

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2/68

2005 SENATE EDUCATION

SB 1268

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2168

Senate Education Committee

☐ Conference Committee

Hearing Date 1/19/05

Tape Number	Side A	Side B	Meter #
1	x		149 - end
1		x	0 - 4939
2	x		420 - 979
Committee Clerk Signature <i>Patty Wilkens</i>			

Minutes: Relating to educational associations governed by joint powers agreements.

Senator Layton Freborg, Chairman called the meeting to order on SB 2168

Testimony in support of the Bill:

Senator G. Lee : introduced the bill, from district 22, senate bill 2168 relates to the education association governed by Joint Powers Agreements. This does seek an appropriation as well. This bill seeks to strengthen the frame work of the JPA.

see attached: written testimony.

Senator Seymour : In your mind how long would the funding last?

Senator G. Lee : There is about 3 million \$'s that are asked for in this appropriation. The #'s are around 39 thousand student or around 32 thousand students in 4 district of the 5 that are now functioning at JPA's that would meet the criteria. Just including those four counting the students, the funding needed for administrative costs and staff, putting that all together we are up somewhere in that 2 million \$'s if you include prior projects as well. So there really isn't a lot of

room say if we add 2 more JPA's with 30 thousand students just estimating. The money would be tight, so it is an adequate # but it certainly isn't overly generous in terms of what the potential could be for these JPA's.

Senator Flakoll : On page 8 references as far as the allocations of the moneys. Is this essentially all moneys that would go to schools, school districts, or the association, and not the money for use within the DPI for administration of this or is this in another bill or anything?

Senator G. Lee : My understanding, and Mr. Decker could clarify that, these moneys in this bill, are intended for these functions that are outlined here.

Senator Freborg : Will someone take us through the bill?

Senator G. Lee : Yes, Mr. Decker will do that.

Senator Flakoll : Will you or he reference this or any changes that were made, land mass, student population, thing like that.

Senator G. Lee : The criteria on page 1 that in A and B and then C on page 2 and page 4 section D and the changes that are there from the previous bill.

Senator Flakoll : The rational for any changes?

Senator G. Lee : Rational? The first 3 are self explanatory, in terms of trying to put together a fairly substantial group, in size in a # of school districts in students to make them functional. The last one is intended for larger school districts, but have a smaller land mass and a significant # of students.

Lt. Jack Dalrymple : In the Governors office, want to be sure and offer our endorsement of this bill. We think it is an excellent piece of legislation, and make it clear to you that we have included in the Governors budget recommendation 2 million \$'s for JPA. Last fall I met with all

of the directors of the JPA's with what they are doing with the progress, each JPA had done so far. I think it has tremendous potential to bring together coordination, cooperation, and not only in curriculum but also in the administration. It is a key piece that we have been missing I think in our education policy for many years. which is short of consolidation, how do we get school districts to offer better and improved services and more extensive services to students that are facing declining enrollments and blanket shortfalls. This will fill the gap. We encourage you to include the new category D, qualified districts, this would allow some of the largest school districts in the state to participate, please look at the new criteria for reimbursement, we have a new approach of dividing the administrative function in one category, students services into another category on pg. 5. It is good to discuss how many areas in operation do require in order to get the funds. In regards to funding, the difference between the 3 million \$ in this bill and what we have proposed in the Governors budget, we did not include item B on the last pg. 500 thousand \$'s for pilot projects. There is 500 thousand \$ less in the budget overall for the program as a whole. Estimating the cost of this program going forward is difficult, because it is an expanding program, you have to estimate the # of JPA's that were formed and then estimate the # of students that will be involved. If you decide that more funding is warranted that will certainly not be criticized in any way by the Governors office.

Senator Seymour : Do you have any plan when you put together the budget for the longevity of the funding? Like over 10 years or just this biennium?

Lt. Governor : Yes, we would consider this a long term piece of the school funding picture over really an indefinite period of time. We would see potential for this area to grow substantially in terms of the amt. of \$ that we might commit to it. If you think about the model itself, where the

districts in essence has a board of directors in which they each participate. There is no reason why substantially more funding could not flow through this mechanism over time.

Rep. Dennis Johnson : from district 15 the area I am from has been doing this from some time now, we are in a unique area where there are class A schools, college, vocational center, and several class B schools working together. Combining forces and time schedules, gives us an opportunity for the schools to get together and get to know one another. We are very supportive of this concept and like to see it move forward.

