special certification for our staff, curriculum enhancement, updated physical education and fitness equipment), STEM services, CTE Emerging Technology equipment, and the Career Exposition;
- 3) Data utilization including SLDS, NWEA, STARS, etc.;
- 4) School Improvement including AdvancEd trainings and coordination efforts;
- 5) Other direct services including college and career counseling services to students, mentoring first year teachers to our school district, and organizing dual credit college classes for our high school students.

These services would be too costly to provide if we were solely responsible for them. Our REA has cost shared or paid for most of these services. We are grateful for their assistance. The GNWEC superintendents meet monthly to receive updates from our executive director, Mr. David Richter. This meeting is invaluable for networking.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value that the ND REAs provide to our local school districts and students and continue to fund them.

If you have any questions or would like to further discuss our REA's or this bill, please feel free to contact me at your convenience. I can be reached at Marc.Bluestone@k12.nd.us or 701-627-3650.

Sincerely,



Marc S. Bluestone Sr.
Superintendent



Oakes Public School

804 Main Ave. Oakes, ND 58474
Phone: (701) 742-3234 Fax: (701) 742-2812
www.oakes.k12.nd.us

January 27, 2017

Dear Education Committee:

Here is a list of the current benefits the Oakes Public School Receives from the SEEC.

1. (ELL) English Language Learner Certification paid for one of our staff.
2. Resources for our (ELL) English Language Learners program.
3. Resources for (IAL) Improving Academic Literacy
4. (MTSS) Multi Tiered Systems of Support professional development
5. Professional Development for our teaching staff on many different topics
6. Just In Time Math program
7. Access to the Teacher Center
8. You're Hired initiative
9. Regional Principal Meetings
10. Regional Superintendent Meetings
11. Marshall Evaluation training
12. Summer (RTI) Response To Intervention
13. Classroom assessments for student learning
14. Active Recess Training
15. In Your Shoes Physical Education Training

Sincerely,

Kraig Steinhoff
Superintendent



Harvey High School

"Striving for Excellence"

200 North Street East

Harvey, ND 58341

Phone: 701-324-2267 Fax: 701-324-2424



Daniel W. Stutlien
Superintendent/AD

Justin R. Stanley
Secondary Principal

Louisa Harness
Business Manager

January 27, 2017

Dear Education Committee,

I began serving as the Secondary Principal at Harvey High School in 2015. Within the first few weeks of my tenure at HHS, I began to see the significance of North Central Education Cooperative (NCEC), which serves as our Regional Education Association (REA). They provide an abundance of professional development opportunities for administrators, teachers and school staff.

NCEC has provided numerous professional development opportunities for me as an administrator, such as hosting a Principal Professional Learning Community (PLC) four times per year. During this time, they provide us with highly relevant agendas and the opportunity for me to network with other administrators in my region, as well as learn what is happening in other schools similar to mine.

NCEC hosts PLC's for content area teachers in our region, which many of the teachers at HHS have taken full advantage of. The PLC's serve as a way for my teachers to work on curriculum and instruction strategies specific to their content area. We have also invited them to come into the school and provide staff development, which has greatly enriched our school. They have done suicide prevention training, school policies & procedures, and workshops for regional staff.

Another area NCEC has provided significance to our school, is the collaboration with our District Leadership Team. This team was created to work towards school improvement, which NCEC has provided us with the framework and presently continues to assist. We have had great success in our school improvement process, which I largely attribute to the collaborative efforts of NCEC.

In conclusion, NCEC been a vital part in my growth as an administrator. They have served me not only individually, but Harvey High School's complete staff. I take advantage of the resources NCEC provides and will continue to as they provide them.

Sincerely,

Justin Stanley

Justin Stanley, Secondary Principal
Harvey High School

56

Vision: All students will be personally and academically successful.

Hope Public School #10
Bates Ave – PO Box 100
Hope, ND 58046-0100
PH: 701-945-2473
FAX: 701-945-2511

HOPE-PAGE
Cooperative School District

Page Public School #80
630 May Ave – PO Box 26
Page, ND 58064-0026
PH: 701-668-2520
FAX: 701-668-2292

HOME OF THE SPARTANS

27 January 2017

District 22

Representative Michael Howe
Representative Brandy Pyle
Senator Gary A. Lee

District 23

Representative Bill Devlin
Representative Don Vigasaa
Senator Joan Heckaman

District 24

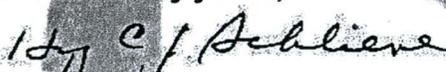
Representative Daniel Johnston
Representative Dwight Kiefert
Senator Larry Robinson

This purpose of this note is two-fold. First, to those of you who have indicated you will be able to attend the breakfast at the Ramkota Tuesday morning, I look forward to the opportunity to meet with you in this informal setting to discuss your impressions of the Session thus far and to hearing your thoughts or questions regarding issues you may want to hear grassroots input on.

Secondly, I would like to express my concerns regarding HB 1318 which would repeal REA's (Regional Education Associations) from the law. I stand firmly in support of the REA's, as do my districts and school boards. Here is one reason for this position – professional development for staff and teachers. I have been involved in the RRVEC (the Red River Valley Educational Consortium centered in Grand Forks) for the past ten years with three different school districts. During this time, the RRVEC has provided a wide range of professional development programming for our staff, opportunities that my districts would not have afforded without the support of the RRVEC. To support this position, over the past year and a half (from the start of school in 2015 through the holiday break this school year), our staff have had the opportunity to participate in professional development that would have cost my districts over \$ 300,000. This could NOT have occurred fiscally or otherwise without the coordination of the RRVEC and the school districts belonging to this entity. I could go on with additional examples but I will stop here. I hope you can see the value REA's add to the schools, teachers, staff, and ultimately the students of the RRVEC and North Dakota. Enough Said.

Again, I look forward to the opportunity to talk with you Tuesday morning at the Ramkota over breakfast. Thank you for your service and efforts to the State of North Dakota.

Educationally yours,


Hy C. Schlieve, Superintendent

HOPE SCHOOL

Josh Ihry
Alli Roller
Hy Schlieve
Grade 7-12

School Board Chairman

Business Manager

Superintendent

Grade Sites 57

PAGE SCHOOL

Jason Mewes
Alli Roller
Hy Schlieve
Grade K-6

To Whom It May Concern:

I would like to express my opposition to House Bill 1318, which contains language that would abolish regional education associations (REAs), and request your support in opposing this bill.

I am a special education director in Emmons County, a rural area made up of 4 small school districts. Over the years it has proven extremely difficult for our districts to obtain high quality professional services for our students with significant and low incidence disabilities. The current school year has provided us with an opportunity to receive the services of an Autism specialist through the Missouri River Educational Consortium (MREC), the REA that serves Emmons County, and our participating districts have seen great benefits. In our special education unit we have a small number of very high need students on the Autism Spectrum. Hiring a full-time Autism specialist to assist in providing appropriate services to these students would be extremely costly for our districts. Consulting services we have utilized in the past were also extremely expensive and did not provide the type of ongoing support necessary for continuous high quality programming and support for our highest need students.

This year our unit was able to contract with the MREC to obtain the services of an Autism specialist for our students to provide one-on-one staff training, direct student intervention, assistance will plan development and ongoing weekly follow-up. This has provided invaluable support to staff and students at a reasonable cost in two rural school districts. Without this opportunity we would be unable to provide the quality services these students are entitled to.

In my 28 years as a rural special education director, I have first-hand knowledge of the difficulty our small districts experience in trying to obtain specialized services for students with severe and low incidence disabilities. The REAs provide an extremely valuable resource in their ability to provide options for districts to contract for services needed for high quality student programming.

I implore you as leaders in our legislature to maintain the REAs as a part of the educational community in North Dakota. The potential for districts to share costs and services in many different areas is imperative for the continued success and well-being of our students.

Thank you for your time.

Respectfully,

Janelle Ferderer, Director
Emmons County Special Education
PO Box 970
101 NE 3rd Street
Linton, ND 58552
Phone: 701-254-4221 Fax: 701-254-4313
janelle.ferderer1@k12.nd.us

58



MARY STARK ELEMENTARY
405 - 8th Ave SW • Mandan ND 58554
School: 701-751-6506 • Fax: 701-751-6678
Chad Radke, Elementary Principal
chad.radke@msd1.org

27 January 2017

Dear Education Committee:

I moved back to ND 3 years ago and have never made a better choice in my life. I have witnessed the dedication other states have had toward education; none of them compare to ND. As Bill HB 1318 comes to the floor, I ask that you vote no. Our REA's are needed!

As I entered Mary Stark Elementary on my first day, one of the main programs in our school, is our after school program. This program is supported and run by our local MREC/REA. Our school poverty rate is close to 67%. The ESP program supports a great deal of our families. I have been in other districts where the ESP program is not supported; what a detriment to students who needed the support yet had no where to go.

Our local REA's also provide excellent professional development for districts. I have had multiple opportunities of excellent ways to increase my professional knowledge due to the REA's. Those opportunities would not present themselves had there been no REA.

Even though I am in a larger district, other educators throughout the state, who belong to smaller districts, would be at a disadvantage. In my opinion, networking is one of the key components to making ND education a success. REA's help provide that networking by giving those professional development options in order for educators to work together.

In closing, I am a firm believer in REA's. They only enhance education and make education stronger. Please vote no on Bill HB 1318.

Most respectfully,

Chad Radke

MIDKOTA PUBLIC SCHOOL

Elementary School

PO Box 38
203 Curtis Ave W.
Binford, ND 58416
Phone: 701.676.2511
Fax: 701.676.2510



Superintendent/High School Principal

Mr. Les Dale

Asst. HS Principal/AD

Mrs. Jo Black

Elementary Principal

Mrs. Linn Dockter

Business Manager

Mrs. Nikki Boote

Board of Education

Veronica Vollmer, President

Mark Willows

Joel Utke

Laura Kulsrud

Shawn Adrian

Joel Anderson

Preston Hoffman

High School

PO Box 98
81 School Ave
Glenfield, ND 58443
Phone: 701.785.2126
Fax: 701.785.2226



January 26, 2017

Education Committee:

As superintendent of the Midkota School District, I wish to express my appreciation for, and support of, the South East Educational Cooperative.

The South East Educational Cooperative provides many services that we could not provide to our students, staff, and administration. Some of the more important services that our school has received include:

- Afterschool/Out-of-school-time programming
- English Language Learner (ELL) trainings, support and events
- Mental Health and Suicide Prevention trainings

The Midkota School would not have the financial or staff resources to conduct these programs. The knowledge and expertise of the SEEC staff are a tremendous benefit to our school.

Sincerely,

Leslie B. Dale

Les Dale, Superintendent

ENDERLIN AREA PUBLIC SCHOOL DISTRICT #24

410-20 Bluff Street

Enderlin, ND 58027-1358

Phone (701) 437-2240 Fax (701) 437-2242

Serving the communities of Alice, Enderlin, Nome and Sheldon

<http://www.enderlin.k12.nd.us/>

Educating for tomorrow, today.

Tom Rettig, Superintendent
Tammy Boeder, Business Manager

Tim Michaelson, High School Principal
Brian Midthun, K-8 Principal

January 26, 2017

HB 1318

I am writing this in hopes that you will support our state REAs. We have utilized our REA to develop such educational needs as: school health & wellness, after school programming, data collection, teacher mentoring, North Dakota Standards, STEM, RTI/MTSS, and Teacher/Principal Evaluations. When changes or developments are made in education, it is the REA's that provide support and professional development opportunities to schools. This support and PD is available whether the school is just getting involved with each initiative or are well advanced. If we wish for our schools to continuously improve, we need to supply them with the necessary support that REAs provide.

Sincerely

Tom Rettig
Enderlin Area School Superintendent

To Whom It May Concern,

I am writing about my concerns regarding HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a principal at Glenburn Public School and a member of MDEC, I have received a number of support services from MDEC including, mental health training for staff, data usage training, and professional development for staff during early outs which includes reading, math and instructional strategies. MDEC has been offering services to help us prepare for our Advanc-ED visit coming in February. REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. Please understand the value that REAs bring to my school and students in North Dakota.

Sincerely,

Larry Derr

Secondary Principal

Glenburn Public School

Montpelier Public School

214 7th Ave. Montpelier, ND 58472

Phone 701-489-3348

Fax 701-489-3349

Board of Education

Tony Roorda **President**

Scott Harms **Vice-President**

Julie Jansen Robert Froehlich,

David Jansen, Lynn Boom, Shane Steele

Jerry Waagen, **Superintendent**

Jerry Waagen, **Elementary Principal**

James Bear, **High School Principal**

Amy Maurer, **Business Manager**

Melissa Marshall, **Administrative Assistant**

January 25, 2017

Dear Education Committee Members,

I write to you today to express the important role of our state's Regional Education Associations (REAs) play in schools. I have been in education for 32 years with the last five here in North Dakota after spending 25 years in Montana. One positive resource I immediately found on my return to North Dakota was the South East Education Cooperative (SEEC).

Like many of our rural schools in North Dakota, it is not always possible or practical to access educational resources available to larger school districts. SEEC has worked hard to provide multiple professional development opportunities that improve the instruction to our students. SEEC brings together area school administrators to review and discuss important educational topics effecting schools today and in the future. A small sample of areas discussed includes mental/behavioral health, teacher and principal evaluation, various curriculum instruction techniques, AdvancED and school improvement. These regular meetings allow SEEC and administrators to share knowledge and ideas that improve the education within our schools.

I believe that we all understand the challenging financial situation of our state, but I believe it would be a disservice to our students by eliminating Regional Education Associations. Many schools benefit by having a REA that provides valuable resources, without them there would be a substantial void that would be difficult if not impossible to fill in our small schools. I respectfully request that you continue support for the Regional Education Associations across the state.

Sincerely,



Jerry Waagen

Montpelier School Superintendent

63

Cavalier Public School

"Creating Lifelong Learners"

300 Main Street East

P.O. Box 410

Cavalier, ND 58220-0410

Phone: 701-265-8417 Fax: 701-265-8106



Jeff Manley, Superintendent
Melissa Gauthier, Business Manager

Matt Ford, Elementary Principal
Sandy Laxdal, High School Principal

January 25, 2017

To the 2017 North Dakota State Legislature:

On behalf of Cavalier Public School, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district superintendent, and a member of the Red River Valley Education Cooperative (RRVEC), I feel very strongly in supporting the RRVEC and REAs across the state as being a life-line of support in services and efficiencies that schools must have in North Dakota.

Over the past several years, Cavalier Public School has received a number of professional development services through the RRVEC, training included several academic areas (reading, math, writing), behavioral health, mental health, suicide prevention, STEAM, MTSS, health and nutrition, innovative technology, educational leadership, teacher and principal evaluation models, and beginning teacher training. Only a small slice of this professional development and training would have been possible for our school district because of the extensive cost associated with all of these topics. During the 2015-16 school year, the RRVEC sponsored 56 separate professional development opportunities, which provided 329 hours of professional development to 1826 school personnel. Being able to coordinate and SHARE the cost of this professional development among the schools in our REA is a stand-alone reason regarding the benefit of the REA.

Another main benefit I have been a part of in my five years as Superintendent at Cavalier Public School is the coordination and implementation of training and services using the Hess Grant. By channeling these dollars through the REAs, the Hess Grant was able to provide needed services by schools that dealt with instructional strategies, use of data to drive instruction, career exploration, and assistance for counselors in dealing with many of the mental health issues that children face today.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. Schools do not and are not able to work in a silo of isolation in order to meet the needs of teachers and students in today's world. We need the REAs of our state to help provide a world-class education. I ask that you consider the tremendous value the North Dakota REAs provide your local school districts and students.

Yours in Education,

A handwritten signature in black ink that reads "Jeff Manley".

Jeff Manley, Superintendent
Cavalier Public School

64

Leeds Public Schools

DISTRICT NUMBER 6
Robert Bubach
Superintendent/HS
Principal



530 FIRST STREET SE
P.O. BOX 189
LEEDS, ND 58346
Phone 701-466-2461
Fax: 701-466-2422

Transforming students by instilling 21st century skills and inspiring lifelong learning in every student.

Dear Members of the Education Committee;

It has come to my attention that that HB 1318 is being presented which would effectively eliminate Rural Education Associations from the North Dakota Century Code and, thus would eliminate the Rural Education Associations themselves. I have already written the Representatives from District 14 about my concerns, however I feel that it is important that the Education Committee understand how our REA, the Northeast Educational Services Cooperative, have been benefitted Leeds Public Schools.

First and Foremost, because the REA's are able to pool resources, they are able to bring in Educational Speakers. In most instances these speakers would be completely out of the price range for any one individual school district. These speakers provide both inspiration and examples of sound educational practices. Most Recently Dr. Marcia Tate presented this past August and Kim Bearden presented just this January.

The REA's are also able to help provide professional staff to enable schools to meet the mandates which have been put forth by the North Dakota Legislature, particularly in the area of mental health training and suicide prevention training. The NESC has been very valuable to our school district in helping us prepare for our upcoming AdvancED visitation in April of this year for school accreditation. The NESC has also provided expertise from their office to train our staff on data usage.

In addition to the above mentioned items the NESC also provides ongoing professional development such as the Steve Dunn Writing Workshop, and Classroom Management. These are just two areas which my own staff have been a part of. The NESC offers a wide variety of Professional Development opportunities. The NESC also makes technology such as 3D Printers and Laser engravers available on a rotation basis.

Finally, the very fact that the REA exists and brings teachers from various school districts together allows teachers of small schools to interact with other five or six other teachers teaching at their own grade level or discipline. This is an opportunity only teachers in very large school districts. This allows teachers to exchange various techniques and to share problems and concerns.

Sincerely;

Robert Bubach
Superintendent
Leeds Public Schools

65

Mt. Pleasant School District #4

201 5th St NE

Rolla, ND 58367

Phone: 701-477-3151

Kevin Baumgarn, Superintendent

Kristin Mitchell, Elem. Principal
Randy Loing, HS Principal

Jessica Rosinski, Business Manager
Tiffany Estenson, Secretary

To the Education Committee,

Rolla School is a member of the NESC based out of Devils Lake. We are very fortunate to be a member as we have seen many benefits from the NESC.

These benefits include but are not limited to professional development, curriculum instruction, workshops, and technology help.

These are some of the specific events that we have received from the NESC.

- Steve Dunn writing workshops - we have sent 8 teachers over 2 years for this workshop. Our teachers have learned valuable teaching strategies to use while teaching reading and writing. This has allowed our whole elementary to use one curriculum for both reading and writing, which allows better cohesion from year to year.
- Steve Dunn Science - we have sent 3 teachers for this workshop. This workshop is similar to the writing workshop.
- Beginning Teacher Workshop - we have sent our new teachers here to better prepare them for their first day and year of school.
- Classroom management workshop - we have one teacher attending this workshop right now to learn how to manage their classroom more effectively.
- Customized professional learning - we have used the NESC on 3 different occasions for a late start/early dismissal for professional development with our staff.
- Regional in-services (2 per year) - we attend 2 days per year for in-service with the NESC. The first is a back to school training where we are able to work with other school districts and share a nationally known speaker and the second day is in January where we partner with other schools to have some type of professional development based on our own specific needs. Our teachers are also able to take these in-service dates for graduate credits, helping them grow as a teacher and earn credits for license renewal.
- ALICE training - we will be using the NESC for our active shooter training this March.
- Principal / Teacher evaluation support and workshops - we have had professional development and help with developing new evaluation models for teachers and administrators through the NESC.
- Advanced Ed/School Improvement support - we have received support while working with our school improvement documents. We have also received training on how to use the newer Advanced ED system.
- Data analysis workshops - NESC Staff has come to our school to go over testing data with our staff on multiple occasions. This data has been used to help our teachers understand where our kids are testing at and best practices to help our kids grow as learners.



HEBRON PUBLIC SCHOOL
400 CHURCH ST.
PO BOX Q
HEBRON, ND 58638
PHONE: 701-878-4442
Fax: 701-878-4345

www.hebron.k12.nd.us

Myron Schaff
Elementary Principal

Kevin Nelson
Superintendent

Stephanie Hochhalter
Secondary Principal

January 26, 2017

Dear Members of the House Education Committee,

I am writing to express my concern over HB1318. As a small rural school, Regional Education Associations (REAs) are vital to our district. REAs provide educators and administrators with valuable and essential professional development opportunities and they provided services for our students that we could not afford as an individual district. The elimination of this resource would be detrimental to education in our state.

Prior to becoming an administrator, I was an instructor in Bismarck Public Schools. I considered myself lucky to be a part of an amazing district that so many supports for students and teachers. The BPS school where I was employed staffed an ELL specialist, interventionist, and an instructional coach. Each of the specialists were available to assist students but also improve teachers' skills to help struggling students. Unfortunately, only the larger districts can afford such special services for their students. That is why the REA is so important. Currently, Hebron has ELL students who benefit from the ELL coordinator at the Roughrider Educational Services Program (RESP). Through RESP, we have also benefited from an instructional coach. Alone, we do not have the income to hire these specialists. Why should our kids get less support because their families choose to live in a small town?

While at BPS, I was also fortunate to have some amazing professional development opportunities. There were frequent meetings with other teachers that allowed me to collaborate on teaching strategies and discuss student achievement with colleagues. BPS has people on staff who are professionally trained. One example is the 6+1 Writing Traits. BPS staff were able to work with different schools training the teachers in the writing model. They did not have to bring in an outside trainer. BPS had several different experts in various teaching strategies and curriculum that they employed. As a small district, we cannot afford to train our staff to become these trainers. We do not possess the time or resources. However, the Professional Development Specialists at RESP are trained in several different programs that we use, and they are available to train us at a fraction of the cost.

REA's are an important asset to our students and our teachers. They provide services and professional development that we cannot afford on our own. Please, do not consider eliminating this resource.

Sincerely,

Stephanie M. Hochhalter

Stephanie M. Hochhalter
Secondary Principal
Hebron Public School

67



Sterling School

1/25/2017

Dear Sir,

I was extremely disappointed to hear that the legislature was considering cutting funding to our educational cooperatives. This would not be a cost-saving measure, but a funding shift. I know that we will not be able to provide the services to our students as economically and efficiently as the cooperative does.