Tom Decker : DPI representative provided a packet with information, see packet included to help you understand a little more about JPA's, included in this is a map, also included is a letter from the Starkweather Public School, District 44. a reference on demographics, declining rate of smaller and larger schools that is why this is so important for JPA's. Tom walked through the bill briefly, the bill represents consensus process among lead administrators representative of the JPA the school boards assoc. and the DPI who have worked closely over a period of months to modify the legislation that you adopted last time, and have come up with this proposal that we think is a significant step forward for JPA, but a manageable step forward as JP organizations become part of ND educational delivery that the Lt. Governor referred to. We have changed the qualifying criteria a little bit, to be sure you understand that the qualifying criteria on page 1 and starting on lines 15 are four separate criteria you need to meet only 1. The first three of them before were in the law before and are modified again, out of the discussions that we have had with the JPA's because they reflect the current size of the four largest JPA's in ND. These four qualify for the funding, under the proposal you adopted last time. The final proposal is one designed, by Senator G. Lee to meet the needs of the larger school districts in ND to bring them into the process. We

have changed the reimbursement basis to a funding basis not unlikely fund school districts, we will provide monies qualifying organizations to run programs and out of the department, develop an annual accounting process, fiscal reporting process for those organizations similar to school districts. The expectation is that funding will float by the way of (meter 1778) JPA, none of it is for department operations, the \$'s will float to districts or JPA's but eventually JPA's are expected to account for and extend all the money talked about in this bill. (meter 1807) continue to track individual district share of that cost. Simplifying the qualifying criteria quite a bit down to two categories student services and administrative services, the list developed out of that process are the result of some discussions between the administrators over a period of time. Funding 3 million \$'s , the key feature that we are funding that proposal is that it provides up to 250,000.00 dollars per JPA per biennium per staff. The JPA's are at a critical point, if they are going to grow and become an important part of the delivery mechanism of k-12 education in ND they need full time staffing to carry out the function. Per student \$'s in the bill are designed for program services, while the Governor didn't include the 500 thousand dollar (meter 1960) this is the key part of the process, this pilot money is grant money. This is to help other JPA's to get into the program with a lot of great ideas out there.

Senator Flakoll : With the appropriation money, there's a chance there will be money left over, and if so how will that be handled?

Tom Decker : If there is money left over our expectation would be that it would be spent out through the usual end of biennium pay out in foundation aid.

Senator Flakoll : Will we need to touch up 1154 to achieve that or is it in here?

Tom Decker : I don't know that it is specifically in here, we have discussed that, that certainly has been the intention that we have had at the dept. and if it is not here we'd make sure that happens in some piece of legislation.

Senator Flakoll : No one denies that the education opportunities and offerings are increased, do we have anything that quantified of that so that we know by JPA or anything that there's any quantifiable evidence that says that from 7-16 to those kind of things?

Tom Decker : The # of JPA's or the size?

Senator Flakoll : The education opportunities, so that if you are in school districts that only offered two, for example foreign languages now you would have this many offerings or that type of thing. This seem to be the hallmarks of this is to allow for more educational opportunities, that may not exists in individual school districts where through JPA's they have that opportunity, do they have anything like?

Tom Decker : The high levels aspects of that, first key pt. is that the first official meeting of the JPA of the school district. occurred in Oct. 2001. So there has been phenomenal progress, up to this point. There is a study requested in the bill for (meter 2295) to follow up on this, and have regular input into what your expectations are.

Senator Flakoll : Nothing really at this point, we know it exists but because of the fast growth we probably haven't had a chance to measure our growth.

Tom Decker : Said from the testimony today we will hear how fast it has grown.

Senator Taylor : With the JPA's that we now have is there a potential that they we reconfigure as we open up options that, and create more JPA's will some of these split apart with new qualifications?

Tom Decker : This is one of the critical discussions things about the further growth of JPA's.

These are and should be regional organizations for school districts. From that context we think there is or the one's that we have developed so far are of reasonable size and that we just project out that kind of development process, that we would end up with eight or ten at the most.

Senator Seymour : When you say regional agents, do you mean like area educational agencies like Iowa, things like that?

Tom Decker : Many states in the nation have a variety of what's educational service agencies.

Some of them are home grown, I am not sure that any of them are as uniquely home grown as the ones here. So we may end up looking like that at some point in the future, certainly some of these JPA's are well on their way to become comprehensive service organizations, but I think we need to support the growth and development of these local organizations through their local governing boards.

Senator Freborg : With no restrictions on the geographics in JPA's, I am hoping that they use common sense at least as to how far they go or what direction. Let's say that Roughrider kept adding to their JPA and went all the way up to Divide and Burke County. Anything restricting that?