A few of the services that will cost more for us individually than cooperatively are:

Counseling Services-The cooperative has allowed us to be able to find a highly qualified counselor. Because this is a hard-to-fill position, we were unable to find qualified candidates for this important position before the cooperative. The counseling that our students have received from the MREC counselor has been invaluable. With the social issues and challenges that today's students face, the counselor's services are irreplaceable. This does not take into account the mandated career counseling that the older students receive.

Teacher/Administrator In-Services, Professional Development, and Networking-The cooperative has given us the ability to provide our teachers and administration high quality professional development. Before the cooperative, we were unable to provide the quality of programs that the MREC can provide; even though in most cases the district was paying more for the professional development. This does not consider the learning and collaboration that takes place when the teachers and administrators gather together for the development activities.

After-School Program at Sterling School-This would not have been possible without the leadership provided by the MREC. MREC's Extended School Program provides a safe and caring environment for children to further assist in their educational growth after school. This program has been very well-received in our community. Most importantly is the academic growth we have seen in the students. Students make good use of their time after school; they can complete school assignments under the guidance of a highly-qualified teacher and participate in supervised activities. Parents have appreciated not only the academic help, but also the flexibility that the extended school program affords them with their work schedules.

Sincerely,

David Torbert, Principal
Sterling School
Box 68
Sterling, ND 58572
701-387-4413
701-471-6775 Cell

68

Hatton Eielson Public School

P O Box 200

Hatton, ND 58240

Telephone (701) 543-3455; Fax (701) 543-3459

*Kevin Rogers, Superintendent
Lucas Soine, Building Principal*

*Tina Boe, Admin Sec
Roxanne Phipps, Bus Mgr/Sec*

January 25, 2017

Dear Education Committee Members:

I am writing this letter to express my concern for the bill that would eliminate REA's in our state. The REA has played a huge part in providing our teachers with high-quality professional development that impacts the way they currently teach and their students learn.

Without the REA, our district would not have been able to expose our teachers to well-known authors and presenters in areas such as Steve Dunn writing, Marzano Model for Teacher and Principal Evaluations, Professional Learning Communities, unwrapping the standards and new teacher training, among others.

Technology support has also been an area of need for us. This support has been provided to us through the REA in the form of teacher in-services and on-site help when needed.

The collaboration and cooperation between the school districts in the RRVEC has been valuable in sharing and pooling resources to provide quality professional development. As a small rural school, we would not have been able to provide the training. In my opinion, this bill would be a cut to the educational services that we can provide for our teachers and would have a profound impact on the education of all students in our state.

Sincerely,

Kevin Rogers, Superintendent

January 25, 2017

Dear Dr. Copas,

I am writing about my concerns regarding HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a superintendent and a member of MDEC, we have received a number of support services from MDEC including, Writing workshops, data tested strategies for teachers, data interpretation, mental health training. MDEC will support the member schools in any area of concern. REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. Please understand the value that REAs bring to my (classroom/school) and students. I am asking for your support that they remain viable and operational.

Other areas that MDEC assists the member schools: 1) professional development trainings including conferences, academic trainings (i.e. reading, math, instructional strategies, etc.), behavioral health, mental health, Trauma Sensitive Schools, suicide prevention, MTSS, English learner, leadership, beginning teacher training; 2) curriculum enrichment including: health and nutrition, reading intervention programming, STEM services; 3) Data utilization including SLDS, NWEA, STARS, etc.; 4) Technology including technology integration into the classroom, technology training, etc.; 5) School Improvement including AdvancEd trainings and coordination efforts; 6) Other direct services to aid districts including, direct school counseling services to students, career exploration services, mental health programming assistance, Reading Corps, etc.)

If we as a district were to attempt these offerings to our staff it would not happen. MDEC is extremely important to our district in the servings they provide. Services are provided either in large settings with member schools or they bring their services to our site.

Thank you for your time.

Duane Mueller, Superintendent
Kenmare School District #28

Hatton Eielson Public School

P O Box 200

Hatton, ND 58240

Telephone (701) 543-3455; Fax (701) 543-3459

*Kevin Rogers, Superintendent
Lucas Soine, K-12 Principal*

*Tina Boe, Administrative Assistant
Roxanne Phipps, Bus Mgr/Sec*

1-25-17

To Whom It May Concern:

On behalf of Hatton Eielson Public School, our certified staff has received and continues to receive high quality Professional Development through the Red River Education Association. Hatton Eielson has identified writing and areas of mathematics as areas we need to work on instructionally. The REA provides Steve Dunn Writing and Justin Time mathematics. Both these opportunities occur several times throughout the year and not a one-and-done type of event.

As a Principal, I evaluate the instructional staff and have witnessed Steve Dunn writing strategies in practice. These strategies that my instructional staff have in place due to these development sessions have my full endorsement as well as our teachers'.

When it became required in North Dakota to develop a model for evaluation, our region adopted the Marzano Model. The REA has brought in Dr. Phil Warwick on numerous occasions to provide guidance for administration. I have been to several sessions that Dr. Phil facilitated and I felt it added a purpose and added strategy to implementation. These have been some of the best development opportunities of my educational career.

The development opportunities received by staff and myself through the REA would not have been possible without the REA. By having these type of development opportunities, it is a systems approach where I can call neighboring school districts who are also participating in same endeavors.

Other areas the REA has benefitted the Hatton Eielson School in recent years would be the development of our district website, technology training for google and posting lesson plans digitally on the district website. The REA has also provided aid in the preparation for the AdvancED visitation.

The REA is available for much more than people understand. By eliminating REA's, we are eliminating a tremendous resource for public education in the state of North Dakota. We are about teaching our students to be their best. Without concentrated and systematic professional development, we are taking steps backwards to the country school house days.

Sincerely,

71

Lucas C. Soine
K-12 Principal

Milnor Public School District No. 2

530 Fifth Street | P.O. Box 369

Milnor, North Dakota 58060-0369

Phone: 701-427-5237 | Fax: 701-427-5304

www.milnor.k12.nd.us

Chris Larson, Superintendent and Activities Director

Seth Engelstad, High School Principal

Chelsey Pederson, Elementary Principal

To: North Dakota
House of Representatives
Education Committee

From: Chris Larson
Superintendent
Milnor Public School

Date: Wednesday, January 25, 2017

Topic: HB 1318

As a leader of a small school I feel it is necessary to speak out in support of REA's. Milnor Public School has an enrollment of 229 this year. We employ 25 teachers, 3 administrators, and 8 paraprofessionals. We don't have the size, or the budget, needed to attain high quality professional development. I depend on SEEC (my REA) to be a conduit for necessary professional development of my staff.

SEEC offers me the opportunities to send staff members to ongoing trainings that have lasting impacts in their classrooms. These staff members also bring back new resources and tools to our building that has a cumulative impact on effective teaching practices. Without SEEC, the newest "best practice" initiatives in North Dakota, or the United States, would take years, if not decades, to reach the classrooms of Milnor

We are striving for excellence in education in Milnor and across the state of North Dakota. If the REA structure within North Dakota is removed, I have serious concerns about being able to adequately fund ongoing professional learning of my staff. Not having those resources available would be a disservice to our staff, and most importantly, a disservice to our kids.

Sincerely,

Chris Larson
Superintendent
Milnor Public School

72

Alexander Public School

601 Delaney Street
PO Box 66
Alexander, ND 58831

Phone (701) 828-3334

Fax (701) 828-3134

Dear Education Committee Member,

Over the past several year, Alexander Public School has received a number of support services from our area REA including but not limited to:

- Technology – Smartboards, Technology integration into the classroom, ITV training
- Data utilization: training in SLDS, NWEA, STARS, NDSA
- Curriculum enrichment: CTE and STEM coursework, Spanish class, Emerging technology modular with materials, Career advisory and planning, Scrub camps, Acellus-credit recovery curriculum, PE curriculum
- Professional development trainings: ELL for classroom teachers, 21st Century Skills, ND state standards, Leadership skills, Safe and Civil schools, mental health, STEM coursework, math, reading, writing

It would be extremely difficult and costly for Alexander Public School to provide the variety of resources listed above on our own. REAs are instrumental in supporting school districts throughout ND in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

Sincerely,



Leslie Bieber
Superintendent
Leslie.Bieber@k12.nd.us

Superintendent - Leslie Bieber 73 Business Manager – Barbara Fixen

Secondary Principal – Shannon Faller

Elementary Principal – Karen Shaide

LANGDON AREA HIGH/MIDDLE SCHOOL
"HOME OF THE CARDINALS"

A+ FOR EXCELLENCE

SUPERINTENDENT: DAREN CHRISTIANSON

PHONE: Work 701-256-5291

FAX: Work 701-256-2606

715 14TH Avenue
Langdon, ND 58241

E-mail: daren.christianson@k12.nd.u

TO: Legislative Committee Concerning REA Support

On behalf of Langdon Area School District, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the NESC we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices to provide needed services and create financial efficiencies in receiving services.

Over the past several years, Langdon Area School District has received several support services from our area REA. The following are examples of the services that have been provided.

- Steve Dunn Writing/Expository Text Workshops
- Instructional Rounds
- Beginning Teacher Workshop
- Classroom Management Workshop
- Instructional Coaching
- Customized professional learning (early-outs/late-starts/district in-services)
- Regional In-services (2 per year) - best practices and student engagement
- Suicide Prevention Training
- Mental Health Workshops
- ALICE (Active Shooter) Training
- Principal/Teacher Evaluation Support and Workshops
- AdvancED/School Improvement support
- Data Analysis Workshops
- SLDS support
- NWEA and AIMSweb support
- Just In Time Math Workshop Series
- Regional PLCs
- Trauma Sensitive Schools
- Poverty workshops
- High Reliability Schools Academy
- Standards and State Assessment support
- 21st Century Community Learning Centers programming
- ITV
- Technology Learning Cooperative
- Student events (curriculum enhancement) - First Lego League, Writers' Conference, You're Hired!, SCRUBS Camp, Brooks Harper, STEM Camps

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Christianson", written in a cursive style.

Daren Christianson



"Cardinals"

January 25, 2017

Dear Members of the Education Committee:

On behalf of the Wahpeton School District, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the SEEC, we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, the Wahpeton School District has received a number of support services from our area REA including, but not limited to, Medicaid training, MTSS training, Steve Dunn writing training, After School programming, Mental Health training, etc. These offerings are just a few of the many opportunities we have been involved with. The SEEC has been able to provide numerous professional development opportunities that would have been extremely difficult and/or costly to provide on our own.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,



Rick Jacobson, Supt.
Wahpeton Public School
Email: rick.jacobson@k12.nd.us
Work: 701-642-6741

Anamoose Public School

Public School District No. 14 - McHenry County
706 3rd St. West
Anamoose, North Dakota 58710-4109
Telephone 701-465-3258 FAX: 701-465-3259
Every Child – Every Chance – Every Day

January 25, 2017

Good morning Members of Education Committee

I am writing this morning to let you know how important we feel our REA is to our school districts. We are members of the North Central Education Cooperative and they have been instrumental in our:

- Professional Development Activities (both staff and administration)
- AdvancEd Accreditation
- Data Development
- Career Counseling
- Mental Health Issues
- Newest and Best Practices
- Student Assessment (Work Keys in particular)

We feel it would be a great loss if we no longer had their services. The services they provide to us would be difficult, if not financially impossible, to provide without their existence. As small districts, it is difficult to provide quality training without resources like the NCEC.

Thanks for all you do for us in Bismarck. We appreciate your efforts.

Sincerely



Steven Heim
Superintendent Anamoose Public School
Superintendent Drake Public School

Meeting regarding HB1428 and HB1429 relating to Home Education
January 24, 2017 – Gerry, Kevin and Gwyn to discuss identify concerns
with the proposed legislation.

HB 1428 No Concerns

HB 1429 the following bulleted item are concerns for consideration for Superintendent
Baesler

- School districts cannot use IDEA B monies to serve children with disabilities if the child has not been diagnosed with a disability as defined in the IDEA regulations and found to be in need of specially designed instruction, by a **multi-disciplinary team**. What this bill would require districts to do, is use their foundation aid money to provide services home educated students. As this bill is written, this may be fiscally burdensome for school's, a district's and/or Special Education unit's budgets.
- Section 15.1-23-11 and 13 has been stricken in this proposed bill. As the law is written, there is concern if the child would be diagnosed properly. Multi-disciplinary teams use a number of criteria and tests to properly diagnose children for special education services. A specifically trained professional who is qualified to give these tests must use the appropriate evaluation tools needed to ascertain a child's disability.
For example, licensed teachers and administrators who are not special education teachers or school psychologists are not skilled training to give such tests as the Woodcock Johnson, WISC, the OWL, WIAT ,BASC, or language tests for speech – CLEF Peabody, DIAL and auditory tests such as the TAPS As this law is written, a parent and an individual licensed to teach by the education standards practices Board can determine (the law does not specify how) if a child requires special education services. If they do determine that using no specific criteria or qualifications, they can file a request with the superintendent, mandating the district to provide services to the child without cost to the parent regardless of the cost. The proposed law does not state who should write the service plan nor does it state under what criteria the plan was developed. This conflicts with existing Code.
- This law as written may require additional auditing procedures of school districts budgets. As stated, IDEA B federal funds may not be used for special educational services if the child is not diagnosed for services using a multi-disciplinary team. Districts would have to go through additional auditing procedures to assure these funds are being used properly to satisfy the federal regulations.
- It needs to be emphasized that there is language currently within the Century Code that requires a school district to sit down with the parent, if the parent so chooses to access the district for some services, and discuss the child's needs

TGU School District #60
Kimberly Anderson, Superintendent

TGU School District #60
PO Box 270
Towner, ND 58788
701-537-5414

TGU Towner School
PO Box 270
Towner, ND 58788
701-537-5414

TGU Granville School
201 6th St. SW
Granville, ND 58741
701-728-6641

January 25, 2017

Dear Education Committee,

On behalf of TGU School District #60, I am writing in support of Regional Education Associations. As a local school district representative, and a member of the NCEC we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, TGU School District #60 has received a number of support services from our area REA including, but not limited to professional development for administration and teachers, Work Key trainings and administration, STEM services, Career Fairs, and Teacher/Principal Evaluation trainings that would be extremely difficult and/or costly to provide on our own.

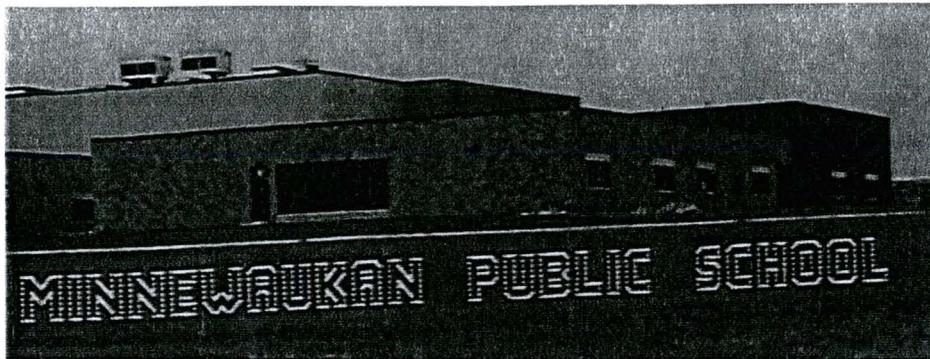
REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,



Kimberly Anderson
Superintendent
TGU School District #60



Minnewaukan Public School

4675 Hwy 281 N

Minnewaukan, ND 58351

Phone: 701-473-5306

Dear Education Committee Members:

Please accept this letter in support of our state's REAs. I would like to share a little about what they have done for my particular school. We are a school who serves many students living in extreme poverty. We must have professional development that can help our students achieve to their highest potential. Additionally, we have staff members who have had limited experience knowing how poverty can affect children. Our REA – the NESC has worked to provide these and many more experiences for our school staff which directly impacts our students.

Here is a partial list of what the NESC has provided to the teachers, paraprofessionals, and administration of the Minnewaukan Public School:

- Steve Dunn Writing/Expository Text Workshops
- Instructional Rounds
- Beginning Teacher Workshop
- Classroom Management Workshop
- Instructional Coaching
- Regional In-services (2 per year) - best practices and student engagement
- Principal/Teacher Evaluation Support and Workshops
- Regional PLCs
- Trauma Sensitive Schools
- Poverty workshops
- ITV
- Student events (curriculum enhancement) - First Lego League, Writers' Conference, You're Hired!, SCRUBS Camp, Brooks Harper, STEM Camps

Additionally, through the NESC, our staff and students have access to technology modules which rotate through the member schools. Through these modules we have access to drones, dye sublimation printing equipment, 3-D printers, embroidery machines, laser engraving equipment, and others.

I honestly do not know how we would even begin to provide these experiences, training, and support without our REA and the staff who works for them. It would be a loss that would deeply impact some of the most vulnerable students in our state.

Thank you for your attention and consideration on this vitally important matter.

Sincerely,



Jean Callahan
Superintendent



HEBRON PUBLIC SCHOOL

HOME OF THE BEARCATS

Address: 400 Church Ave. P.O. Box Q, Hebron, ND 58638

Phone: 701-878-4442

Fax: 701-878-4345

Website: www.hebron.k12.nd.us

January 25, 2017

Dear Education Committee Members,

I am currently serving as the Superintendent at Hebron School and I am writing to discuss the positive impact that our Regional Education Association has had on our school.

The Roughrider Educational Services Program (RESP) based in Dickinson serves school in Southwest North Dakota. Schools and local Boards of Education have spent many years building these associations to serve member schools.

Hebron School uses the professional development offered by the REA to improve reading and math scores in our school. Without the pooling of resources to support these initiatives, our school would not have adequate local funding to engage in the professional development activities that the Roughrider Educational Service Program offers.

The RESP member schools have also been able to employ an ELL Coordinator. She is available to mentor teachers who have ELL students, help modify curriculum, and help implement appropriate ELL strategies in the classroom. Without this position, it would be very difficult for a school our size to train or recruit someone to monitor these students.

Thank you for the work that you do.

Sincerely,

A handwritten signature in black ink that reads "Kevin Nelson". The signature is written in a cursive, flowing style.

Kevin Nelson
Superintendent, Hebron School

January 25, 2016

To whom it may concern:

This letter is in opposition to House Bill 1318, which proposes repealing Regional Educational Associations (REA) from the North Dakota Century Code. As principal of Sawyer School and a member of the Mid Dakota Education Cooperative (MDEC) I can attest to the need to keep REAs as a means of support for our school, and schools across North Dakota.

North Dakota Century Code (NDCC) 15.1-07-34 requires school districts provide eight hours of youth mental health training to all teachers and administrators each biennial cycle. This is a mandate by the state of North Dakota that requires time and money from school districts. MDEC has been instrumental in helping my school remain compliant with this regulation. They have set up the training for us, and are working to keep our school compliant with this law. Without MDEC support this would have entailed a higher cost for our district, and the process of securing this training would have been much more difficult.

MDEC has also helped our teachers with several professional development opportunities including conferences and academic trainings. Our teachers have gone to conferences to learn better classroom management strategies, how to identify and better work with children living in poverty, and how to individualize teaching so that all students learn regardless of their ability. I recently attended a session at our last conference sponsored by MDEC that helped me as a principal identify drugs, signs of drug usage, and how people are concealing them. This was a very eye-opening training that was led by officers from the Minot Police Department. As a new principal I have received great support through the new principal meetings that MDEC facilitates. MDEC has also offered technology training to members of our staff through in-service training. We have received training in data utilization, including SLDS, NWEA, and STARS that has helped guide our instruction to better serve the needs of our students. This is not even an exhaustive list of the services MDEC has helped our district receive.

For schools to individually set up this kind of training would increase the costs to each district. REAs save school districts a great deal of money each year by allowing individual districts to share the cost of training. Our school would be forced to either increase our training costs or forgo many of these training opportunities altogether. The list of opportunities that MDEC has given our schools is incredible, and as a principal of a small school in North Dakota, I can tell you that it would be devastating to lose that support. Thank you.

Sincerely,

Thomas Warman
Sawyer School Principal
Sawyer, ND 58781
thomas.warman@k12.nd.us

82

LAKE REGION SPECIAL EDUCATION

801 FIFTH AVENUE SE
DEVILS LAKE ND 58301-3649

PHONE (701) 662-7690
FAX (701) 662-7684

1-25-17

To Whom It May Concern:

This letter is to review the valuable resources and services provided by the Northeast Service Cooperative (NESC), our area's Regional Education Cooperative. For the past number of years, the NESC has been a viable resource for our school districts as well as our special education unit in providing opportunities for relevant and necessary professional development to assist teachers and schools in building skills to provide for effective and progressive learning environments for all children and youth. Whether professional development is specific to the needs of the school, such as workshops to build teacher skills in using their school's data or is more general to the advancement of skills in education, such as workshops in effective and engaging instruction, the NESC strives to help our institutions stay viable and strong while growing in the ever-changing world of education.

Additionally, the NESC has provided guidance in securing effective resources for schools and staff, designing relevant activities for youth of various ages and securing classes and credits to help teachers maintain certification. Our staff have found so many of the components to be helpful, appropriate and important to teacher and student learning. This includes 1) professional development trainings including academic, behavioral health, mental health, suicide prevention, STEM, MTSS, and beginning teacher training; 2) curriculum enrichment; 3) data utilization including SLDS, NWEA and Aimsweb; 4) Technology including technology integration in the classroom and networking services; 5) Other direct services to aid districts and special education units, including Medicaid billing, direct counseling services and special education programming assistance.

All of this would be difficult and costly for us to provide on our own. We appreciate the collaboration, the services and the guidance we receive from the NESC. ND REAS are of tremendous value and provide great service to school districts and students within our state.



Bette Nelson, Director
Lake Region Special Education

83

SERVING THE SCHOOL DISTRICTS OF:

To whom it may concern:

It has come to my attention that the state is trying to pass a bill to do away with REAS. The REAS in my region have helped our school in many ways. The majority of our students are in Tier II and Tier III and they struggle with academics in all areas. We had some staff a few years ago that were really confused with how to move forward. One of our REAS came in and sat down with administration and our Title I staff and made a plan to get our school on track. They helped us highlight the kids who were almost to grade level and set up a tutoring schedule with different staff within our school so we could try to get the students on grade level. This was a huge help to our school.

Another essential thing that these REAS do is set up multiple professional development days for the staff in our region. If we did not split the cost with other schools in our region there is no way we could receive the professional developments we have had in the past. The speaks at these professional developments have been phenomenal. Our staff will struggle in the future if we do not have these great speakers. Also, the REAS have set up many staff development days to improve our curriculums and instruction. Our students have improved a significant amount after the REAS set up a grade level rotation so we could all learn about Steve Dunn Writing. It is important that we continue to be informed about all of the topics in the future.

Sincerely,



MacKenzie Moen
Elementary Principal
Minnewaukan Public School

Milnor Public School District No. 2

530 Fifth Street | P.O. Box 369

Milnor, North Dakota 58060-0369

Phone: 701-427-5237 | Fax: 701-427-5304

www.milnor.k12.nd.us

Chris Larson, Superintendent and Activities Director

Seth Engelstad, High School Principal

Chelsey Pederson, Elementary Principal

To: North Dakota
House of Representatives
Education Committee

From: Chris Larson
Superintendent
Milnor Public School

Date: Wednesday, January 25, 2017

Topic: HB 1318

As a leader of a small school I feel it is necessary to speak out in support of REA's. Milnor Public School has an enrollment of 229 this year. We employ 25 teachers, 3 administrators, and 8 paraprofessionals. We don't have the size, or the budget, needed to attain high quality professional development. I depend on SEEC (my REA) to be a conduit for necessary professional development of my staff.

SEEC offers me the opportunities to send staff members to ongoing trainings that have lasting impacts in their classrooms. These staff members also bring back new resources and tools to our building that has a cumulative impact on effective teaching practices. Without SEEC, the newest "best practice" initiatives in North Dakota, or the United States, would take years, if not decades, to reach the classrooms of Milnor

We are striving for excellence in education in Milnor and across the state of North Dakota. If the REA structure within North Dakota is removed, I have serious concerns about being able to adequately fund ongoing professional learning of my staff. Not having those resources available would be a disservice to our staff, and most importantly, a disservice to our kids.

Sincerely,

Chris Larson
Superintendent
Milnor Public School

85

January 25, 2017

To Whom It May Concern:

On behalf of Max Public school district, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district leader, and a member of the MDEC, we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, Max Public school district has received a number of support services from our area REA including, but not limited to, professional development training in mandated mental health issues, mandated suicide prevention training, and Advanc-Ed training and assistance. Max Public School has also received extensive training in Data utilization including SLDS, NWEA, STARS.

This service would be extremely difficult and/or costly to provide on our own and therefore impossible for Max School to offer with our tight budget.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,

Pat Windish, Superintendent

Max Public School

Senator Oehlke, Representative Westlind, and Representative Johnson,

HB 1318 is a bill that would put an extra financial burden on school districts and have education in North Dakota take a step backwards. The REA we belong to (NESC) has provided professional development in any area that we have requested and done so at minimal cost and finding top quality trainers at the same time. Without the help of the REAs the professional development we need or that is required will be difficult or impossible to find and if found will be second rate in order for our district to afford them. This bill is not good for education in North Dakota. If you have any questions feel free to contact me.

Here is a list of the things our REA has been able to offer us:

- Steve Dunn Writing/Expository Text Workshops
- Instructional Rounds
- Beginning Teacher Workshop
- Classroom Management Workshop
- Instructional Coaching
- Customized professional learning (early-outs/late-starts/district in-services)
- Regional In-services (2 per year) - best practices and student engagement
- Suicide Prevention Training
- Mental Health Workshops
- ALICE (Active Shooter) Training
- Principal/Teacher Evaluation Support and Workshops
- AdvancED/School Improvement support
- Data Analysis Workshops
- SLDS support
- NWEA and AIMSweb support
- Just In Time Math Workshop Series
- Regional PLCs
- Trauma Sensitive Schools
- Poverty workshops
- High Reliability Schools Academy
- Standards and State Assessment support
- 21st Century Community Learning Centers programming
- ITV
- Technology Learning Cooperative
- Student events (curriculum enhancement) - First Lego League, Writers' Conference, You're Hired!, SCRUBS Camp, Brooks Harper, STEM Camps

Thanks,

Jeff Hagler/Supt
North Star School

87

January 19, 2017

Dear Representative Devlin,

On behalf of Dakota Prairie School District, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the NESC we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, Dakota Prairie School District has received a number of support services from our area REA including, but not limited to, 1) professional development trainings including academic (i.e. reading, math, instructional strategies, etc.), behavioral health, mental health, suicide prevention, technology applications, and beginning teacher training; 2) curriculum enrichment including: CTE coursework, Steve Dunn Writing, and Just In Time Math; 3) Data utilization including SLDS, NWEA, AIMSweb, STARS, etc.; 4) Technology including technology integration into the classroom, technology networking services, etc.; 5) School Improvement including AdvancEd trainings and coordination efforts that would be extremely difficult and/or costly to provide on our own.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,

Traci Sand
Dakota Prairie Elementary School

January 19, 2017

Dear Representative Vigesaa,

On behalf of Dakota Prairie School District, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the NESC we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, Dakota Prairie School District has received a number of support services from our area REA including, but not limited to, 1) professional development trainings including academic (i.e. reading, math, instructional strategies, etc.), behavioral health, mental health, suicide prevention, technology applications, and beginning teacher training; 2) curriculum enrichment including: CTE coursework, Steve Dunn Writing, and Just In Time Math; 3) Data utilization including SLDS, NWEA, AIMSweb, STARS, etc.; 4) Technology including technology integration into the classroom, technology networking services, etc.; 5) School Improvement including AdvancEd trainings and coordination efforts that would be extremely difficult and/or costly to provide on our own.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,

Traci Sand
Dakota Prairie Elementary School

To: House Education Committee

From: Teresa Lyn Tande, Education Enthusiast/Associate Professor

ddd

Re: HB 1318

Date: January 18, 2017

I recently became aware of **HB 1318**, a bill to eliminate the current REA's in the state of North Dakota. What a disappointing move by seven legislators, some of whom are not only well-known, but who also should understand the positive impact of REAs in North Dakota.

I just finished my 40th year of teaching, so I well remember the days before REAs. Opportunities for professional development were few and far between. Initially, only the NDEA conference offered options. Then, colleges started offering classes around the state. But still, those options required travel within the state, additional expense for lodging and meals, and time away from home and family. All that changed when REAs were formed in North Dakota.

In addition to receiving outstanding professional development opportunities near home, cutting down on travel, expense, and time, NESC, our REA, offered a variety of opportunities throughout the year. No longer did a teacher have to pick and choose where to spend time and money to strengthen teaching skills, both in pedagogy and content. They could afford more than one opportunity a year.

Even more importantly, our REAs, and again, NESC most especially, brought a common language to educators in the region, in essence making the region a cohort of learners whether it be to further discuss Harry Wong or Steve Dunn, or any number of outstanding national presenters.

I urge that this bill not make it out of committee. As I prepare to retire from the education arena, I would prefer to see education in North Dakota continue to move forward; implementation of such a bill would surely be several steps back several decades. Is that really the legacy the House Education Committee wishes for the 2017 Session? I hope not.

If you have further questions, I would be most interested in sharing thoughts with you. I can be reached at home at 701-662-8062. Thank you for your consideration.

January 18th, 2017

Dear North Dakota Legislators:

My name is Vanessa Becvar and I am in my twelfth year of teaching in the Maddock Public School system. I am writing to you to express my strong opposition to House Bill 1318, which proposes the removal of Regional Education Associations (REAs) in our state.

My school has been a member of NESC, Devils Lake's REA, since I began teaching in Maddock and I have also been on the Lake Region Teacher Center Advisory Board for eleven years. NESC works with the Lake Region Teacher Center to provide resources and professional development opportunities for the teachers, administrators, and other school staff in our area.

Without our REA, we would not be able to participate in many of the professional development activities and student activities that help us grow as educators and our children grow as students. Below is a list of activities and opportunities in which Maddock School has participated:

- *AdvancED/School Improvement support*
- *Customized professional learning (early-outs/late-starts/district in-services)*
- *Data Analysis Workshops*
- *Instructional Coaching*
- *Instructional Rounds*
- *ITV Classes (Business, Spanish, etc.)*
- *NWEA and AIMSweb support*
- *Principal/Teacher Evaluation Support and Workshops*
- *Regional In-services (2 per year) - best practices and student engagement*
- *Regional PLCs*
- *SLDS support*
- *Standards and State Assessment support*
- *Steve Dunn Writing/Expository Text Workshops*
- *Student events (curriculum enhancement) - You're Hired! STEM Activities and 5th Grade SCRUBS Camp*
- *Suicide Prevention Training*
- *Trauma Sensitive Schools*

Here is a more specific example of what our REA does for us. Just two days ago, I had the opportunity to listen to a speaker, Kim Bearden, who teaches at the renowned Ron Clark Academy in Georgia. She provided two sessions for the schools in our area and the attendance was extremely high and feedback from my colleagues was extremely positive. I left the in-service with a renewed sense of excitement for teaching and I plan to use many of the concepts she spoke about with my students. I would never be able to travel on my own to see her teach, nor would our school be able to send our whole staff to Georgia for the professional development opportunity. We owe these opportunities to our REA.

My years of being on the teacher advisory board have shown me how difficult it is to get speakers in to our area and how expensive and heavily-sought they are. We work with other REA groups to entice them to come here and we share costs in the most efficient way we can so that we can provide these opportunities for our teachers, and in turn, our students. If REAs are taken away, it would not be feasible for a school to be able to do these types of things, and it would directly affect the instruction the students receive and opportunities the children may be able to have outside of our school.

Another specific example of what our REA provides is coming up later in the year. At the end of March, I will be taking my eleven 5th Graders to Devils Lake to SCRUBS Camp where they will learn about different careers offered in the area of medicine. My students and I have attended this camp before and they were given first-hand

experiences dealing with different types of therapy, nursing opportunities (with equipment nurses actually learn on), and information about doctors and pharmacists. There were hundreds of students there from our area, and it was an experience that I would not be able to provide for them otherwise.

I am asking you to vote NO on House Bill 1318. It would be detrimental to our state's educational system and to our children's future.

Thank you for your time. If you have any questions regarding my stance on this bill, please feel free to contact me.

Sincerely,



Vanessa Becvar
5th and 6th Grade Teacher
Maddock Public School
(701) 438-2531
Vanessa.Becvar@k12.nd.us

Jennifer Carlson

From: Hiltner, Missy <Melissa.Hiltner@k12.nd.us>
Sent: Thursday, January 19, 2017 9:54 AM
To: jennifer.carlson@nescnd.org
Subject: letter about HB1318

This is the first time, in my 25 years of teaching, that I have had to contact state representatives because of my strong belief that certain bills this legislative session would hurt North Dakota schools and our kids!

On behalf of Langdon Area school district, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the NESC we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, Langdon Area school district has received a number of support services from our area REA including, Steve Dunn Writing Training, High Reliability Schools with Marzano Labs, support in our AdvancED Accreditation process along with professional development trainings including academic reading, math, instructional strategies, behavioral health, mental health, suicide prevention, STEM, MTSS, health and nutrition, technology applications, English learner, leadership, and beginning teacher training; Curriculum enrichment including: CTE coursework, reading intervention programming, and STEM services; Data utilization including SLDS, NWEA, STARS. Technology including technology integration into the classroom, technology networking services that would be extremely difficult and/or costly to provide on our own.

As an Instructional Coach of a rural ND district, we continually look to our NESC for direction and progress in Education for moving our schools forward in the best interest of our students and they have helped to keep North Dakota education progressive and relevant in the 21st Century. Our students' education would be in jeopardy if the REA's were not available ~ especially to rural schools of North Dakota!

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience. My cell phone is 701-370-9735. You stopped by my house in Langdon this past summer when you were campaigning and we had a great visit ~ I look forward to hearing from you again!

Sincerely,

Melissa Hiltner, M.Ed
Langdon Area Instructional Coach, K-12

Jennifer Carlson

Subject:

FW: Dan Ludvigson's letter - REA - HB 1318

From: Daniel Robert Ludvigson

Sent: Wednesday, January 18, 2017 7:22:22 AM

To: doehlke@nd.gov; djohnson@nd.gov; gwestlind@nd.gov

Subject: REA - HB 1318

Dear Representatives Mr. Johnson, Mr. Westlind, and Mr. Oehlke,

On behalf of the Munich Public School District, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the NESC we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, The Munich Public School District had worked closely with our REA to deliver quality professional development. I first came to North Dakota in 2012 as a new administrator. In the first two years I was here we sent all our staff to all the regional offerings for their content areas in order to prepare for common core. Since then we've worked with our local REA to revamp our evaluation system to be in lined with the Marzano teacher evaluation method. We've updated our school improvement processes using the techniques of high reliability schools. We've revamped our writing curriculum with Steve Dunn trainings that have had a profoundly positive affect on student achievement in writing. Our REA's have worked closely with our school to update our Response to Intervention Process, in particular the implementation of AIMSweb. Numerous opportunities for the use of technology are also made available through our local REA. Many of these things would be extremely difficult for us to provide on our own and much more costly provide. .

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

94

Sincerely,

Daniel Ludvigson

K-12 Principal

Munich Public School

320-297-0162

daniel.ludvigson@k12.nd.us

701-682-5321 ex 206

January 20, 2017

Dear Representatives,

I am an elementary principal for Dakota Prairie School District, and I am writing in opposition of HB 1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As an administrator in the Dakota Prairie School District, and a member of the Northeast Education Services Cooperative (NESC) we stand united in support of REAs throughout North Dakota.

The REAs are very beneficial to our school district. Because of the REA we are able to attend many professional development trainings, from people who are nationally known. Without the local REA we would not on our own be able to afford nationally known speakers. These trainings are a wonderful way for our teachers to improve on the strategies they can use to help teach students. We can also benefit from resources the REAs have on hand to use in our buildings.

REAs are an instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great state and ask for your support that they remain viable and operational.

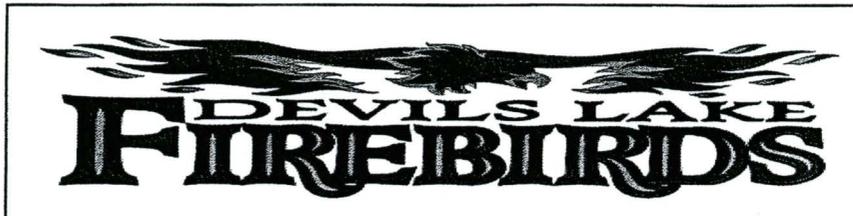
Your support for North Dakota students will having long lasting effects!!

Sincerely,

Jackie Bye

Dakota Prairie Elementary Principal

Ryan Hanson, Principal
Devils Lake High School
1601 North College Drive
Devils Lake, ND 58301
(701) 662-1200
ryan.hanson@dlschools.org



Dear Representative Westlind,

On behalf of Devils Lake High School, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the NESC, we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, Devils Lake High School has received a number of support services from our area REA including, but not limited to, High Reliability Schools Academy, Principal/Teacher Evaluation Support and Workshops, Instructional Rounds with Dr. Phil Warrick and Regional In-Services for classified, teaching and administrative staff. Without the support of the NESC, it would not have been possible to have these amazing professional development opportunities.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,

Ryan Hanson

Dear Senator Heckaman,

On the behalf of the Tate Topa Tribal School Leadership Team, Positive Behavior Intervention and Support (PBIS) Team, and classroom teachers, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school representative and a member of the NESC REA, we stand united in support of the REAs throughout North Dakota. Since 2005, the REAs have been joint power agreements between regional schools utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the years, Tate Topa Tribal School has received a number of support services from our local REA in addition to area REAs. Since the early years, many of our teachers have gone to several different math, reading/LA, and technology trainings; as well as, hands-on science workshops and mental health and behavior trainings. There have been a tremendous amount of staff that have utilized these trainings and brought the information back into the classrooms to help our students become stronger in content areas.

I personally have been impacted by our local REA (NESC) in many ways. First, I am a classroom teacher and have had the opportunity to participate in trainings and bring back strategies/activities to implement in my classroom. This has impacted my student's growth and reflects in our NWEA MAP Assessment data.

Second, I am a lead team member of our Positive Behavior Intervention and Support Team (PBIS). This past summer our team was able to go to the Southeast REA and participate in the RTI/MTSS Conference. This was a great conference and an excellent opportunity for our team to grow and learn. We gained a lot of great ideas and the resources to support them which provided us the opportunity to make some much needed changes. With this guidance, our PBIS is working to promote positive behavior which is impacting our academics and the success of our students (our ultimate goal).

Third, I am the lead teacher for our Leadership Team. We are a team that guides our school's improvements. We have had a tremendous amount of guidance and support from our NESC REA. We received training on Data Utilization Project (DUP). Our Leadership Team, with the guidance of NESC, trained our entire staff on how to interrupt, analyze, and utilize the date (TAD). We also committed to High Reliability Schools (HRS). With help from NESC, our school worked very hard and received Level 1 certification from the Marzano Institute. We are the first school in North Dakota to receive this certification. This has made us more aware of what we need to do and the direction we need to go in order to guide our AdvancEd teams.

Our school would have found all of this to be extremely difficult and too costly to provide to our staff without the help of NESC. I believe that REAs are instrumental in supporting and providing schools throughout North Dakota efficient ways to meet our needs. Please, we are asking you to consider the tremendous value the REAs provide our schools, staff, and most importantly our students within our great state. We ask for your support to make sure they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel to contact me at your convenience.

Sincerely,

Kim Ness

Tate Topa Tribal School

701-766-1451 or 701-739-6490

Jennifer Carlson

From: Scott Privratsky <scott.privratsky@dlschools.org>
Sent: Monday, January 23, 2017 7:40 AM
To: Dennis Johnson; Greg Westlind
Cc: Cory Meyer; Jason Hodous; Jeff Frith; Lee Ann Johnston; Steve Halldorson; Jennifer Carlson; Erin Lacina
Subject: HB 1318

Representatives Johnson and Westlind,

I am writing to request you **oppose HB 1318 which repeals the Regional Education Associations (REAs) from North Dakota Century Code.** The Devils Lake Public Schools are a member of the Northeast Education Services Cooperative (NESC) and because of our membership have been able to enjoy many efficiencies in receiving services that we would not have been able to provide without the existence of the REA.

Professional development opportunities provided for our pre-school workshop days, MLK professional development day, early dismissals, and throughout the school year have provided huge benefits for all schools and staff members.

Our REA has assisted us in meeting the suicide prevention and mental health trainings now required by the ND legislature. We have received extensive training in implementing the new Teacher and Principal Evaluation systems, as well as High Reliability Schools Training. Our paraprofessionals and other classified staff have also been beneficiaries of the work of our local REA.

Special education services, English learner services, after school programming (21st Century Grants), nutrition services, beginning teacher mentoring, and many academic trainings have also been provided our staff members.

Student services such as First Lego League, Writers' Conference, SCRUBS Camp, STEM Camps, and You're Hired! are also organized and coordinated through our REA.

I hope this now a little longer than brief note provides you with how valuable and important the NESC our local REA is to the Devils Lake Public Schools and othe member schools. I hope you can also realize the collaboration which occurs among our member schools and the relationships that have been developed among educators.

Please Oppose HB1318 and keep our REAs! Thank you.

Scott Privratsky, Superintendent
Devils Lake Public Schools
1601 College Drive North
Devils Lake, ND 58301-1550
701-662-7640
scott.privratsky@dlschools.org

Munich Public School District #19

410 7th Avenue / P.O. Box 39 / Munich, North Dakota 58352-0039
Telephone: (701) 682-5321 / Fax: (701) 682-5323

Chuck Dunlop, Superintendent
Daniel R Ludvigson, Principal
Barbara Springsted, Admin. Asst.
Lois Tohm, Business Manager
Timothy Polansky, Athl. Director



Andrew Haider, Board President
Chris Pankratz, Vice President
Kelly Haaven, Director
Susan Harder, Director
Terry Harder, Director
Bobby Foster, Director
Jason Wirth, Director

Dear Representatives Mr. Johnson, Mr. Westlind, and Mr. Oehlke,

On behalf of the Munich Public School District, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the NESC we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, The Munich Public School District had worked closely with our REA to deliver quality professional development. I first came to North Dakota in 2012 as a new administrator. In the first two years I was here we sent all our staff to all the regional offerings for their content areas in order to prepare for common core. Since then we've worked with our local REA to revamp our evaluation system to be in lined with the Marzano teacher evaluation method. We've updated our school improvement processes using the techniques of high reliability schools. We've revamped our writing curriculum with Steve Dunn trainings that have had a profoundly positive affect on student achievement in writing. Our REA's have worked closely with our school to update our Response to Intervention Process, in particular the implementation of AIMSweb. Numerous opportunities for the use of technology are also made available through our local REA. Many of these things would be extremely difficult for us to provide on our own and much more costly provide.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or would like to further discuss REAs or this bill, please feel free to contact me at your convenience.

Sincerely,

Daniel Ludvigson
K-12 Principal
Munich Public School
320-297-0162

100



Moses Elementary School
1312 Columbia Drive
Bismarck, ND 58504
(701) 323-4180
www.moses.bismarckschools.org

Dr. Jason Hornbacher
Principal

Tracy Famias
Assistant Principal

North Dakota Education Committee:

A vote for continued funding for the REA's in North Dakota is a *vote for working families, children and teachers*. It is a vote for families that want to keep their health benefits, it is a vote which allows families to put food on the table, consistent shelter for their families all while extending a child's education so one day the child is in a position to extend improve their economic status and be contributing members of a community. You might as how an REA does all this, well a **small** part of what the REA's do is provide educational opportunities for children before and after school.

This small part of the REA accomplishes the following:

1. Provides children educational tutoring before and after school, extending their learning time
2. Allows both parents to be employed full-time
3. Allows students to participate with their peers in a structured meaningful manner
4. Frees up teachers and school leaders to focus on staff development opportunities before and after school knowing students are in a safe location
5. Provides jobs for our college students and community members
6. Allows some students and families to be involved in other activities in the evening as parents know that their child has completed homework, received additional reading and mathematics instruction before and after school and has had opportunities to personally (verses electronically) socialize with peers.