Tom Decker : There is nothing in legislation that restricts that, I think the key feature here to control that, is to remember that the governing boards of these organizations is made up of a school board member from each of the members district.

Senator Freborg : Can they do it efficiently when they get to 250 miles long?

Tom Decker : These are support organizations for school districts and that the (meter 2638) will be led by the people who are receiving the services.

Charles Miller, administrator of Nedrose Elementary School and Lead Administrator for Mid Dakota JPA, testified in favor of the bill. (written testimony) (meter 2711) They are the only JPA that did not qualify for any support the last go around.

Senator G. Lee asked if he has any estimate of the time he spends on the JPA.

Mr. Miller said he has just moved into the administrator. They think there is an advantage to having a small school administrator represent the JPA to satisfy some fears by smaller schools that the JPA would be dominated by the large schools and to talk about issues from a small school perspective.

Senator G. Lee asked if he could quantify the hours spent.

Mr. Miller said its hard to answer because he is new. He anticipates several hours per week

Senator Flakoll asked about the gifted and talented program referred to in written testimony, could he please email any specific information to the committee.

Paul Johnson, Superintendent of the Bismarck Schools, testified in favor of the bill. (written testimony) (meter 3682)

Senator Freborg said JPA's should certainly at least as much benefit to small districts as they are to large districts. (meter 3980)

Dr. Johnson said they are. Bismarck is capable of offering programs and activities that smaller schools cannot. Some people would question why a large school would be a member of a JPA and he wanted to give the committee a perspective as to why a Bismarck would want to participate in a JPA.

Steven J. Reiser, Washburn School Board, testified in favor of the bill. (written testimony) (meter 4118)

Senator Taylor asked about looking into the possibility of self insurance for medical. What are most districts doing now.

Mr. Reiser said most districts are on Blue Cross Blue Shield, some are on PERS, there is a mix.

Frank Schill, Superintendent of Cavalier Public School, testified in favor of the bill. (written testimony) (meter 4723)

Senator Seymour asked how many students will graduate from Cavalier this year.

Mr. Schill said 58 students.

Paul Stremick, Superintendent of Grafton Public School and a member of the Walsh-Pembina Consortium, testified in favor of the bill. (written testimony) (meter 5082)

David Hartz, member of the Cavalier School Board and North Dakota School Board

Governmental Affairs Committee, testified in favor of the bill. (written testimony) (meter 5400)

Dean Rummel, Roughrider Educational Services Partnership (RESP) Governing Board Chair and Dickinson Public School Board Chair, testified in favor of the bill. (written testimony) (meter 5760)

Senator G. Lee said Mr. Rummel mentioned savings, are they quantifiable.

Mr. Rummel said yes, he has some people who will talk about this. One example is software.

Larger school districts benefit a lot from JPAs. He has a son who wanted to take French. Based on schedule, only one student signed up. So they are sharing the French teacher with Mott-Regent and Bowman (interactively) so his son is able to take French this year.

Senator Flakoll asked with respect to legal issues, are there any legal fire walls or if something were to happen, would all school districts be litigants.

Mr. Rummel said the school districts are insured by the North Dakota Insurance Reserve Fund so the JPA is covered from an insurance standpoint for liability and risk. The North Dakota Insurance Reserve Fund would have responsibility no matter what happened within the JPA because all the school are covered with them. Their alternative high school is also covered.

Karen Nelson, Dickinson State University K-16 Teaching and Learning Strategist, testified in favor of the bill. (meter 269)

Bill Gion, school board member in the Regent and Mott communities, testified in favor of the bill. (written testimony) (meter 760)

Senator Seymour asked if he has worked with performance indicators or assessment standards in his work with JPAs.

Mr. Gion said not that he is aware of. He is sure it will come as things evolve. We need to get people past the traditional rivalries.

James Dunnigan, Superintendent of the Medina Public Schools and Lead Administrator of the South Central Education Cooperative, testified in favor of the bill.. (written testimony) (meter 1500)

Senator G. Lee asked about the budget, what is the reporting relationship of the coordinator, the JPA board and the administrator.

Mr. Dunnigan said it is a new position and they are in the process of developing rules and guidelines. She reports to Mr. Dunnigan. It is a part time job and her other part time job is with the teacher center in Valley City so she has a working relationship with the majority of their schools.

Senator G. Lee asked if the coordinator takes direction from the administrator.

Mr. Dunnigan said yes, and it will become more clear once they get things organized.