This small part of the REA addresses:

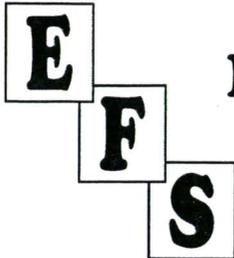
1. The lack of daycare and afterschool care for children not yet ready to be at home alone when mom and dad are still working
2. The need for large groups of students to learn to play as a group which truly extends the notion of working as a community. (Remember growing up when the afterschool time prior to supper was a neighborhood game of kickball, softball, or kick the can? When is the last time you saw your street blocked off by kids playing in your neighborhood? This neighborhood playing just doesn't happen as much as it used to for various reasons and our local REA's provides students with extended opportunities to learn and play together.

The reality is many of the families NEED this service and without it their children will go home to empty homes! It is not because parents want to send their children to an empty home it is because child care from 3:15 to 5:30 is very difficult to find and parents need to keep their employment for health benefits and to put food on the table! Please consider this as you determine the need for our REA's.

Sincerely,

Dr. Jason D. Hornbacher
Dorothy Moses Elementary School, Principal

101



East Fairview Elementary School

Yellowstone Public School District

301 2nd Street South Fairview, MT 59221
Phone: 701-844-5649 Fax: 701-844-3328

Derek Gackle, Principal
Heidi Blake, Business Manager

TO: Education Committee
FROM: Derek Gackle, Principal
DATE: January 25, 2017
RE: Rural Education Associations

Over the past several years, Yellowstone school district has received a number of support services from our area REA including, but not limited to: 1) professional development training in behavioral health (Safe & Civil Schools), suicide prevention, math instructional strategies (Just In Time math), and leadership (statewide evaluations of teachers and principals), 2) school improvement training utilizing the state adopted AdvancED process, and 3) English language learner support, special education assistance, and curriculum enrichment opportunities that would be extremely difficult and/or costly to provide on our own.

In addition, our area REA meets with the superintendents on a monthly basis. These meetings provide an invaluable experience to listen, learn, and network with the area superintendents. As you know, our great state is rural by nature and having the opportunity to network with school leaders experiencing similar situations provides a tremendous service for our leaders that trickles down into our staff, students, and communities.

If we lose our area REA we will lose out on our ability to provide professional development, training, and additional support. We would not be able to continue the services the REA provides due to our size, location, and funding constraints.

Aimee Copas

From: Celeste Thingvold <Celeste.Thingvold@k12.nd.us>
Sent: Wednesday, January 25, 2017 10:50 AM
To: Aimee Copas
Subject: Re: I need your help!

Aimee,

Below is the letter I sent to my area legislators.

Celeste Thingvold

Dear Representative Longmuir,

I am writing about my concerns regarding HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a superintendent, and a member of MDEC, I have received a number of support services from MDEC including, the legislative mandated suicide training, legislative mandated mental health training, principal PLC, Emergency Management Training to name a few. REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. Please understand the value that REAs bring to my school and students, and I am asking for your support that they remain viable and operational.

MDEC has offered so many professional development trainings that we may not have been able to attend without them. We have attended fantastic conferences that had outstanding speakers such as Marcia Tate and Harry Wong just to name a couple. Financially, our district would not be able to bring in a speaker of this caliber alone. My school district was able to attend MTSS training in Fargo sponsored by MDEC through a scholarship that was given by the REA. We have had in-service trainings from MDEC staff in areas of student engagement, Trauma Sensitive Schools, suicide prevention, data utilization, AdvancEd. Many of the Bowbells School District teachers have taken advantage of trainings in reading, writing, math, Daily 5. We are a very small school district, where there is one teacher per grade level and subject area. We have been given the opportunity to take advantage of Professional Learning Communities (PLC) with other districts. This has been very beneficial to our district because the teachers were given the opportunity to collaborate with others in their grade or subject level.

Eliminating REAs from North Dakota Century Code would be detrimental to my small school district in providing quality professional development for my teachers and staff.

Feel free to email or call me or Luke Shaefer if you have any questions.

Thank you for your time, and I hope you make the right decision for the students and teachers in the schools in North Dakota.

Sincerely,

103

January 19, 2017

Dear Representative Vigesaa,

On behalf of the New Rockford-Sheyenne School District, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the Northeast Service Cooperative, (NESC), we stand united in support of REAs throughout North Dakota.

Over the past several years, the New Rockford-Sheyenne School District has received a number of support services from our area REA. Services include, but are not limited to, professional development trainings including academic (i.e. reading, math, instructional strategies, etc.), curriculum enrichment including: afterschool programming, CTE coursework, reading intervention programming, Data utilization including SLDS, NWEA, STARS, etc.; and School Improvement including AdvancEd trainings and coordination efforts. All of the above and more would be extremely difficult and/or costly to provide on our own.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

If you have any questions or prefer further discussion regarding REAs or this bill, please feel free to contact me at your convenience.

Sincerely,

Natalie Becker
Elementary Principal
New Rockford-Sheyenne School

CENTRAL OFFICE
102 EIGHTH AVENUE SOUTHWEST
PO BOX H
BOWMAN, NORTH DAKOTA 58623-0128
PHONE: 701-523-3283 • FAX: 701-523-3849

Bowman County
School #1
Accredited by the North Central Association

RHAME CAMPUS
210 FOURTH AVENUE EAST
PO BOX 250
RHAME, NORTH DAKOTA 58651-0250
PHONE: 701-279-5523 • FAX: 701-279-5750

DAVE MAHON
SUPERINTENDENT

TYLER SENN
7-12 PRINCIPAL

TRACY LECOE
K-6 PRINCIPAL
BOWMAN & RHAME CAMPUS

BOARD OF
EDUCATION

DAN PETERSON
PRESIDENT

STACY MCGEE
VICE-PRESIDENT

TOBIANN ANDREWS

ANDREA BOWMAN

AN BUCHOLZ

RUSS HOMELVIG

TARA LAMBOURN

DEBBIE BUCHOLZ
BUSINESS MANAGER

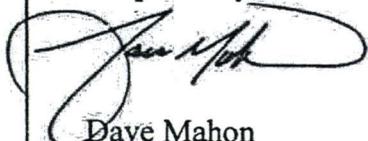
January 25, 2017

TO: North Dakota State Legislators
FROM: Dave Mahon, Superintendent Bowman County Schools
RE: REAs are a necessity for high quality instruction

Elimination of REAs will do tremendous damage to our schools, teachers and students. Our REA for Bowman County Schools is the Roughrider Educational Service Program, (<http://www.resp-k12-education.org/>), is one of our greatest assets for continual professional development for our teachers which ultimately provides continual school improvement. Their role cannot be eliminated. This will directly cause irreparable harm to the high quality of education in North Dakota and more specifically Bowman County Schools. Please go to the RESP website and look at their catalog of services, (http://www.resp-k12-education.org/resources/2016-2017_School_Year/RESP%20Catalog%202016-2017.pdf), for our school district. We are in the middle of the process of implementing the K-6 elementary curriculum "Pathways to Reading," and the K-12 writing curriculum "Step up to writing." Without our access to high quality technical support from our REA, Roughrider Educational Service Program, Bowman County Schools would not be able to adequately and effectively train our staff on how to most effectively implement these two critical curriculums.

***IF the REAs are eliminated, who is going to provide these services, many of them mandated by NDCC, to our rural school districts?** There have to be other areas in our state government that could be reduced instead of eliminating REAs that would not cause so much harm to our children. This does not make any sense. REAs are a necessity not a luxury. Please consider this when making your decision.

Respectfully,



Dave Mahon
Superintendent

105

January 25, 2017

Dear Education Committee,

On behalf of New Rockford-Sheyenne school district, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the NESC we stand united in support of REAs throughout North Dakota. REAs began in 2005 as joint powers agreements between regional school districts utilizing voluntary membership practices in order to provide needed services and create financial efficiencies in receiving services.

Over the past several years, New Rockford-Sheyenne school district has received a number of support services from our area REA including, but not limited to Steve Dunn Writing/Expository Text Workshops, AdvancED support, data utilization and analysis workshops, and NWEA Map and SLDS support. These highly effective professional development opportunities would be extremely difficult and costly to provide on our own.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great state and ask for your support that they remain viable and operational.

If you have any questions, feel free to contact me at your convenience.

Sincerely,

Laura Hager

5th Grade Teacher
New Rockford-Sheyenne Public School
437 1st Ave. N
New Rockford, ND 58356
701-947-5036
laura.hager@nrsschool.org

Fully Accredited
ROLETTE PUBLIC SCHOOLS

Rolette Public School District No. 29

BOARD OF EDUCATION

Michael Stewart, President
Chad Armstrong, Director
Richard Arstein, Director
Wade Grenier Director
Kimberly Lemleux, Director

901 Third Ave NE
P. O. Box 97

ROLETTE, NORTH DAKOTA 58366

(701) 246-3595

Fax#: (701) 246-3452

Wade Sherwin, Superintendent/
Elementary Principal
Katie Crofutt
Secondary Principal
Michele Grenier
School Business Manager

Education Committee:

I am writing in response to HB 1318, which proposes doing away with REA's in North Dakota. **Please consider this my written testimony in staunch opposition to HB1318.**

As an administrator in a rural school, I can honestly say that taking away our REA (NESC) would cause direct harm to our students and staff. Every teacher in my building has been part of at least 3 NESC sponsored trainings this year.

As an entire staff we have had training on using data to improve our instruction and help us make informed staffing and curricular decisions. Ashleigh Blikre led my leadership team for a year on working with SLDS, NWEA, and Smarter Balanced data with the Data Utilization Project. This year Kyle Reginiski has worked with my leadership team and entire staff with the Taking Action with Data project which allows the leadership team to train the rest of the staff on utilizing data. Without the NESC, we would still be back at "oh I know that kid, he doesn't even try" mentality instead of utilizing the data we collect to figure out what is going with individual students and whole group instruction.

Another program that we could never have benefitted from without our REA is Steve Dunn's writing workshops. Our teachers have been attending his workshops for the last several years and come back from each one with new and exciting writing techniques that immediately and positively affect the learning of our students.

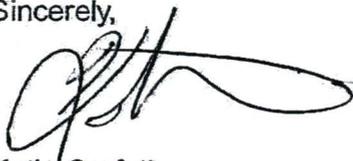
On January 16, 2017 our entire staff attended a workshop on Trauma put on by our REA. Our school has seen a huge increase in students who come from trauma. We have had kids who have been sexually abused, physically abused, and abandoned come to our school this year and our staff was not prepared to handle the inevitable behaviors that result from children experiencing trauma. This training was invaluable in that it not only gave us the tools to begin to understand these kids, but also gave us time as a staff to discuss and work through some of the issues. My superintendent and I didn't have the knowledge to train our staff on this topic or the financial resources to pull in trainers. Without our REA, we wouldn't be any closer to understanding our students with a traumatic background and if we struggle to understand it is nearly impossible to teach them.

PLC, or professional learning community, has been a big word in education for perhaps the past 10 years. AS a whole staff, we do well as a PLC; but what we can't offer our teachers is

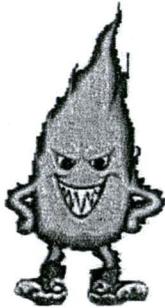
the opportunity to work with other content area teachers. At our school we have one of everything. There are undoubtedly things the math teacher and science teacher can work on together, but they really can't dig into each other standards and help with content instruction. The NESC organizes content PLCs that all of our teachers participate in, so that they can have this professional development and it can be productive. This has been a huge learning opportunity for teachers!

I could continue, but I think I've made my point: REA's are a non-negotiable part of our school. HB 1318 is a spear thrown directly at the children of North Dakota. Please hear our voice and keep REA's in our state.

Sincerely,



Katie Crofutt
High School Principal
Rolette, ND
katie.crofutt@k12.nd.us
701-246-3595



Mott/Regent Public School

205 Dakota Avenue
Mott, North Dakota 58646
Phone: (701) 824-2795
Fax: (701) 824-2249

Dear Education Committee:

On behalf of the Mott/Regent school district, I am writing in opposition of HB1318, repealing Regional Education Associations (REAs) from North Dakota Century Code. As a local school district representative, and a member of the RESP we stand united in support of REAs throughout North Dakota.

Over the past several years, Mott/Regent School District has received a number of support services from our area REA including, but not limited to professional development trainings including academic (i.e. reading, math, instructional strategies, etc.), behavioral health, mental health, suicide prevention, technology applications, English learner services and testing by the REA licensed staff, leadership training opportunities and beginning teacher training. We also receive help and training in the area of data utilization including SLDS and NWEA interpretation and how to utilize the student data to improve student achievement.

Our small school could not provide to this type of high quality professional development and training without the help our REA. To try to do this on our own would be extremely difficult and/or costly to provide. This would cause our school to be less effective in providing quality learning opportunities to our students and professional development.

REAs are instrumental in supporting school districts throughout North Dakota in providing efficient means in meeting our local needs. We ask that you consider the tremendous value the ND REAs provide to our local school districts and students within our great State and ask for your support that they remain viable and operational.

I ask you support the continuation of the REAS in our state, so all children, whether they are in a big school district or a small school district like Mott/Regent could receive equal access to staff development and the other services mentioned above in our schools.

If you have any questions, please feel free to contact me at your convenience.

Sincerely,
Dr. Viola LaFontaine
Viola Lafontaine
Superintendent
Mott/Regent School District # 1

109



Aimee Copas

From: Gruenberg, John E <John.Gruenberg@k12.nd.us>
Sent: Thursday, January 26, 2017 4:38 PM
To: olarsen@nd.gov; jkunruh@nd.gov; jkasper@nd.gov; druby@nd.gov; kmrohr@nd.gov; mischatz@nd.gov; nptoman@nd.gov
Cc: Aimee Copas; Heim, Steven; Jason A. Kersten; Arlin Fyelling; Pat Brenden; Jelleberg, Cynthia; Daniel W Stutlien; Don Davis; Kim A Anderson; McNeff, Mike; Lanelia I Decoteau
Subject: HB 1318 -- Relating to REAs
Attachments: January newsletter.pdf; NCEC participation numbers 2015-16.pdf; 15-16 NCEC PD Learning Plan.pdf

Representatives and Senators,

Over the last few days, I am sure that you have been inundated with conversations, phone calls, and emails regarding HB 1318 and the dissolution of REAs. Instead of going along with mainstream media or biased opinion, I read through the bill draft in its entirety, hoping to find rewritten language that further clarifies why the state would dissolve REAs and their services?



In the upper part of central North Dakota, REAs are essential to the professional development of our staff, to include teachers, paraprofessionals, and administrators. We are at least 60 miles from the closest ND city (Minot) as going to the regional PD sessions put on by NCEC is our only option. Over my six years as the superintendent of Westhope, I have employed their services on many occasions as our school would not be where it is today without their support.

Reading through HB 1318 in its entirety, I only see the strike-through verbiage in the entire 11-page document. What is the reason for the dissolution of all of the REAs? Where would professional development come from for the smaller school districts that have to pool their resources to get the \$10,000 educational consultant or the \$2000 data specialist? Do you believe that DPI is now going to become the central authority for professional development for school districts? How is that going to go considering that ND United no longer does their own conference in October as the turnout and attendance for said such event has dwindled from thousands to hundreds to no longer existing? Do you really think that DPI can handle to give quality, best-practice PD for all schools throughout the state, when REAs could do that at a lower cost and cater to their individual regions without having to worry about coming up with blanket PD coverage?



In NCEC over the past six years, we have come together as schools and administrators, putting aside our individual needs, looking at the bigger picture. Even going so far as planning a regional-wide PD day with all regional school personnel planned for January 2018. Just excluding important associations from verbiage and funding without reason does not make any sense, as they are the foundation of professional development for a lot of rural schools. Please do the right thing and think about how you are affecting the smaller school district and their staff and communities.

Respectfully,

110

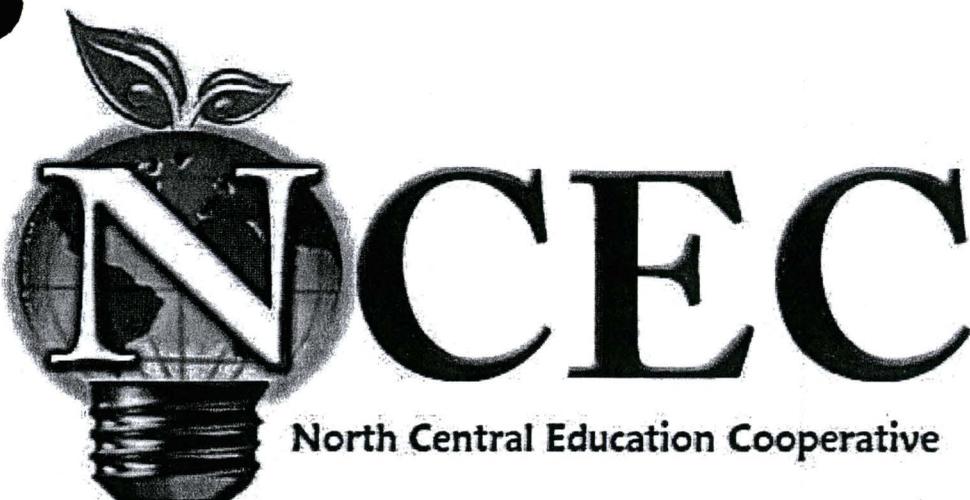
John

P.S.

I have attached the NCEC PD plan from the 2015-2016 school year, an updated January 2017 newsletter, and attendance numbers for the 2015-2016 school year for all of our schools in NCEC.

John Gruenberg
Superintendent/Sec. Principal--Westhope Public School
701-500-3115
john.gruenberg@k12.nd.us

"Real leaders lead with their feet, not from their seat" -- Herm Edwards
"Success without failure is pure luck"-- Anonymous



North Central
Education Cooperative

January Newsletter

Professional Development

Happy New Year! We are happy to provide a wide variety of class offerings again this spring.

Please register for all events at:

www.ncecnorthdakota.org

Here are the titles of sessions being offered. Please visit the website for dates and times.

- 1/11 Principal PLC
- 1/12 Counselors CFG
- 1/17 Daily 5 Math
- 1/24 Love and Logic
- 2/1 Superintendents PLC
- 2/7 2nd and 3rd Grade PLC
- 2/9 AG/ FACS PLC
- 2/15 Library PLC
- 2/16 History PLC
- 2/23 Music PLC
- 2/28 Para/ Substitute Teacher Workshop
- 3/1 Superintendents PLC

- 3/2 Science Educators
- 3/7 Principal PLC
- 3/8 4th, 5th and 6th Grade PLC
- 3/9 Counselors CFG
- 3/13 Steve Dunn Kindergarten
- 3/14 Steve Dunn 1st Grade
- 4/5 Superintendents PLC
- 4/13 Standards Based Reporting (Edutech)

What Educators are Saying about NCEC PD

"Two Fabulous knowledgeable presenters" – History PLC

"Sharing what works with one another is extremely valuable" – Music PLC

"Great presenter, wonderful information" – Library PLC

"I am excited to go back to my classroom and implement the writing strategies I have learned" – Steve Dunn Writing Workshop



NCEC Staff

"Supporting the school community to collaborate and build capacity for student success."

College and Career Readiness

Middle School Career Fair - DCB
March 15th 2017

Water Festival - DCB
April 20th 2017

AM Session - 9:00 - 11:30
PM Session - 12:00 - 2:30

Register at www.ncecnorthdakota.org



21st Community Learning Centers



Welcoming New State Director

It is my pleasure to continue my journey in education at the North Dakota Department of Public Instruction (NDDPI) as the Deputy Director in the Student Support and Innovation Division. I have worked all across the country, and gained a lot of experience in multiple educational settings and grade levels. I intend to use my diverse experience to further strengthen North Dakota's education system. I am originally from Weirton, West Virginia and began work, and developed a passion for education, with students at an after-school education program. At the program I mentored and tutored at-risk youth in multiple subjects. The culmination of my education and experience has led me to the NDDPI with the new endeavor as the Deputy Director in the Student Support and Innovation Division. At NDDPI I will be administering the 21st CCLC Program and leading School Improvement under the new Every Student Succeeds Act (ESSA). I will be working with administrators and teachers across the state to make

they feel at ease with ESSA's new regulations, and the AdvancED accreditation process. In addition, I will dedicate myself to help in every way to enable the success of every student, teacher and administrator in the state. I have experience in every level of



education, from pre-school to High school seniors, and know it will be utilized in this new position. I am incredibly eager to meet and work with all the passionate and talented educators across North Dakota. You can contact Joe Kolosky at the North Dakota Department of Public Instruction at 701-328-4612.



North Central Teacher Center

NCEC has a NEW Star Lab!!

Did you know that you can soar to the skies AND burrow deep into the Earth using our amazing **in-dome education computer software** (Starry Night and The Layered Earth) and our Digital Starlab®? You can teach lessons about Constellations to Mythology to Bird Migration using the Starlab®!

The Digital portable planetarium system has a unique niche in helping teachers inspire the minds of their students!

Science First® Starlab® continues to improve with the times. More portable than ever, we continue to

find ways to reduce weight and make set up even easier. We've updated our projector optics and light sources across several generations, giving teachers the use of the very latest in projection technology.

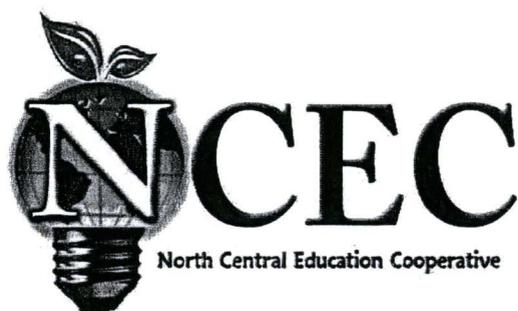
To have the Star Lab visit your school please call and book.

NCEC office – 701-228-2090

NCEC Participation Numbers
2015-2016

	Bottineau	Dunseith	Dunseith Day	Harvey	Little Flower	MLS	Newburg	Ojibwa	Rugby	St. Ann's	St. John	TGU	TMCS	Westhope	DCB	TOTALS
5	4	4		5		2			4		5	4		5		38
6	8	5	1	5		2	3		6	1	1	7	4	5		54
1	2	2		2		2						1	2	2		14
.8	23		35	3		5	3	8	1		3	49	84	24		256
1	7	3		4			2		19		2	2	6	4		50
3	6			1	2		2				23	2	36			75
1	1											12		1		15
.4				22		2	7		8		10			10		73
.9																19
4		17				3					3	9				36
1				2		1						2	3			9
4								4								8
2				2								16		1		21
1	1					3					2	4		3		14
	3			1							4	3	2			13
												2				2
				5			2		6			4		1		18
1	1								2		1	2	2	1		10
1	1								1			1				4
2	2	1					2	2	6			1	5	1		22
1																1
3	5						1		10							19
6	11						5		4			5	2		4	37
	10								13		2		4			29
	75	64					19		81			1	153	23		416
	5	2										2		3		12
	1	1	1	1		1	1	2	1		4	1	12	2		28
<u>14</u>	<u>166</u>	<u>99</u>	<u>37</u>	<u>53</u>	<u>2</u>	<u>21</u>	<u>47</u>	<u>16</u>	<u>162</u>	<u>1</u>	<u>60</u>	<u>130</u>	<u>315</u>	<u>86</u>	<u>4</u>	<u>1293</u>
	1	1					1			1	1	2	2	1		11
	8	4					2			1	7	12	6	8		58
18	154	129					18			39	119	124	654	58		1343
1	3						1			7		6	10	2		30
1	1	1					1			1	1	1	1	1		9
									1			1	1			

North Central Education Cooperative



Professional Development Learning Plan

Class Offerings

2015 - 2016

NCEC Mission

Supporting the School Community to Build Capacity for Student Success

NCEC Vision

To Provide Educational Services through a Collaborative Culture that Creates Successful Learning Environments

Table of Contents

<u>Target Audience</u>	<u>Page Number(s)</u>
Preschool.....	4, 6, 24
Kindergarten.....	4, 6, 7, 21, 24
Grade 1.....	4, 7, 21, 24
Grade 2.....	4, 7, 21, 24
Grade 3.....	4, 5, 7, 21, 24
Grade 4.....	4, 5, 8, 21, 24
Grade 5.....	4, 5, 8, 21, 24, 27
Grade 6.....	4, 5, 8, 21, 24, 27
Math.....	4, 5, 20, 24
English Language Arts.....	4, 12, 21, 24
Social Studies/History.....	4, 10, 24
Fine Arts.....	4, 13, 24
Physical Education.....	4, 14, 24
Science.....	4, 10, 24
Library/ Technology.....	4, 15, 24
Counselors.....	4, 22, 26, 28, 29, 30, 31
School Improvement/ AdvanED.....	22
Data Analysis.....	25
Special Education.....	6, 21, 23
Instructional Coaches.....	4, 5, 7, 8
Curriculum Specialist.....	4, 5, 7, 8
Principals.....	4, 16, 17, 22, 27, 28, 29, 30, 31
Superintendents.....	4, 18
School Boards.....	19

Food Service.....32

REGISTRATION

ALL PROFESSIONAL LEARNING EVENTS, INCLUDING SESSION DESCRIPTION, LOGISTICS, AND REGISTRATION DETAILS, WILL BE POSTED ON THE NCEC WEBSITE: <http://www.ncecnorthdakota.org>

REGISTRATION FOR ALL EVENTS IN THIS BOOKLET WILL BE AVAILABLE SUMMER 2015



PLEASE "LIKE" NCEC ON FACEBOOK SO YOU RECEIVE NOTICE ON ALL THE UPCOMING NCEC TRAININGS!

NCEC GRADUATE CREDIT

ATTENDANCE AT ANY 2 NCEC PROFESSIONAL DEVELOPMENT EVENTS (FULL DAY 16 hours) ENABLES PARTICIPANTS TO EARN 1 GRADUATE CREDIT.

TOTAL POSSIBLE GRADUATE CREDITS NOT YET DETERMINED (Pending University Approval)

4th, 5th and 6th GRADE TEACHERS PARTICIPATING IN JUST IN TIME FOR MATH WILL BE ABLE TO APPLY FOR 2 GRADUATE CREDITS THROUGH VALLEY CITY STATE UNIVERSITY. TEACHERS WILL HAVE TO PARTICIPATE IN ALL 4 TRAININGS.

QUESTIONS

CONTACT SHELLY HOERER, NCEC PROFESSIONAL DEVELOPMENT DIRECTOR

Shelly.hoerer@K12.ND.US

701-228-5495

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Fall Regional In-Service

Topic:	Classroom Management
Target Audience	Grade PreK – 12 Teachers Paraprofessionals Instructional Coaches Administrators
Description	<p>The classroom management presentation will help transform your classroom, school, or district into one that hums with learning because everyone knows what to do. No theory. No platitudes – just dozens of practical, pragmatic, no-nonsense techniques that cost no money to implement.</p> <p>Learn strategies necessary to manage your classroom for student learning and achievement.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> * Start the school year with a perfect first day * Start class with no wasted time * Eliminate discipline problems * Get students to do what you want them to do * Establish consistency so the class responsibly runs itself * Streamline classroom procedures * Have group transitions in seconds * Maximize classroom time for learning * Conduct classroom discussions so everyone participates * Create a safe and positive learning environment * Communicate with the home * Invest in your potential as an effective teacher <p>The teacher is the most positive influence on student achievement. You can become effective OVERNIGHT and be the teacher you were meant to be.</p>
Presenter/Facilitator	Harry and Rosemary Wong
Required Materials	NA
Date	August 18th
Time	8:30 – 12:00
Location	Minot Municipal Auditorium
Assigned NCEC Staff	All
Financial Commitment	Funds from DPI PD Grant/ Included in NCEC Membership
Learning Follow Up	Monthly Newsletter to all participants - "When the Wongs are Gone" NCEC Professional Development Director

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Regional In-Service

Topic:	Math – Algebra to the Core (Dr. Edward Thomas)		
Target Audience	Elementary Math Coaches Elementary Teachers Middle School Math Teachers High School Math Teachers		
Description	<p>Educators will learn methods guaranteed to capture the interests of students, increase their motivation, understanding, self-confidence, retention, and achievement in math.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Increase K-12 schools ability to reach math achievement goals • Increase schools ability to make AYP in all population categories <p>Educators will learn Innovative and effective instructional strategies that align with the states' standards</p> <ul style="list-style-type: none"> • Educators will learn powerful student engagement activities that increase students' interest confidence, understanding, and retention of math concepts and skills 		
Presenter/Facilitator	Dr. Edward Thomas		
Required Materials			
Date	<u>September 28th</u> Elementary Teachers AM	<u>September 28th</u> High School Teachers PM	
Time	TBD		
Location	September 28 th Rugby TBD		
Assigned NCEC Staff	NCEC Professional Development Director		
Financial Commitment	How many schools wish to be a part of this????		

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Fundamentals of Early Childhood Reading and Understanding
Target Audience	Pre- School Teachers
Description	<p>Close reading requires a substantial emphasis on readers figuring out a high quality text. This "figuring out" is accomplished primarily by reading and discussing the text (as opposed to being told about the text by a teacher or being informed about it through some textbook commentary).</p> <p>Learning outcomes of the class:</p> <ul style="list-style-type: none">• Educators will understand the importance of close reading with preschool students.• Educators will understand the parts of a close read• Educators will experience how close reading is an intensive analysis of a text and how it will help students come to terms with what text says, how it says it, and what it means.
Presenter/Facilitator	TBA
Required Materials	NA
Dates	September 29 th March 17 th
Location	Rugby/Towner
Time	10:00 – 2:00 (11:30 – 12:30 Lunch on your own)
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none">• Travel of participants• Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Student Engagement, Formative Assessment and Standards Based Report Cards			
Target Audience	Kindergarten 1 st Grade Teachers	2 nd Grade Teachers 3 rd Grade Teachers		
Description	<p>If you are in the process of continuing to understand the Common Core State Standards, how to align those standards with effective standards-based assessments and want to better gauge how to accurately report that through effective grading practices, this is for you. This will allow you to strengthen your understanding and approach to Standards, Assessment, Grading and effective use of Data.</p> <p>Four essential questions that effective Professional Learning Communities work from:</p> <p>What is it we expect our students to learn? How will we know if they learned it? How will we respond when they don't learn it? How will we respond when they already know it?</p> <p>Through these guiding questions and discussion, you will discover how to dispel meaningless instructional and grading practices that have been occurring in classrooms for decades.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how standards align to assessments in all grades and content areas. • Create strong formative assessments to help guide our instructional practices. • Understand the importance of collaboration in both the design of common formative assessment and the analysis of the data. • Gain the skills to turn traditional lessons/plans into standards-based lessons and focus. • Understand the role of feedback in the classroom and how to engage in consistent feedback practices. • Understand how to effectively turn data into action. • Understand the role of culture in all of these areas. • Learn how to grade smarter against standards and not necessarily harder. • Develop an understanding of effective approaches to homework, late work, re-dos and re-takes. • Gain the necessary knowledge and skills to accurately grade against content standards. • Gain strategies to ensure students own their learning. • Increase student motivation through effective use of data, goal - setting, and feedback. • Understand the myths about grading practices, and identify how to make grades meaningful and motivating. • Understand how to provide extensions tied to the standards and assessment for some of our most gifted learners. 			
Presenter/Facilitator	Gail Rham TBD			
Dates	<u>Kindergarten</u> October 14th March 1 st	<u>1st Grade</u> October 14th March 1 st	<u>2nd Grade</u> October 15th March 3rd	<u>3rd Grade</u> October 15 th March 3rd
Time	9:30 – 2:30 (Lunch break 11:30 – 12:30)			
Location	Rugby High School Library			
Assigned NCEC Staff	NCEC Professional Development Director			
District Commitment	<ul style="list-style-type: none"> • Travel of participants to Rugby • Substitute Cost 			

121

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Just in Time Mathematics																				
Target Audience	School Administrators Grade 4,5 and 6 Elementary Teachers Instructional Coaches Curriculum Specialist Special Education Teachers *entire teams of grade specific teachers are encouraged to participate together to increase collaboration and peer feedback in individual schools																				
Description	The Just in Time Math project is a professional development opportunity supported through a Succeed 2020 grant sponsored by the South East Educational Cooperative. The goals of this project are to become familiar with and implement the ND state standards for mathematics including the grade specific content and mathematical practice standards. In addition, the project includes the incorporation of best practices in mathematics instruction and implementation of those best practices through instructional coaching. Participating teachers will: <ul style="list-style-type: none"> • Create and implement lesson plans that incorporate strategies for learning • Receive grade and content specific, instructional models “Just in Time” for classroom implementation • Partner with one other colleague to serve as the “peer coach” for one another throughout the project • Observe and be observed by a team member using the “peer observation tool” Throughout the project • Informally share strategies and techniques that are working with additional colleagues via department, staff and/or PLC meeting <p>Math content addressed will include:</p> <table border="0" style="width: 100%;"> <tr> <td>Place value</td> <td>Ratio and reasoning</td> </tr> <tr> <td>Measurement</td> <td>Expression</td> </tr> <tr> <td>Decimals</td> <td>Operation with rational numbers</td> </tr> <tr> <td>Algebraic thinking</td> <td>Exponents and scientific Notation</td> </tr> <tr> <td>Fluency and computations</td> <td>Slope</td> </tr> <tr> <td>Division of fractions</td> <td>Equations and inequalities</td> </tr> <tr> <td>Proportional relationships</td> <td>Area and Volume</td> </tr> <tr> <td>Rational and irrational numbers</td> <td>Expression, inequalities, problem solving</td> </tr> <tr> <td>Pythagorean Theorem</td> <td>Fractions and linear equations</td> </tr> </table>			Place value	Ratio and reasoning	Measurement	Expression	Decimals	Operation with rational numbers	Algebraic thinking	Exponents and scientific Notation	Fluency and computations	Slope	Division of fractions	Equations and inequalities	Proportional relationships	Area and Volume	Rational and irrational numbers	Expression, inequalities, problem solving	Pythagorean Theorem	Fractions and linear equations
Place value	Ratio and reasoning																				
Measurement	Expression																				
Decimals	Operation with rational numbers																				
Algebraic thinking	Exponents and scientific Notation																				
Fluency and computations	Slope																				
Division of fractions	Equations and inequalities																				
Proportional relationships	Area and Volume																				
Rational and irrational numbers	Expression, inequalities, problem solving																				
Pythagorean Theorem	Fractions and linear equations																				
Presenter/Facilitator	Lynn Mitzel - South East Education Cooperative Math Facilitator																				
	Each participant must attend 1 full day of Regional KICK OFF Training . You may choose from the following dates and locations: Minot August 31 or Sept 1st Devils Lake Sept 17th or 18th The Remainder of the trainings will be by grade levels and located at Dakota College at Bottineau. Those dates are as follows:																				
	Grade 4	Grade 5	Grade 6																		
	October 19 th	October 20 th	October 21 st																		
	January 19 th	January 20 th	January 21 st																		
	March 8 th	March 9 th	March 10 th																		
Time	TBD																				
Assigned NCEC Staff	NCEC Professional Development Director																				
District Commitment	<ul style="list-style-type: none"> • Travel of participants to Bottineau • Substitute Cost 																				

122



#JiTmath

What you need.
When you need it.
How it should be.

OVERVIEW

Teachers, grades 4-8, are invited to participate in a two-year professional learning experience that will focus on teaching and learning the North Dakota State Standards for Mathematics. Each session incorporates grade specific mathematical content along with the mathematical practice standards through the lens of best teaching and learning strategies.

The outcomes include:

- Increase mathematical knowledge of content aligned to North Dakota State Standards for Mathematics
- Increase teacher knowledge and application of the eight mathematical practices
- Incorporate best teaching and learning practices
- Shift the focus to include deep understanding, applications, and tools
- Increase teacher self-reflection and self-evaluation through instructional coaching
- Improve student learning and understanding of mathematics

A collaborative project of:



Funding provided by:



“Your explanations of the practices were really eye-opening and then breaking down those standards and answering our questions regarding them was so helpful. We left yesterday feeling empowered by our new knowledge and more confident in strategies!”
- Heather Hintz, Bismarck Public Schools

“We use XXX as our math series K-8 and I was concerned about implementing JiT strategies but these trainings have given me the confidence to abandon what I need to and supplement what I need to in order to meet the new NDSS.”

“Attend a #JiTmath session with @LynnMitzel you won't be disappointed! In the 1st hour I was exposed to new ways to extend current lessons.”
- Tara Jordan @jmhiljo

“This learning is so timely, practical resources I can use in my classroom immediately. I appreciate the attention paid to the teaching strategies.”

“This was the best professional development I have ever received for Math (and I've been teaching 9 years)! Can't wait to see you again in April!”

Contact Information

Have CONTENT-SPECIFIC questions? Contact Lynn Mitzel, SEEC, at mitzell@ndseec.com or 701.446.3179.

Contact your local REA to find out when Just in Time Math will be offered in your area.

Great Northwest Education Cooperative (GNWEC)
David Richter
david.w.richter@sendit.nodak.edu
701-770-8160

Mid-Dakota Education Cooperative (MDEC)
Kayla Andersen
kayla.andersen@ndmdec.com
701.858.4705

Missouri River Education Cooperative (MREC)
Melissa Mortvedt
melissa.mortvedt@mrecnd.org
701.751.4041 ext 106

North Central Education Cooperative (NCEC)
Cynthia Jelleberg
cynthia.jelleberg@k12.nd.us
701.228.5466

Northeast Education Services Cooperative (NESC)
Jennifer Carlson
jennifer.carlson@nescnd.org
701.662.7650 ext. 338

Roughridger Education Services Program (RESF)
Riley Mattson
riley.mattson@sendit.nodak.edu
701.483.0999

Red River Valley Education Cooperative (RRVEC)
Janet O'Hara
janet.ohara@mvecnd.org
218.779.5121

South East Education Cooperative (SEEC)
LaCosta Potter
potter@ndseec.com
701.446.3190

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Student Engagement, Critical Thinking and Logical Reasoning
Target Audience	High Science Teachers Middle School Science Teachers
Description	<p>This Professional Learning Community will provide participants with the opportunity to develop learning experiences that can be used immediately. Educators will develop ways to plan lessons engaging students in science while learning strategies to provoke logical reasoning and defending a scientific statement.</p> <p>Participants will Learn:</p> <ul style="list-style-type: none">• How to use a Close read with scientific literature• Using Different questioning styles and strategies• Teach students to defend a claim• Developing critical thinking skills
Presenter/Facilitator	Jocelyn Grann – Westhope High School Science Instructor Caitlin Nolby – UND Aerospace Science ND Space Center Grant Angie Bartholomay – DCB Science Professor
Required Materials	NA
Dates	September 22 nd February 4 th
Time	9:30 – 3:00 (Lunch Break 11:30 – 12:30)
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none">• Travel of participants to Bottineau• Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Social Studies History – Cross Curricular Planning, Formative Assessment and Standards
Target Audience	Jr High Social Studies Teachers High School Social Studies and History Teachers
Description	<p>The History/Social Studies PLC will focus on standards, how to work collaboratively with other content areas and assess student learning.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• What is it we expect our students to learn?• How will we know if they learned it?• How will we respond when they don't learn it?• How will we respond when they already know it?• How will we collaboratively work with other content areas to achieve results?
Presenter/Facilitator	Gail Rham TBD
Required Materials	NA
Dates	September 24 th February 16 th
Time	8:30 – 2:30 (Lunch 11:30 – 12:30 – on your own)
Location	TBD
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none">• Travel of participants• Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	ELA
Target Audience	Middle/High School English Language Art Teachers Middle/ High School Reading Teachers
Description	<p>If you are in the process of continuing to understand the Common Core State Standards, how to align those standards with effective standards-based assessments and want to better gauge how to accurately report that through effective grading practices, this is for you. This will allow you to strengthen your understanding and approach to Standards, Assessment, Grading and effective use of Data.</p> <p>Four essential questions that effective Professional Learning Communities work from.</p> <p>What is it we expect our students to learn? How will we know if they learned it? How will we respond when they don't learn it? How will we respond when they already know it?</p> <p>Through these guiding questions and discussion, you will discover how to dispel meaningless instructional and grading practices that have been occurring in classrooms for decades.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how standards align to assessments in all grades and content areas. • Create strong formative assessments to help guide our instructional practices. • Understand the importance of collaboration in both the design of common formative assessment and the analysis of the data. • Gain the skills to turn traditional lessons/plans into standards-based lessons and focus'. • Understand the role of feedback in the classroom and how to engage in consistent feedback practices. • Understand how to effectively turn data into action. • Understand the role of culture in all of these areas. • Learn how to grade smarter against standards and not necessarily harder. • Develop an understanding of effective approaches to homework, late work, re-dos and re-takes. • Gain the necessary knowledge and skills to accurately grade against content standards. • Gain strategies to ensure students own their learning. • Increase student motivation through effective use of data, goal - setting, and feedback. • Understand the myths about grading practices, and identify how to make grades meaningful and motivating. • Understand how to provide extensions tied to the standards and assessment for some of our most gifted learners.
Presenter/Facilitator	Gail Rham TBD
Required Materials	NA
Dates	September 23 rd February 10 th
Time	9:30 – 3:00 (11:30 – 12:30 Lunch on your own)
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none"> • Travel of participants • Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Fine Arts – Student Engagement, Standards Based Reporting and Formative Assessment
Target Audience	Foreign Language Art Education Teachers K – 12 Music Teachers
Description	<p>If you are in the process of continuing to understand the Common Core State Standards, how to align those standards with effective standards-based assessments and want to better gauge how to accurately report that through effective grading practices, this is for you. This will allow you to strengthen your understanding and approach to Standards, Assessment, Grading and effective use of Data.</p> <p>Four essential questions that effective Professional Learning Communities work from.</p> <p>What is it we expect our students to learn? How will we know if they learned it? How will we respond when they don't learn it? How will we respond when they already know it?</p> <p>Through these guiding questions and discussion, you will discover how to dispel meaningless instructional and grading practices that have been occurring in classrooms for decades.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand how standards align to assessments in all grades and content areas. • Create strong formative assessments to help guide our instructional practices. • Understand the importance of collaboration in both the design of common formative assessment and the analysis of the data. • Gain the skills to turn traditional lessons/plans into standards-based lessons and focus'. • Understand the role of feedback in the classroom and how to engage in consistent feedback practices. • Understand how to effectively turn data into action. • Understand the role of culture in all of these areas. • Learn how to grade smarter against standards and not necessarily harder. • Develop an understanding of effective approaches to homework, late work, re-dos and re-takes. • Gain the necessary knowledge and skills to accurately grade against content standards. • Gain strategies to ensure students own their learning. • Increase student motivation through effective use of data, goal - setting, and feedback. • Understand the myths about grading practices, and identify how to make grades meaningful and motivating. • Understand how to provide extensions tied to the standards and assessment for some of our most gifted learners.
Presenter/Facilitator	Gail Rham TBD
Required Materials	NA
Dates	November 3 rd February 17 th
Time	9:30 – 3:00 (11:30 – 12:30 Lunch on your own)
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none"> • Travel of participants • Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	ND Physical Education Content Standards (Including activity expectations, nutrition expectations and formative assessment)
Target Audience	K- 12 Physical Education Health Teachers
Description	<p>Get the Ball Rolling: Standards – Based PE Curriculum Planning</p> <ul style="list-style-type: none"> • Identify the skills and activities taught for specific activities in PE and place them appropriately in a curriculum calendar • Identify Power standards and objectives • Choose appropriate teaching and assessment times for standards • Explore formative assessments tools specific to PE • Pair power standards and objectives with appropriate assessment tools <p>It's OK to Eat and Run</p> <ul style="list-style-type: none"> • Learn a variety of movement activities that also address nutrition concepts • Engage in nutrition education activities that also have students moving • Practice using assessment tools to demonstrate student learning and application
Presenter/Facilitator	Lyndsi Engstrom - Physical Education Instructor
Required Materials	NA
Dates	October 1 st March 7 th
Location	TBD
Time	9:30 – 4:00 (Lunch 11:30 – 12:30 - On your own)
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none"> • Travel of participants to Bottineau • Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topics	Library and Technology <ul style="list-style-type: none"> • Promoting a Culture of Collaboration with Staff • Student Research, What's our Role? • Identify how state Library and Technology Standards are being met
Target Audience	Grade K – 12 Librarians Technology Support Staff
Description	This workshop will deliver: <ul style="list-style-type: none"> • Understanding and knowledge on State Library and Technology standards • How Librarians and Technology staff can work hand in hand with school staff to supply students with an understanding of how to best use technology and library services • Student research, what's our role? • Resources
Presenter/Facilitator	Donna James - Valley City State University Library Director Allison Rademacker - Ellendale Public School
Required Materials	NA
Dates	October 6 th – Donna James (Culture of Collaboration) February 25 th - Allison Rademacker
Location	October 6 – Bottineau February 25 th – Rugby
Time	9:30 – 3:00 (11:30 – 12:30 Lunch on your own)
Assigned NCEC Staff	NDCE Professional Development Staff
District Commitment	<ul style="list-style-type: none"> • Travel of participants • Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Increase Superintendents and Principals ability to be educational leaders and support teachers
Target Audience	K – 12 Principals
Description	<p>The Professional Learning Community will offer the opportunity for superintendents to explore leadership.</p> <p>Participants will Learn:</p> <ul style="list-style-type: none">• Effectively implementing school PLC• Formative Assessment driving curriculum• Standards – based reporting • The 5 levels of Leadership• How to develop ourselves and others at each level• Principles of growth• A game plan for Leadership Development • Aligning Leadership Practices, Principles and Values• Students Voice
Presenter/Facilitator	Mike McNeff and Gail Rham, Rugby Public Schools
Required Materials	Book Read – The 10 Minute Inservice - Todd Whitaker and Annette Breaux (Book supplied out of NCEC funds)
Dates	September 23 rd November 18 th January 27 th March 30 th
Time	10:00 am – 2:00 pm (Lunch will be provided)
Location	Rugby Dakota Farms
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none">• Travel of Participants

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Supporting collaboration to promote academic achievement
Target Audience	Turtle Mountain Area K – 12 Principals Dunseith Day Ojibwa Turtle Mountain, Elementary, Middle and High School St. Ann
Description	The Professional Learning Community will offer the opportunity for Superintendents to explore leadership. Participants will Learn: <ul style="list-style-type: none"> • Effectively setting up school PLC • Formative Assessment driving curriculum • Standards – based reporting • The 5 levels of Leadership • How to develop ourselves and others at each level • Principles of growth • A game plan for Leadership Development • Aligning Leadership Practices, Principles and Values • Students Voice
Presenter/Facilitator	Wayne Fox Mike McNeff
Required Materials	How Successful People Lead – John C Maxwell
Dates	October 13 th - Wayne Fox November 17 th - Mike McNeff January 13 th - Cindy Mau March 23 rd
Time	9:30 – 2:30
Location	TBD
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none"> • Travel to participate

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Growing Ourselves and Educators Within our Organizations	
Target Audience	Superintendents	
Description	<p>The Professional Learning Community will offer the opportunity for Superintendents to explore leadership.</p> <p>Participants will Learn:</p> <ul style="list-style-type: none"> • The 5 levels of Leadership • How to develop ourselves and others at each level • Principals of growth • Leading is a Verb not a Noun • A game plan for Leadership Development • Aligning Leadership Practices, Principals and Values 	
Presenter/Facilitator		
Required Materials	Book Read "How Successful People Lead" John Maxwell Books Supplied by NCEC	
Dates	September 2 nd October 7 th November 4 th December 2 nd	January 6 th February 3 rd March 2 nd April 6 th May 4 th
Time	11:00 – 12:00	
Location	Minot State University	
Assigned NCEC Staff	NCEC Professional Development Director	
District Commitment	<ul style="list-style-type: none"> • Travel of participants to Bottineau • Substitute Cost 	

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	Supporting Educational Leaders and School Systems
Target Audience	Regional School Board Members
Description	<p>The School Board Member PLC will offer the opportunity for school board members to collaborate with others within the NCEC region.</p> <p>Participants will Learn:</p> <ul style="list-style-type: none">• How to help create a positive School Culture• 5 levels of Leadership• The Principals of Growth• Regional School Data (What does it mean)
Presenter/Facilitator	How to create positive culture NCEC Staff – Regional Data/ 5 levels of Leadership
Required Materials	NA
Dates	October 29 th School Board Convention February 11 th Negotiation Conference
Time	TBD
Location	Bismarck
Assigned NCEC Staff	TBD
District Commitment	None

Professional Learning Community

Topic:	Preparing Students for the WorkKeys Test
Target Audience	High School Math Instructors
Description	<p>WorkKeys is a job related skills assessment. It is a three part assessment. The WorkKeys assessment is one portion of the requirement for graduating seniors to obtain the ND State Scholarship.</p> <p>The areas of assessment are:</p> <ul style="list-style-type: none">• Applied Math• Reading for Information• Locating Information <p>Historically students in the region have struggled the most with the Locating Information portion of the test.</p> <p>This Professional Development session will offer High School Math teachers the strategies needed to assist students with increased scores.</p>
Presenter/Facilitator	Aimee Erdman, Mandy McNeff NCEC, College and Career Readiness Coordinators
Required Materials	NA
Date	December 9 th
Time	9:30 – 2:30 (Lunch Break 11:30 – 12:30)
Location	Rugby High School
Assigned NCEC Staff	NCEC Professional Development Director
Financial Commitment	<ul style="list-style-type: none">• Travel of participants• Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Daily 5

Topic	Daily 5/ Daily Café								
Target Audience	<table border="0"> <tr> <td>Kindergarten</td> <td>4th Grade Teachers</td> </tr> <tr> <td>1st Grade Teachers</td> <td>5th Grade Teachers</td> </tr> <tr> <td>2nd Grade Teachers</td> <td>6th Grade Teachers</td> </tr> <tr> <td>3rd Grade Teachers</td> <td></td> </tr> </table>	Kindergarten	4 th Grade Teachers	1 st Grade Teachers	5 th Grade Teachers	2 nd Grade Teachers	6 th Grade Teachers	3 rd Grade Teachers	
Kindergarten	4 th Grade Teachers								
1 st Grade Teachers	5 th Grade Teachers								
2 nd Grade Teachers	6 th Grade Teachers								
3 rd Grade Teachers									
Description	<p>Daily 5 is a framework for structuring literacy time so students develop lifelong habits of reading, writing and working independently.</p> <p>The choices for students include :</p> <ul style="list-style-type: none"> • Read to Self • Work on Writing • Read to Someone • Listen to Reading • Word Works <p>The Daily Café is the method the teacher will use to deliver instruction within the Daily 5 framework.</p>								
Presenter/Facilitator	Brittany Bromley – 2 nd Grade Teacher – Drake/Anamoose Public School								
Required Materials	3 Ring Binder with Divider Tabs								
Dates	October 8 th January 14 th								
Time	10:00 – 3:00 (Lunch will be from 12:00 – 12:30. You may bring a lunch or eat school lunch at Drake school)								
Location	Drake High School Library								
Assigned NCEC Staff	NCEC Professional Development Director								
District Commitment	<ul style="list-style-type: none"> • Travel of participants • Substitute Cost 								

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

AdvancEd Workday

Topic	AdvancED
Target Audience	Leadership Groups AdvancEd Teams Administrators
Description	Participants of this workshop will: <ul style="list-style-type: none">• Have team working time• Expertise to help with any questions related to filling out the AdvancED form.
Presenter/Facilitator	AdvancED - Director of AdvancED North Dakota Nathan Anderson, MDEC Data Specialist
Required Materials	NA
Dates	November 5 th February 24 th March 22 nd
Time	10:00 – 3:00 (12:00 – 12:45 Lunch on your own)
Location	TBD
Assigned NCEC Staff	NCEC Professional Development Director
District Commitment	<ul style="list-style-type: none">• Travel of participants• Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Professional Learning Communities

Topic	504 Training
Target Audience	Special Education Teachers K – 12 Principals Counselors
Description	In this workshop individuals will learn <ul style="list-style-type: none">• Who should be on a 504• The process of the 504• How to fill out the appropriate paperwork for a 504• Follow – up to 504
Presenter/Facilitator	Liz Deckert
Required Materials	NA
Dates	September 30 th
Time	8:30 – 12:30
Location	Rugby High School Library (TBD)
Assigned NCEC Staff	NCEC CCRC Mandy McNeff
District Commitment	<ul style="list-style-type: none">• Travel of participants• Substitute Cost

Access and Success in Rigorous Academic and CTE Prep

2015 – 2016

Regional Classroom Observations

Topic	Teacher Observation		
Target Audience	Limited to 30 Regional Educators (All Content Areas)		
Description	<p>30 area teachers may sign up for the Observation Class.</p> <p>The training will offer the opportunity for teachers to learn from others in education. There will be a kick off session in which all teachers taking part in the class will be asked to attend.</p> <p>Teacher Expectations:</p> <ol style="list-style-type: none"> Teachers will be asked to identify a focus area of observation. Classroom Management Student Engagement Content Specific Teaching Strategies Attend Kick off Meeting and Celebration Meeting Work with your building principal time to have 5 hours of observation. Some ideas of times for observation include early out or late start times at your school or while other schools are still in session. Observations must be completed by March 16th Final observation questions will be turned in April 13th <p>Expectation from NCEC:</p> <ol style="list-style-type: none"> When a focus area of observation has been determined, NCEC staff will work with area Administrators to determine which teachers in the region would be a good observational match. NCEC staff will make the initial contact and then the observation times and dates will need to be set by the participating teachers. 		
Presenter/Facilitator	NCEC Professional Development Director		
Required Materials	NA		
Dates/Times/Locations	<p align="center"><u>Kick off Dates</u></p> <p>September 23rd DCB 5:00 – 7:30 pm</p>	<p align="center"><u>Observation Dates</u></p> <p>Scheduled with your building administrators</p>	<p align="center"><u>Celebration Dates</u></p> <p>April 13th DCB 5:00 – 7:30 pm</p>
Assigned NCEC Staff	NCEC Professional Development Director		
District Commitment	<ul style="list-style-type: none"> Travel of participants Substitute Cost (If needed) 		

Developing a Data Mindset

Part 1: Data Utilization Project / Part 2: Taking Action with Data

Purpose: The purpose of this two – part project is to guide the effective utilization of local and standardized assessment data to inform decisions and actions relevant to individual student, classroom, and school-wide improvements.

Part 1 Data Utilization Project (DUP)

Target Audience	Leadership Teams <ul style="list-style-type: none"> • Administration • Counselors Instructional Coaches Teacher Leaders
Description	The Data Utilization Project, formerly known as the ND SEED Project, is aimed at developing a data-driven culture within schools. Today’s educational leaders recognize the need for data utilization to make appropriate instructional decisions. However, before data can be effectively utilized, it must be understood and valued. This project will establish or enhance school/district cultural and collaborative processes to build the foundation needed prior to making evidence-based decisions. Upon completion of this project, schools/districts will be prepared to take action with data in step 2.
Objectives	Participants will: <ul style="list-style-type: none"> • Establish or enhance a data team to guide the work • Reflect on current data/assessment reality in the district to identify gaps compared to the school/district vision • Develop a district data-vision • Develop the capacity of the district data team to collaborate for the creation of key foundational components that establish a culture of data for the district • Create a customized “Taking Action with Data”(Part 2) professional development plan that transfers foundational data culture components staff-wide
Facilitator(s)	NCEC Professional Development Director
Required Materials	Resources and assignments as necessary
Session Format	•3 Days, 9:00AM – 3:00PM •Option to collaborate with 1 other NCEC district
Date(s)	Sessions can be scheduled between August 3, 2015 and May 20, 2016.

Part 2 Data Utilization Project (DUP)

Target Audience	All Staff <ul style="list-style-type: none"> • Administrators • Counselors Instructional Coaches Teachers
Description	Taking Action with Data will implement the professional development plan created during the Data Utilization Project to transfer foundational data culture components staff-wide. TAD ensures educators are equipped with adequate capacity to understand and value data before applying inquiry cycles to make evidence-based decisions.
Objectives	Participants will: <ul style="list-style-type: none"> • Adopt the district data-vision • Understand and communicate the foundational data culture components • Apply inquiry cycles all roles and purposes
Facilitator(s)	NCEC Professional Development Director
Required Materials	Resources and assignments as necessary
Session Format	3-5 sessions at 2-4 hours <ul style="list-style-type: none"> • Staff In-service • Early out/Late Start • Option to collaborate with 1 other NESC district
Date(s)	Sessions can be scheduled between August 3, 2015 and May 20, 2016.

Ongoing College and Career Counseling and Planning

2015 – 2016

Critical Friends Group

Topic	Building a Culture of High Expectation College and Career Readiness			
Target Audience	Grades K-12 Counselors and Career Advisors			
Description	<ul style="list-style-type: none"> • Explore the Succeed 2020 College and Career Venn Diagram and learn how to operationalize the components through exemplar activities that can be used in schools • Share a student activity, template, resources, ect. With fellow counselors and career advisors and align it with the succeed 2020 College and Career Venn Diagram • Learn how to use the Post-Secondary asset Mapping Tool as a district self – assessment to determine current college and career programming and effectiveness. • Creating a culture of expectations and celebrating successes • Looking at the whole child and learning how to let students have a true voice in their education 			
Presenter/Facilitator	Lisa Johnson, FHI360 Associate Director of Workforce Programs Maud Abeel, FHI360 Associate Director of Workforce Programs Wayne Fox, New Town Elementary School Principal			
Required Materials	NA			
Dates/ Times/ Location	<u>Presenter</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
	Lisa and Maud	Sept 23 rd	9:30 – 3:00	TBD
	Wayne Fox	October 13 th	TBD Afternoon	Belcourt
	Cindy Mau	January 13 th	1:00 – 3:00	Bottineau
Assigned NCEC Staff	CCRC – Mandy McNeff and Aimee Erdman			
District Commitment	<ul style="list-style-type: none"> • Travel of participants to training • Substitute Cost 			

Ongoing College and Career Counseling and Planning

2015 – 2016

Water Festival

Topic	Water Festival
Target Audience	Regional 5 th and 6 th Grade Students/Teachers
Description	Students and teachers will take part in a half-day session focused on hands on activities related to H2O <ul style="list-style-type: none">• Water Shed Model• Incredible Journey• Water Bugs• Perch Dissection• Water Olympics• Water and Space• What does water quality do to a duck?• Is there water on planet Zork• Peat Bog• Water Erosion• Soaking it up!• Liquid treasure trunk• Fish Painting
Presenter/Facilitator	Lola Keplin Amy Schimetz Larry Brooks Ken Cabarle Tina Harding Caitlin Nolby John Toftland Angie Bartholomay Tom Gibson Amy Sand Lezlee Johnson/Cody Clemenson Ginger Deitz Sherry Niesar
Required Materials	NA
Dates	April 19 th 2016
Time	AM Session 9:30 – 12 PM Session 12:30 – 2:30
Location	Dakota College at Bottineau
Assigned Staff	NCEC Professional Development Director and Angie Bartholomay
District Commitment	<ul style="list-style-type: none">• Travel of participants to training

Ongoing College and Career Counseling and Planning

2015 – 2016

High School College and Career Fair

Topic	High School College and Career Fair
Target Audience	11 th Grade Students 12 th Grade Students
Description	Colleges and Local North Dakota Businesses will be in Attendance Students Will: <ul style="list-style-type: none">• Have a better understanding of colleges and degrees offered at each college• Be able to talk to recruiters and find out information about colleges• Speak with local businesses and industries to learn more about jobs and the training needed for those positions• Be exposed to the Dakota College at Bottineau Campus
Presenter/Facilitator	College recruiters/ Local North Dakota Businesses
Required Materials	NA
Dates	September 16 th
Time	9:30 – 2:00
Location	Dakota College at Bottineau
Assigned Staff	CCRC's Mandy McNeff and Aimee Erdman
District Commitment	<ul style="list-style-type: none">• Student Transportation

Ongoing College and Career Counseling and Planning

2015 – 2016

Middle School Career Fair

Topic	Career Exploration
Target Audience	8 th Grade Students 9 th Grade Students
Description	Local Businesses will be in Attendance Students Will: <ul style="list-style-type: none">• Have a better understanding of various Careers• Be able to speak with businesses and find out information about what education may be needed to be in the field• Be exposed to the Dakota College at Bottineau Campus
Presenter/Facilitator	Local North Dakota Businesses
Required Materials	NA
Dates	March 16th
Time	10:00 – 2:00
Location	Dakota College at Bottineau
Assigned Staff	CCRCs Mandy McNeff and Aimee Erdman
District Commitment	<ul style="list-style-type: none">• Student Transportation

Ongoing College and Career Counseling and Planning

2015 – 2016

Roads to Success Lesson

High School Matters

Topic	Roads to Success Lesson
Target Audience	All 8th Grade Students Within the Region
Description	Students Will: <ul style="list-style-type: none">• Learn about the ND State Scholarship• Learn about the scholarship requirements needed (Grades, coursework, importance of 9th grade).• Map out 4 year school plan
Presenter/Facilitator	Aimee Erdman Mandy McNeff College and Career Readiness Coordinators
Required Materials	NA
Dates	TBD CCRC staff will contact counselor to set up lesson appointment.
Time	TBD
Location	At each Regional School
Assigned Staff	Mandy McNeff Aimee Erdman
District Commitment	Setting Up Appointment

Ongoing College and Career Counseling and Planning

2015 – 2016

Roads to Success Lesson

Life after High School, How to Prepare

Topic	Roads to Success Lesson
Target Audience	All Sophomore Students Within the Region
Description	Students Will: <ul style="list-style-type: none">• Students will understand the essential questions they need to ask when preparing for college or postsecondary education.• Students will know the steps they need to take in post-secondary education• Students will learn how to fill out applications• Learn the steps they need to do to go to college Learn how to share information about themselves
Presenter/Facilitator	Aimee Erdman Mandy McNeff College and Career Readiness Coordinators
Required Materials	NA
Dates	TBD CCRC will be contacting ELA teachers within the region to deliver one lesson about Essential Questions
Time	TBD
Location	At each Regional School
Assigned Staff	Mandy McNeff Aimee Erdman
District Commitment	Setting Up Appointment

Team Nutrition Grant

2015 – 2016

Topic	Culinary Skill 1
Target Audience	School Lunch Personal
Description	<ul style="list-style-type: none">• Discuss how school meals support the recommendation of the dietary guidelines for Americans and follow federal guidance in preparing and serving nutritious, high quality meals that appeal to the children• Identify quality standards for fruit and vegetables prepared in the child nutrition programs• Demonstrate an understanding of the nutrition principals related to preparing fruits and vegetables• Demonstrate basic culinary skills required to prepare and serve nutritious, high quality meals that appeal to children
Presenter/Facilitator	Stephanie Miller/ Joe Miller - Registered Dietitians
Required Materials	NA
Dates	September 17 th
Time	4:00 – 7:00 pm
Location	Bottineau School FACS room
Assigned Staff	NCEC Director
District Commitment	<ul style="list-style-type: none">• Travel of participants

**House Bill 1318 Testimony
House Education Committee
February 1, 2017**

Shelby Johnson, Student, Devils Lake High School

Chairman Owens and members of the committee, my name is Shelby Johnson and I'm a senior at Devils Lake High School, a member school of the Northeast Education Services Cooperative. My classmate, Ryan Haahr, and I are here to speak in opposition to House Bill 1318.

North Dakota's eight Regional Education Associations are widely known for educator professional learning across the state, and as a student, I have benefited from my teachers' involvement in REA professional learning events. My teachers have attended numerous workshops by nationally renowned, education presenters and researchers. Following these workshops, my teachers have enhanced classroom instruction by incorporating new activities and procedures into our courses. For example, many of my teachers now include bell ringers, music, turn-and-talks, movement, and student-created projects in our daily work, which has made our learning more meaningful and engaging.

Two weeks ago, my government class was involved in an exciting opportunity with our region's principals and instructional coaches. These educators worked with Dr. Warrick from Marzano Research to learn how to improve as instructional leaders in their schools. As part of this work, they visited our classroom to observe instruction and student engagement. They watched our class review the previous day's learning and perform student-prepared scenes depicting our understanding of political socialization. Following that classroom observation, the group debriefed the experience and planned for coaching and evaluation of that teacher. It was exciting for us to be involved, and my teacher found the feedback very beneficial.

I've also seen school-wide initiatives in our building because of the staff's professional learning. Last year, our teachers worked together to create the 'Firebird 15,' a vocabulary instruction plan implemented across all grades and subjects that can better prepare us for learning and assessment. This was one result of Devils Lake High School's involvement in the REA's High Reliability Schools Academy. Additionally, our teachers have recently refined writing instruction and expectations across the curriculum thanks to their involvement in the Steve Dunn Writing Workshops over the past two years.

In preparation for today, Ryan and I asked a few of our teachers about the impact their REA has had on their teaching. One teacher replied, "Having someone in a regional office who can drive education and help teachers talk to each other and improve on their teaching is a very big benefit for the state." Another teacher of ours replied that he has really enjoyed the professional learning. He said that teachers are exposed to valuable resources and professional learning that they wouldn't have without the REA.

Ryan Haahr, Student, Devils Lake High School

The professional learning examples that Shelby shared are not unique to our REA. There are *many* stories of teachers, administrators and support staff working together to improve instruction across all eight of the REAs.

Additionally, *students* are working together across each region through events and programs run by the REAs. Some of these efforts have been designed to help us in our final high school years as we prepare to graduate, such as college and career fairs, internships and job shadows, and ACT and WorkKeys assistance. The REAs also provide numerous supports for curriculum enhancement, allowing students to take part in events that wouldn't be possible without the regional collaboratives. These include Career and Technical Education Fairs, Vex Robotics and First Lego League events, STEM Camps, the Technology Learning Cooperative, and the 'You're Hired' events. The REAs directly support students in the elementary, middle school and high school years through Roads to Success college and career programming, tutoring with the North Dakota Reading Corps, and instruction in the Extended School Programs and 21st Century Community Learning Centers. These are just a few of the examples of student services occurring across the state thanks to our REAs.

Personally, Shelby and I have taken part in our REA's college and career fair held during our junior year where we interacted with numerous local and state businesses and higher education institutions. Shelby and I also had the pleasure, along with 1,600 of our region's peers, to hear a keynote address by a national college and career speaker, Brooks Harper, this past fall. Brooks' message about the need for solid skills and a positive, ambitious attitude was inspiring and it was exciting to have the opportunity to speak with him following the presentation. Another great experience I had through our REA was the SCRUBS Health Careers Camp. This camp is held for the region's 5th graders each year and exposes kids to a wide variety of options for North Dakota Health Careers, with a focus on rural needs. I participated in this camp as a 5th grader and now work as a mentor and volunteer during this camp, an opportunity that I get by being enrolled in our high school's Health Careers course. This event opened doors for me as a young student and is very important to me now, as I plan to become a surgeon after high school. There are additional examples we, or many other North Dakota students, could share in regards to REA opportunities we've experienced, but we've just highlighted a few today.

In closing, North Dakota educators need REAs. North Dakota students need REAs. Shelby and I thank you for your time this morning and ask that you oppose this bill.

**Testimony on HB 1318
Presented to the House Education Committee
Dr. David Flowers, Superintendent, West Fargo Public Schools
February 1, 2017**

1 Chairman Owens and members of the House Education Committee, I provide testimony today in
2 opposition to HB 1318 which would eliminate Regional Education Associations in North Dakota. Though
3 on its surface elimination of REAs may be advanced and supported because it would save money in a
4 tight fiscal environment, I would argue that it would actually be a wasteful step backwards were this bill
5 to be enacted.

6 I have had the opportunity to serve as an educator in three different states. When I came to
7 North Dakota for the first time in 1999, it was the first state where I had served that did not have some
8 form of Regional Education Association, service center or intermediate school district. During that first
9 tenure as a superintendent in North Dakota I was asked to serve on committees exploring the concept
10 for North Dakota, and I was able to share information about the benefits and different configurations
11 and purposes of these consortiums in both Kansas and Michigan. We also consulted with experts from
12 other states such as Iowa where such centers were in place. Ultimately legislation enabling creation of
13 REAs was enacted, and in my opinion they have evolved and improved significantly over time. REAs
14 began in 2005 as joint powers agreements among regional school districts utilizing voluntary
15 membership practices in order to provide needed services and create financial efficiencies in receiving
16 services.

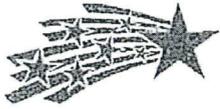
17 West Fargo Public Schools is a member of SEEC, the Southeast Education Consortium. School
18 districts, including West Fargo Public Schools, have benefited from the "pooled" resources afforded by
19 REAs. The services provided by each is dictated by the needs of the member school districts, which
20 participate in the representative governance of the REAs. To summarize, the REAs to varying degrees

21 deliver services such as professional development including academic strategies to improve instruction
22 and/or results; professional development on behavioral health, mental health, suicide prevention,
23 STEM, MTSS, health and nutrition, technology applications, English learners. Other services include
24 curriculum enrichment including: afterschool programming, CTE coursework, reading intervention
25 programming, STEM services. Additional services related to accountability and utilization of data,
26 include SLDS, NWEA, STARS. Districts benefit in the area of technology, including technology integration
27 into the classrooms, and technology networking services. School Improvement initiatives supported by
28 some REAs include AdvancEd trainings and coordination efforts. Finally, many districts also receive
29 support or services in other direct services to aid districts including Medicaid billing, direct school
30 counseling services to students, special education programming assistance, etc.

31 Like any district ours is able to afford some of these kinds of training and services on our own,
32 but probably not all, or not as well; other smaller districts in our region could not afford most of these
33 trainings and services. By pooling our resources through Regional Education Associations, both large
34 and small districts benefit. The REA model produces a “multiplier” effect—REAs multiply the small
35 investments of the state and of local districts to produce a much greater effect than would accrue were
36 these smaller amounts of money expended replicating in multiple districts on a smaller less effective
37 scale the programs and services that are generated for member districts via the REA model.

38 The Department of Public Instruction has made efforts to provide technical support and services
39 in some of the areas addressed by REAs. However, DPI has not had the staff, resources or capacity to
40 provide on-time support and assistance in these areas across a large state made up of far-flung districts,
41 both rural and urban, with diverse needs. It was a wise step forward to initiate and continue to support
42 the evolution of these entities. It would be a step backward to eliminate them. Please consider the
43 tremendous value the ND REAs provide to our local school districts and students within North

44 Dakota. Please support their continuation by opposing HB 1318. I would be open to answer questions
45 at this time, or I may be reached later by e-mail or phone: flowers@west-fargo.k12.nd.us; 701-499-
46 1001.



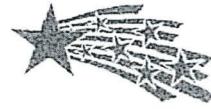
UNDERWOOD SCHOOL DISTRICT NO. 8

123 SUMMIT STREET · PO BOX 100

UNDERWOOD, ND 58576-0100

TELEPHONE (701)442-3201 · FAX (701)442-3704

<https://sites.google.com/a/underwoodschool.org/ups/>



Administration

Brandt J. Dick, Superintendent
Lee Weisgarber, Principal
Darla Grabinger, Business Manager

School Board:

Brent Charging, President
Bradley Landenberger, Vice President

School Board Directors:

David Beck
Taryn Kjelstrup
Chad Weisenberger

Testimony for HB 1318

Chairman Owens and members of the House Education Committee, for the record my name is Brandt Dick, Superintendent of Underwood School District. I am here to speak in opposition of HB 1318.

As an administrator, our local Regional Educational Association (REA), the Missouri River Educational Cooperative (MREC), is the place I go to get help for needs we have in our school district. Presently I serve as a board member of the MREC and previously served as lead administrator of the MREC. There have been many examples where the MREC has served rural school districts and all the school districts within the region. The MREC provides services in an efficient manner that helps schools. For example, our school district made the commitment to provide netbooks and iPads and devices to all our students in grades K-12. This was a major commitment, but one we felt was necessary in the current technological world we live. It was with this commitment that it became evident that the school district needed to provide training for our teachers on how to best utilize the computers that were now available to every student. Our school district could not afford to hire a fulltime person to train our teachers. The MREC trained and provided a person that has worked with our staff one day a week. The person MREC provided serves five rural school districts, which could not have happened without the structure of the REA, as these districts range from Underwood to Linton. It has been a benefit to our staff and our students.

This is one example that shows the efficiencies REA's can and do provide for school districts. There are several other examples that could be cited including, but not limited to, professional development provided, work on school improvement, data collection, and mental health trainings. In a time where budgets are very tight, any efficiencies school districts can find to enhance student learning without major investment is much appreciated. My hope is that you see the value of continuing to support REA's across the state and that you vote **no** on this bill. I will stand for any questions.

01/30/2017

Tamara Uselman, Superintendent, Bismarck Public Schools

HB 1318

I speak in opposition HB 1318.

My concerns are as follows:

Loss of the REAs are not a budget cut; loss of REAs is a significant cost shift to my school. My staff, my students, and my parents who will not like loss of services that would occur with loss of the MREC.

- 1) The loss of the MREC means the loss of the MRACTC which brings technical education to ND students across the MREA network. Not only would my district BPS lose more than 100K in associated staffing costs but also, if the work of online classes were not taken over by my district, students in Shiloh / St Mary's, Ashley, Elgin, White Shield and many school districts within the MREC and beyond, making up a total of 654 students would lose access to online courses, including but not limited to medical related careers, graphic design, STEM, information technology, and aviation. For those students and for the career fields who need them, this is a heartbreaking loss of hands on, minds on, career exploratory learning;
- 2) Online teaching offers the chance to round out some contracts. Moving teachers to part time schedules by cutting online classes concerns me as we may lose teachers who cannot get a full time contract;
- 3) Loss of the MREC means loss of the 21st Century Community Learning Centers afterschool care that provides care in low-income elementary schools, serving a population of students that may be unable to afford BLAST programming or other after school care while they parents work. If BPS were able to get this grant to run the program it would result in the need to either hire or rearrange staffing responsibilities to include program oversight, program management, program marketing and staffing for on-site positions. This is time intensive and ongoing throughout the year as programming is 12 months. Currently 578 students are served in the program this year and it served 354 students last summer alone. BPS does not have the staff to take on this work, even if the grant could be transferred to us.
- 4) The MREC brought us the Reading Corps, K-3 reading intervention program to increase reading proficiency of students who do not qualify for Title/Spec Education. If BPS decided to continue without the MREC, BPS would incur an additional \$60-70,000 per year because the MREC covers that amount in general funds in addition to the coordination, oversight, and training to provide programming. Currently 10 schools in the BPS system are served. That equates to 232 students. Currently, we serve 110 this year. This is a deal breaker for getting students reading at grade level. The outcomes for students who cannot read at grade level are note good. This program is preventive in many respects; and
- 5) Professional development - during the 2015-2016 fiscal year the MREC served 267 professional staff within 12 additional training opportunities beyond what BPS was providing individually, including literacy training, poverty training, ELL trainings, and content specific trainings such a PE teacher training and additional math training, to name a few. Additionally, BPS may not continue to receive any State Personnel Development Grant dollars that they are currently allocated for MTSS implementation (approx. \$85K). This year up to this point 197 participants have been served in various trainings, including MTSS leadership and core instruction, writing, and ELL trainings.

In summary, loss of the MREC means loss of service to students, parents, staff, and BPS as well as numerous ND school districts. REAs are doing what they were designed to do: provide cost effective solutions across school districts in an efficient and professional manner. I ask that you do not support this bill.

SEEC Activities 2016-17

Improving Academic Literacy Project (2nd Year of Participation)

The goals of this project are to become familiar with and implement research-based literacy strategies that will increase student achievement for learners in grades K-6 (elementary cohort) and grades 6-12 (secondary cohort).

Dr. Kevin Feldman, the lead trainer for this project, is the director of reading and intervention for the Sonoma County Office of Education and an independent educational consultant working with districts across the country. He has more than 40 years of experience in education with a primary focus on accelerating literacy of struggling readers, English language learners and students with disabilities.

Elementary Team (1 administrator and 6 teachers): 5 Days

Secondary Team (1 administrator and 6 teachers): 5 Days

MTSS Project

The goals of this project are to become familiar with and implement essential components of a tiered support system that will increase student achievement for learners in grades K-6 (elementary cohort) and grades 6-12 (secondary cohort). Descriptions for each cohort are as follows:

RTI Core Training for Elementary: Primary focus will be given to the development and use of elements used as part of a three-tier instructional model including the establishment of: (1) effective systems, (2) universal screening, (3) research-based interventions, and (4) problem solving for systems, groups, and individual students. Emphasis will be given to translating current educational research into practice to help schools maximize resources and outcomes for all students, including those with disabilities. Using RTI for accurate and effective identification of students requiring long-term support through special education is an additional purpose of this training manual.

RTI in Secondary Schools: A Blueprint for Implementation: This presentation will focus on implementing and sustaining RTI in middle and high schools. Specific information for establishing tiered support structures within the secondary framework will be provided, with particular emphasis on tier I. Examples of data systems for universal screening and progress monitoring will be identified. Specific Reading and Math interventions (that really work) and examples of successful secondary RTI models will be discussed. Participants will receive several tools useful for implementing RTI at the secondary level, including Placement Pathways for Reading, Math and "Good Standing"; CBMs for secondary schools; and an RTI Implementation Checklist.

Year 2 Team: 4 Days

1 Central Office Administrator, 2 principals, 3 Instructional coaches, 18 teachers

This year we have interventions in place for 233 students (Reading/Language Arts) and 145 students in Math

Trauma Sensitive Schools

These six modules focus on the effects of childhood trauma and its impact on student behavior and learning; review trauma-sensitive strategies for educators; discuss the impact of trauma on staff; and describe a framework for creating a "trauma-informed" school culture. Each module takes approximately one hour to deliver. Frequently two modules are delivered at one time. This is a locally designed professional learning out of PATH in Fargo with funding from N.D. Department of Public Instruction.

5 Modules (8 hours) delivered throughout the school year

210 administrators and teachers

Marzano: Domains 2-4

Administrators, Instructional Coaches, will receive training on Domains 2-4: Understanding Unit Design. Teachers' actions in the classroom (Domain 1) truly depend on their level of implementation of Domains 2-4. Participants examine the continuous improvement cycle among Domains 2-4 and how to plan for and make connections among a teacher's planning, implementation, and reflection on units of instruction.

1 Day (8 hours)

15 principals, Central Office administrators and instructional coaches

Note: Through the SEEC, this training was also offered to other school districts in the state using the Marzano framework. Administrators from Northern Cass, Mandan, Montpelier, Valley City and St. John's Academy attended.

Beginning Teacher Network

A professional development program that offers new educators an opportunity for support and collaboration in order to enhance classroom practices. The network meetings will provide a face-to-face forum for discussing topics that arise from the teachers' day-to-day practices.

3 Days

All new teachers to district invited to attend

Just In Time Math

Teachers, grades 4, 7, 8, and 9-12 are invited to participate in a two-year professional learning experience that will focus on teaching and learning the North Dakota State Standards for Mathematics. Each session incorporates grade specific mathematical content along with the mathematical practice standards through the lens of best teaching and learning strategies.

The outcomes include:

- Increase mathematical knowledge of content aligned to North Dakota State Standards for Mathematics
- Increase teacher knowledge and application of the eight mathematical practices
- Incorporate best teaching and learning practices
- Shift the focus to include deep understanding, applications, and tools
- Increase teacher self-reflection and self-evaluation through instructional coaching
- Improve student learning and understanding of mathematics

4-6 Days during the school year:

16 Teachers (8 elementary, 4 middle school, 4 high school)

ELL Strategies

Introducing and providing hands-on experience with instructional strategy resources for teachers of ELLs, (K-12) that connect English language proficiency levels, assessments and research-based principals.

The goals for the training include:

- Recognize connections between English language proficiency levels, the WIDA CAN DO Descriptors, and the GO TO Strategies.
- Associate strategies with research-based principles of instruction.
- Become familiar with the components of the GO TO Strategies and how to use the resources.
- Participate in strategy demonstrations during the workshop and plan classroom applications.
- Draft and share action plans that use specific strategies to develop the domains of language.
- Begin to use a planning framework that scaffolds content lessons by integrating strategies.
- Leave with abundant resources for scaffolding instruction for ELLs, including the complete GO TO Strategy materials (101 pages) and other planning tools.

2 Days

11 teachers attended

North Dakota Reading Corps

North Dakota Reading Corps (NDRC) is a multi-region initiative that combines the people Elementary Reading Corps members work one on one with kindergarten through 3rd grade students that are below their target for grade level reading. Reading Corps members work with each child 20 minutes a day five days a week. Each member is paired with an on-site coach at the school that they serve in. This individual is a reading or student strategy specialist that will provide support day-to-day power of AmeriCorps with the science of how children learn to read. The goal is to help every child become a successful reader by the end of 3rd grade.

44 students served over 5 elementary schools

ND RTI/MTSS Conference (2nd Year of Participation)

State Conference to support teachers, administrators and others with the implementation of MTSS .North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.

16 teachers, administrators and instructional coaches over the past two years

Meaningful Out of School Time (MOST) Program

MOST is a community learning center that provides academic enrichment opportunities during non-school time for children, particularly students who attend high-poverty schools in Jamestown. The program helps students meet state and local education standards in core academic subjects, such as reading and math; offers students enrichment activities designed to complement regular academic programs; and offers other educational services to the families of participating children.

165 students in three schools attend after school programming

135 students in four schools attend summer programming

3

HB 1318 – Relating to regional education associations; and to repeal chapter 15.1-09.1 of the North Dakota Century Code, relating to regional education associations.

Testimony in Opposition

Rugby Public School District – Dr. Michael McNeff

Chairman Owens and members of the House Education Committee. I am Michael McNeff and I serve as Superintendent of Schools in Rugby, ND. I also serve as the president of the North Central Education Cooperative based in Bottineau, ND. I am testifying in opposition to HB 1318.

I have served on the NCEC Governing Board for the past 5 years and have watched the growth in the organization. As we have grown all of our member schools have become more dependent on the support and services provided by our REA.

REAs have helped to even the playing field for rural school districts in North Dakota. Our rural schools often lack the infrastructure, support, and services that urban areas can provide their schools. We lack access to specialized staffing and have limited funds to deliver services to our rural schools. I can speak to how the NCEC REA has contributed to the increased education for children in our rural area. The most valuable aspect of our REA has been our high levels of collaboration. The collaboration is on many levels; the school district, administrators, educators, and regional governance – all centered around improving student success within our region.

School District Collaboration: NCEC coordination has allowed our small regional schools the ability to pool individual school district funds together to provide high quality national trainers to come work with regional educators. Region wide we have been able to access a behavioral health home to school liaison who provides services and therapy to students in all of our districts.

Administrative Collaboration: Prior to the REA we did not have regional administrative Professional Learning Communities (PLC). NCEC provides us the opportunity to collaborate and receive professional development pertaining to our administrative roles. For example, this year as a region we are reading *Fierce Conversations* written by Susan Scott. We are learning as a region and having rich dialogue about the topics within the book. This professional development has been very beneficial for myself and others.

Educator Collaboration: NCEC has sought out highly qualified individuals within our region and state to deliver professional development training for educators in our region. It allows teachers who may be the only grade level or subject teacher in their school to collaborate and learn from other professionals.

A 5th grade teacher in Rugby can work with the 5th grade teachers from St John, TGU, MLS, Bottineau and Harvey. Prior to NCEC these teachers worked separately and in silos. These highly structured collaboration times provide services to many educators instead of a few in an efficient and economical way. Before the REA we would have had to send teachers to distant trainings costing the school district more time and money. Only a few teachers would receive training and the knowledge would remain in only a few educator's hands. Within the REA we are coordinating and leveraging our experts within our region to receive a better return on investment.

Governance Collaboration: The governance of our region is local and controlled by the individuals in our region. It allows us the autonomy to efficiently plan and use our money to best serve the needs of our entire region. This type of governance structure allows us to differentiate for our own needs.

Student Success: The REA has helped member schools by providing high quality professional learning that has had a direct impact on our students. Through the coordination of NCEC, administrators and teachers have helped our students to become more college and career ready. In 2013-2014, 30 students in the NCEC region received the CTE state scholarship. We found that this was an area in need of improvement. NCEC began working with schools to coordinate more opportunities to take the ACT Workkeys Assessment. Due to the efforts of the NCEC and the work of our member schools 55 students qualified for the CTE scholarship in 2014-2015. Our REA has been instrumental in providing a resource that had been unavailable.

These services would be very difficult and costly to provide on our own. A small school district does not have it in the budget to hire a professional development director or a grant writer who would develop the yearly professional learning plan and find money to bring in trainers. The REAs seek out and procure grant funding to implement many of the services they are legislated to provide. The Department of Public Instruction often depends on the REAs to assist in implementing mandates initiated by the state legislature. These mandates often lack funding. The removal of REAs would hinder efficiency and eliminate equity in services for rural schools.

Thank you for the opportunity to share my thoughts about the importance of maintaining our REAs. I recommend a Do Not Pass on HB 1318.

Dr. Michael McNeff

Superintendent of Schools - Rugby, ND

2



North Dakota Small Organized Schools

Attachment 9

2/1/17
HB 1318

Mr. ElRoy Burkle
Executive Director
1419 9th Ave NE
Jamestown, 58401
elroy.burkle@k12.nd.us
701-230-1973

Mr. Larry Zavada
President
401 3rd Ave SW
Wolford, ND 58385
larry.zavada@k12.nd.us
701-583-2387

Mrs. Janet Brown
Business Manager
925 Riverview Drive
Valley City, ND 58072
janet.brown@k12.nd.us
701-845-2910

January 20, 2017,

Dear North Dakota House Education Committee Members,

For the record, my name is Mr. ElRoy Burkle, Executive Director of the North Dakota Small Organized Schools (NDSOS), representing 141 North Dakota Public School Districts. We go on record of opposing HB 1318.

As a practicing superintendent at several North Dakota small, rural schools, every school that I served was a member of a REA – NESC, MDEC, MREC, and RESP. These organizations greatly assisted these schools in professional development, data collection, technology, and student services (including ELL); services that would be difficult to obtain if REAs are discontinued.

Thank you for your time and I will entertain questions.

Respectfully,


Mr. ElRoy Burkle, Executive Director
North Dakota Small Organized Schools (NDSOS)
1419 9th Ave NE
Jamestown, ND
701-230-1973
elroy.burkle@k12.nd.us or eburklendsos@yahoo

Board of Directors

Region 1

Mr. Tim Holte, Supt. Stanley
Ms. Leslie Bieber, Alexander

Region 2

Mr. Larry Zavada, Supt. Wolford
Mr. Steven Heim, Anamoose & Drake

Region 3

Mr. Frank Schill, Supt. Edmore
Mr. Dean Ralston, Supt. Drayton

Region 4

Mr. John Pretzer, Supt. Scranton
Mr. Jim Gross, Supt. Selfridge

Region 5

Mrs. Lori Carlson, Bd. Member Barnes Co. North
Mr. Brandt Dick, Supt. Underwood

Region 6

Mr. Mitch Carlson, Supt. LaMoure
Mr. Tom Retting, Supt. Enderlin

The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

|

Attachment 10 HB1318 2/1/17

House Education Committee

House Bill 1318

Wednesday, February 1, 2017

My name is Viola LaFontaine, I am the superintendent for the Mott/Regent School District. I am here to give testimony in opposition of House Bill 1318 which would abolish regional education associations throughout the state.

The regional education association in the southwest part of North Dakota, Roughrider Education Service Provider is instrumental in the ability of our small school to provide quality education to our students.

RESP has provided our school with the legislative mandated suicide prevention and mental health training to our staff in a time and cost effective manner. RESP has been able to get a staff member trained to be certified to provide the training to staff in the schools. We know we can rely on RESP to offer this train to our staff when it is needed and required. I have looked in the area for other service provided for this training and it is more expensive and requires a lot of lead time to get them scheduled to come in from other areas in the state.

RESP has provided English Language Learner services to our school as well. RESP has a trained and qualified ELL staff member who has tested our students, provided training to my teacher and staff to provide instruction to the students and has assisted in the service plan for the students. Our school has two ELL students, but they are still entitled to quality instruction and service from our school. It would be cost prohibitive to hire an ELL instructor and difficult to find a person in our rural area.

Our district has been working to review, revise and update our curriculum in the Math and English Language Arts areas this year. In determining the important power-standards for the curriculum, I asked my principals and teachers to look at the test data for our students. The principals asked for help in this area so they felt confident they were leading their teacher with the correct interpretation of the data. I went to our REA and asked if they could provide training for my principals in a short, quick session. The next week my principals were able to

receive this training. We are more efficient, effective and progressive as schools providing quality education to our children with the collaboration and partnership of our REAs.

Some other examples of partnering and collaborating with the REA include— professional development for our teachers in the areas of reading and math in the summer months, the annual professional development day in January where all the school get together to listen to a high caliber, top notch speaker. As a small school we are able to hear great speakers which small schools could not afford to bring to their teachers alone, administrators are able to participate in leadership workshops that enable us to be better quality leaders for our schools. A trait that is needed in all schools, for all staff and for all students.

I have worked in larger schools and have been able to provide the professional development, data training, and legislative mandate training on our own. But I will share with you with great respect for you and understand of the difficult job you do as legislators that small schools especially need to the REAs as a part of our operation and management system. They are a part of our school system, they are not separate.

Attachment 11

2/1/17

HB 1318

February 1, 2016

TO: The Honorable Mark Owens and House Education Committee Members

FROM: Dr. Mark Vollmer, Superintendent, Minot Public Schools

RE: Oppose HB1318

Chairman Owens, Vice-Chairman Schreiber-Beck, and members of the House Education Committee, I thank you for the opportunity to visit with you today about HB1318 and to share my experience in regard to the importance of our Rural Education Associations, henceforth referred to as REA's.

The REA model has proven to be an excellent conduit to promote professional development in our state. The funding allotted by the state, in conjunction with grant money from the Hess Corporation, has exposed our state's teachers to high quality, pertinent staff development.

The staff development and training model promoted by the REA is a homegrown approach to meeting the needs of our teaching population. This collaboration has been a game changer for our teachers, who are prepared, now more than ever, to meet our states ever-changing needs.

The REA model promotes collaboration between large and small school districts, and provides opportunities for all teachers, regardless of district size, to receive high quality, job embedded training. As a former small school administrator, I can assure you that pre-REA staff development for small school districts was extremely limited in scope and sequence. ***The REA model has increased staff development opportunities for all, by encouraging collaboration across district lines, and has created opportunities for smaller school districts that were previously not available.***

For the first time in my 25 + years of service in education, I can proudly say our teachers are more focused than ever – they are talking about the right things, at the right time, and they are working collaboratively to ensure student success. This collaboration extends beyond a school or district – we have teachers in our region, in large schools and small schools, sharing resources, lesson plans, activities and ideas.

The REA also works as a conduit to ensure state requirements, such as the recent mental health training, are met. By pooling resources, MDEC was able to secure top-notch speakers to work with all teachers in the REA.

Today, teachers in large schools and small schools share a laser-like focus that

extends to our AdvancED school improvement model. This is truly work that helps our teachers be the best they can be, creates opportunities for children in all districts, and has leveled the playing field for staff and students alike.

I have attached letters from Central Campus Principal Keith Altendorf, as well as Assistant Superintendents Kim Slotsve and Tracey Lawson. The letters provide even more examples of the great work done by our REA – work that would not be possible without the support of the North Dakota State Legislature.

I have seen fads in education come and go over the past 28 years – and I will admit, when the REA concept was first proposed, I was skeptical. However, I must also add that in these 28 years as an educator, I have never been as excited about the opportunities that are available for our teachers – opportunities that help teachers be the best they can be. This systemic initiative is changing the way we educate our children, and is increasing the quality of education in the state of North Dakota.

Most import to note - the real winners are the students -- students who are taught by energetic teachers, using research-proven best practices to ensure they are college and career ready.

In closing – I stand in front of you today, encouraging your opposition to HB 1318. The REA model is a game changer – it provides phenomenal training opportunities for our teachers, and most importantly, **it is making a difference** for our students. I ask that you please keep our state's REA program alive and well . . . and fully funded.

I stand for any questions you may have.

Thank you



From the Assistant Superintendents' Office

215 2nd St. SE • Minot, ND 58701
Phone 701-857-4456 • Fax 701-857-4432

TO: North Dakota Education Committee
FROM: Kim Slotsve  and Tracey Lawson 
RE: Mid Dakota Education Cooperative
DATE: January 24, 2017

Educators in the Minot Public School District have had the opportunity to work with our local REA, the Mid Dakota Education Cooperative (MDEC) and we value the relationship that we have built with that organization. As their mission states, they are "Creating and Enhancing Opportunities for All Learners."

MDEC has provided our educators with high quality professional development. For two years our secondary schools have been participating in an Academic Literacy Project sponsored by MDEC. Principals have described the impact of this project as "transformational" in their buildings. Three of our elementary schools are participating in Reading Corps, another great opportunity sponsored by MDEC. The professional development that MDEC has put together to increase student engagement has been a nice fit with our new teacher evaluation model.

Our REA has also been instrumental in providing the training for MTSS. This system for student support is something the Minot Public Schools will be implementing next year after we finish training staff.

MDEC has been instrumental in helping all schools in our REA meet the requirements of Mental Health and Suicide Prevention training. Their efforts have produced quality opportunities that would not have been possible for each individual district to duplicate.

There have been many opportunities for professional growth and our teachers and administrators have taken advantage of MDEC's services. MDEC has developed a reputation of providing professional development that impacts our teachers as well as the students in their classrooms.

3

MINOT HIGH SCHOOL
Central Campus

*215 First Street Southeast
Minot, North Dakota 58701
Telephone (701) 857-4660
Fax (701) 857-4636*

January 26, 2017

Dear Education Committee:

The purpose of this letter is to let you know how the Mid Dakota Education Cooperative (REA) has assisted our school. For the past two years our school has had 23 teachers and 3 administrators participate in a literacy project based on the work of Kevin Feldman. Over 40 hours of professional development have been provided as part of this project to this group of teachers. This project was designed, organized, and lead by Luke Schaefer and Brittany Upton. It has had a profound impact on teaching and learning in our school. Students in our school are more engaged and are learning advanced comprehension and vocabulary strategies not possible without our REA.

Teachers have also had indepth training on how to participate in peer observations of each other while providing actionable feedback to continually improve their craft of teaching and learning. The topics of student engagement, peer observation, and literacy are current topics filling the educational professional journals and the Mid Dakota Education Cooperative (REA) has provided high quality professional development for our teachers and administrators in these areas.

Thank you for your time and service to the great state of North Dakota. If you have any questions, please feel free to give me a call.

Sincerely,



Keith Altendorf
Principal
Minot High School - Central Campus

ADMINISTRATION

Bill Cox
Assistant Principal

Keith Altendorf
Principal

Chuck Kranz
Assistant Principal

Attachment 12

HB 1318

2/1/17

HB 1318
House Education Committee
Chairman Owens
February 1st, 2017

Good morning. Chairman Owens and members of the House Education committee; for the record, my name is Steve Holen and I am the superintendent of schools for the McKenzie County Public School District #1 in Watford City as well as the lead administrator for the Great Northwest Education Cooperative. I am here today to testify in opposition to HB 1318 and its effort to abolish the regional education associations. The GNWEC was formed in 2006 with the simple concept of collaboration among school districts and sharing of resources to address, at that time, a long period of declining enrollment and the challenges of meeting the needs of students with limited resources. Ironically, 4 years later, the region was faced with the challenges of student growth and the unprecedented oil development within the Bakken oil field in Northwest North Dakota. Whether addressing the challenges of declining enrollment or explosive growth, the opportunity to collaborate and provide resources that were not available as individual school districts has been a tremendous asset to the members schools of the GNWEC and exhibit the true value of the REA concept.

The utilization and access to grant opportunities has been one of the greatest resources available to my school district as a member of the GNWEC. The McKenzie County Public School District #1 has participated in three major grant programs that have provided tremendous benefits to our students and would not have been available to us as an individual school district. The 21st Century Grant supporting after school programs is available only to consortiums as individual school districts are unable to apply for state flow through funds with this grant. Our school district had not supported an after school program in its history until three years ago when the REA was awarded the 21st Century Grant and our school district participated in the program. Our school district now has over 100 students involved in the after school program which has been a great success for students and their families, especially with the diverse demographic found with the oil economy in our area and the large number of McKinney-Vento homeless students in our region. Our school district also participated in the SPARK grant to provide a new physical education curriculum and equipment to promote student health and education in our school buildings. With the grant, our school district received over \$100,000 of fitness equipment, supplies and services which coordinated well with the construction of our new high school. Our school district also participated in the Teaching American History grant which provided unique professional development opportunities and resources for our high school social studies teachers.

Professional development and efficiencies of scale are also a large benefit of the REA structure. With the doubling of our school district personnel to address a tripling of student enrollment K-12; professional development for young and new to the profession teachers was critical and opportunities for multiple professional development topics was a major benefit to all our area school districts. From addressing legislative mandates in the form of mental health training to first class speakers such as Dave Weber and Harry Wong, the REA is able to provide a higher level of professional development to its member schools above which any school district would be able to accomplish on its own. The best example of professional development and collaboration for the GNWEC was the implementation of the Safe and Civil Schools program in the form of a three year cohort for member schools. The individual school districts collaborated with the REA as well as member special education consortiums to offer this training to 14 member school districts and provide the training with fidelity and cultivate systemic change to school districts participating in the cohort. The implementation of Safe and Civil Schools has been a success for our school district and received high praise from our staff for the ability to maintain a

high level of participation and resources over the entire three year cohort period and the program continues to be successful and further evolve in our school district today.

With the successes achieved over the past 11 years; the REA concept is still in the early phases of reaching its potential for member schools and North Dakota regions. The opportunities for further development and the ability to share further resources as seen in other states where REAs have reached a high level of maturity will be part of their future evolution in North Dakota and will only help to meet the challenges of educating students in our region and state. The spirit of collaboration has been a welcome change in the landscape of school districts following a long history of isolation and underutilization of resources. The elimination of the collaborative spirit and efficiencies that ultimately promote sound use of local tax payer dollars would be a large step backwards for North Dakota education at a time when these resources are essential to meeting the needs of our students today and into the future. North Dakota students deserve access to programs that are cultivated and refined through the REA process and as we teach students the skills involved with communication and collaboration, we as educational institutions need to follow the same model. On behalf of the GNWEC member schools, I oppose HB 1318 and ask for your support in its opposition. I welcome any questions at this time.

Thank you for your time and consideration.

Sincerely,

Dr. Steve Holen
McKenzie County Public School District #1 – Watford City, ND
Superintendent of Schools
Member of the Great Northwest Education Cooperative

2/1/17

*Great Public Schools**Great Public Service*

**Testimony before the House Education Committee
HB 1318
Wednesday, February 1, 2017**

Good morning Chairman Owens and members of the Committee. For the record, my name is Sarah Keiser Johnson and I am the special projects coordinator of North Dakota United. On behalf of our 11,500 members, I urge you to return a DO NOT PASS recommendation for HB 1318.

Mr. Chairman, members of the Committee, North Dakota's eight Regional Education Associations benefit the members of North Dakota United through their quality professional development offerings and networking opportunities.

North Dakota's Regional Education Associations, or REAs, bring lookalike groups together. For example, it can at times be isolating to be the only science teacher in the entire school. The REAs provide opportunities for these professionals to collaborate with other science teachers in their region. As the only science teacher in a school, you do not have a department through which to bounce ideas or ask for assistance. Certainly they do have other peers available in their building. However, when they come across a subject matter-specific innovation, question, or issue, REAs provide invaluable access to other local educators in their discipline.

One specific example can be found in Senate Bill 2048 from the 64th Legislative Assembly. SB 2048 requires each school district to provide eight hours of training on youth mental health for all teachers and administrators once every two years. To fulfill the requirement, every single school district in our state could have spent dollars to replicate that training. Instead, the districts are able to consolidate under their local REA to offer the training as economically and efficiently as possible.

Education Support professionals are also encouraged to receive the youth mental health training. Again, the REAs allow groups of school district support staff to come together in this process, instead of having to offer the training individually, district by district.

In closing, Chairman Owens and members of the Committee, I ask you to please continue to support the good work of our North Dakota Regional Education Associations and vote DO NOT PASS on HB 1318.

Thank you for the opportunity to provide comment. I will now stand for questions.

Attachment 14

HB 1318

2/1/17

TESTIMONY ON HB 1318
House Education Committee
February 1, 2017
by Robert Marthaller
(701) 328-2267
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Bob Marthaller, Assistant Superintendent within the North Dakota Department of Public Instruction (NDDPI). I am here today to provide testimony for HB 1318 as it relates to the North Dakota Regional Education Associations (REAs).

The network of North Dakota's REAs provide a framework for collaboration and support to help enhance school leadership, educator instructional practice, and student learning and achievement across the state. Our REAs provide the framework for school districts to come together in a joint effort providing services to students and district staff. At the present time, there are eight REAs representing approximately 97% of all public schools across the state. In addition, many non-public schools and universities are also participating in REA services as ex-officio partners. Services and programs unaffordable or otherwise unattainable by individual districts are made possible through collaboration with their local REA.

Professional development opportunities for teachers and other district staff are the most common services provided by REAs. This may include training related to

student instruction, assessment practices, data analysis, standards implementation, teacher evaluation processes, curriculum mapping and design, technology, Multi-Tiered Systems of Supports (MTSS), as well as other activities focused on student achievement and school success.

Outlined below are specific projects in which the North Dakota Department of Public Instruction and the North Dakota REAs collaborated on during the 2015-2017 biennium:

- North Dakota State Personnel Development Grant (SPDG)
- Multi-Tiered System of Support (MTSS)
- North Dakota State Systemic Improvement Plan (SSIP)
- District level professional development grants to access REA services
- Paraprofessional training
- North Dakota Education... Watch us Grow standards implementation survey
- After school academic support through STEM and reading activities
- Turnaround Arts programming
- Picture Writing – Fostering Literacy through Art
- Physical education professional development and standards implementation
- Trauma sensitive schools training of trainers
- Roughrider Health Conference

- North Dakota Fall Educators Conference
- Native American Essential Understandings project
- North Dakota Indian Education Summit
- English Language Learner support
- Primary Circle
- Succeed 2020
- ESSA Planning Committee
- Principal/Teacher Evaluation trainings
- Recruitment and Retention Task Force
- Principal and Teacher Evaluation Support System Committee
- Team nutrition
- Smarter lunchroom culinary training
- Teacher mentoring
- Technology integration

In addition, the NDDPI has begun the planning process for professional development, technical assistance, and program implementation for the 2017-2018 school year. There are numerous events and projects that the department is planning to collaborate on with the REAs in the subsequent school year. Many of the initiatives just outlined in the prior paragraph will be continued into the next

biennium. As the NDDPI works to frame our statewide system of support for schools, the REAs will be a critical partner in the delivery of our professional development and support. The department has been working on an initiative to provide support to schools using the MTSS, which is a framework for school improvement that focuses on subgroups of students. This will be a collaborative project with numerous offices within the department and the eight REAs.

The Department continues to support the development of the state's REAs as a vehicle to deliver high quality educational services to students and districts across North Dakota.

Mr. Chairman, this completes my testimony. I am available to answer any questions.

Thank you.

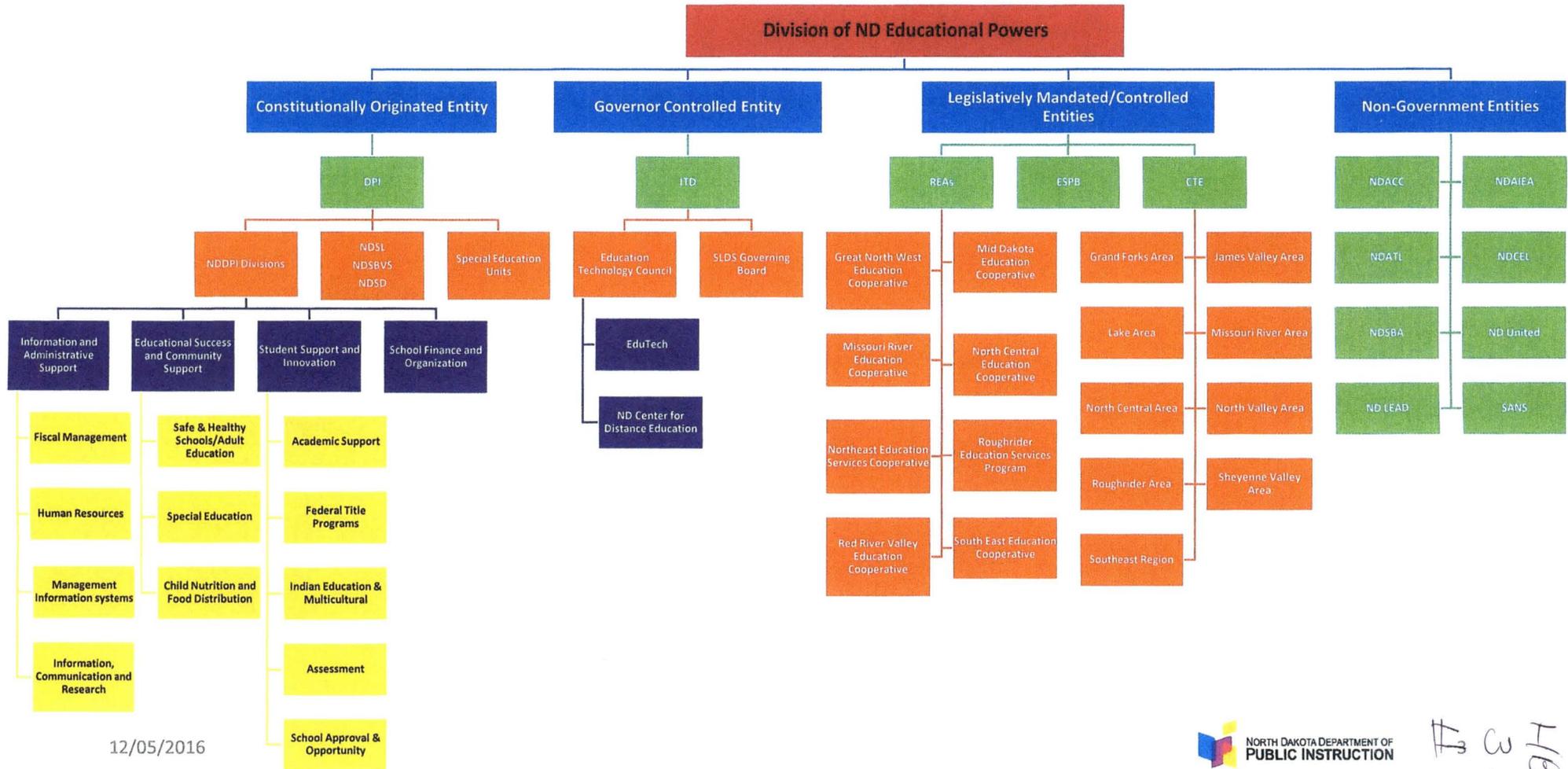
HB 1318
3-15-17
#1 p1.

Second HB 1318

Chairman Schaible and members of the Senate Education Committee, for the record, my name is Rep. Mike Schatz from District 36, New England. I taught social studies and coached football for 26 years. The original HB 1318 was an attempt to cut the Regional Education Association program in order to save the state \$4.9 million, but the House Education Committee thought that it was in need of a study.

The current language that you have before you, asks Legislative Management if they might require the Interim Education Committee to study whether our current system has too many overlaps and duplications of services that might be combined and thus save the state money. If you will look at the page entitled "Division of ND Educational Powers", you will see a graph with many different subdivisions of education delivery. It is my hope that you will agree, so we can centralize and make our educational system more efficient. Thank you. I will try to answer any questions that you may have.

Overview



12/05/2016

Handwritten notes:
 HB 1318
 3-15-17
 #1 p.2

17.0586.02000

FIRST ENGROSSMENT

HB 1318
3-15-17
H/p 3

Sixty-fifth
Legislative Assembly
of North Dakota

ENGROSSED HOUSE BILL NO. 1318

Introduced by

Representatives Schatz, Kasper, Rohr, D. Ruby, Toman

Senators O. Larsen, Unruh

1 A BILL for an Act to provide for a legislative management study of all entities receiving
2 appropriations for the delivery of education to preschool through grade twelve students.

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

4 **SECTION 1. LEGISLATIVE MANAGEMENT STUDY - ENTITIES RECEIVING**
5 **APPROPRIATIONS AND PROVIDING EDUCATION TO PRESCHOOL THROUGH GRADE**
6 **TWELVE STUDENTS.** During the 2017-18 interim, the legislative management shall consider
7 studying all entities receiving an appropriation to provide education to preschool through grade
8 twelve students. The study must include a comprehensive review of the establishment of the
9 entities providing education, the purpose of the entities, the amount of the appropriation
10 received by the entities, any additional sources of revenue received by the entities and the
11 amount, the organizational structure and strategic plan of the entities, and performance
12 measures as they relate to the purpose of the entities. The legislative management shall report
13 its findings and recommendations, together with any legislation required to implement the
14 recommendations, to the sixty-sixth legislative assembly.

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1318

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of the state aid funding formula for elementary and secondary education.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - STATE AID FUNDING FORMULA FOR ELEMENTARY AND SECONDARY EDUCATION - COMMITTEE - APPOINTMENT - DUTIES.

1. During the 2017-18 interim, the legislative management shall consider appointing a committee consisting of five members of the senate and six members of the house of representatives to:
 - a. Examine how state aid for elementary and secondary education is determined and distributed under the state aid funding formula, analyze the impact of the state aid provided through the funding formula, and consider potential necessary changes to the funding formula to ensure equity, adequacy, and sustainability; and
 - b. Examine the delivery and administration of elementary and secondary education in the state and the short- and long-term policy and statutory changes that may result from or be necessitated by twenty-first century technological advances and global economics.
2. The legislative management shall designate the chairman and vice chairman of the committee.
3. The committee shall operate under the rules applicable to other legislative management committees, except the committee may create task forces or working groups to meet the study directives.
4. Any member of the legislative assembly appointed to serve on a task force or working group under this Act may receive per diem compensation and reimbursement for actual and necessary expenses, as provided by law. Any other individual appointed to serve on a task force or working group may receive reimbursement from the legislative council, for actual and necessary expenses, as provided by law for state officials.
5. The committee shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-sixth legislative assembly."

Renumber accordingly