Lois Myran, Director of Curriculum and Professional Development for Roughrider Education Services, testified in favor of the bill. (written testimony) (meter 2331)

Senator Seymour asked if she sees any changes in the administrative structure five years from now.

Ms. Myran said yes, depending on funding, they are always looking for additional The meeting was adjourned.

Dean Koppelman, Roughrider Education Services Program Lead Administrator and Superintendent of Dickinson Public Schools. (written testimony) (meter 3298)

Senator Seymour asked if they are providing any classes over the internet.

Mr. Koppelman said no, the are using interactive television.

Senator G. Lee said in looking at the sample budget and the addition of 8 1/2 FTEs. Would they come out of other school systems or would it be additional staff.

Mr. Koppelman said its possible they could be combined with district staff, they would offer the positions to staff first, some are specialized positions.

Senator G. Lee asked how he sees the reporting relationship of the administrator.

Mr. Koppelman said they have a committee structure and he sees using that format. They have a curriculum staff development committee and the curriculum director gets her direction from them. It is not a day to day thing, she reports to the lead administrator who in turn reports to the governing board.

Jon Martinson, North Dakota School Boards Association, testified in favor of the bill. (meter 4745) He distributed letters from two superintendents of schools not currently involved in JPAs

that are very supportive of JPAs, David Flowers, Fargo Public Schools and Mark Sanford, Grand Forks Public Schools.

Chairman Freborg closed the hearing on SB 2168.

Senator Freborg asked if Senator Flakoll wanted an amendment would he like to get it ready. It would be to assure any surplus funds revert to foundation aid.

Senator Flakoll asked if the committee will meet this afternoon.

Senator Freborg said that is not necessary.

Senator G. Lee said we certainly could kick it out.

Senator Freborg said it could generate a lot of committee discussion. He has a 2:30 meeting he cannot miss. He won't get out until 3:30. We could meet for 15 minutes after session.

Senator Erbele said he has a meeting at 1:30.

Senator Freborg said it won't work this afternoon.

Senator Flakoll had a question for Senator G. Lee. To confirm, participants in a JPA used to have to be contiguous and now they don't have to be.

Senator G. Lee said that is correct, if they are not contiguous they have to verify the participating districts can provide sound educational opportunities to their students in a fiscally responsible manner. A district could appeal a decision to the state school board.

Senator Flakoll said some of the testimony has led him to believe contiguous is not necessary.

Some districts are almost an island, Fargo for example.

Chairman Freborg adjourned the meeting. (meter 979)

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2168

Senate Education Committee

☐ Conference Committee

Hearing Date 01/25/05

Tape Number	Side A	Side B	Meter #
3	x		460-724
tape failed 3	x		724-1475
Committee Clerk Signature <i>Patty Wilkens</i>			

Minutes: Relating to educational associations governed by joint powers agreements.

Senator Layton Freborg, Chairman called the meeting to order on SB 2168

Senator G. Lee : Offered an amendment to 2168 Pg 8 line 6 has to do with the detailing of the expenses that the JPA or how they would account for their expenses and this would just add, the administrator shall attribute the expenses on a per student bases, by participating school district. This would account for the cost back to the district on a per student basis, to accurately report. A meaningful way to keep track of a cost per student. The second one is pg 9 line 11, the ten dollars per student that is included in there for each of the participating school districts, that money as they begin to participate would in the bill as originally drafted would go to the school district. This change moves the 10 dollars per head over to the JPA instead of directing it to the school district. I recommend these changes.

Senator Seymour : Your thing that says the administrator should attribute the expenses on a per student basis,? what does that mean? Are you going to alienate people by knowing each different

schools figures or something or is it just coming out of the JPA as one figure? I don't understand what that will do.

Senator G. Lee : I think it just reports back to the school district the amt. of the expenses that were brought into the JPA back to the original district on per student basis so that they can accurately reflect what their cost per student are in their district b/c these are costs that their district has incurred.

tape failed at meter 724 there were motions made according to minutes.

Senator Freborg : closed the hearing on SB 2168

Senator G. Lee, Made a motion to amend SB 2168 Seconded By, **Senator Flakoll**

further discussion: DPI and John Martinson, Original intent was for the \$'s to flow in the right direction.

There being no other discussion roll call vote was taken. **vote: 6-0-0**

Senator G. Lee : Made a motion for a Do Pass as amended. Seconded by, Senator Seymour

There was a little more discussion but very insignificant tape had failed

Roll call was taken. **vote: 6-0-0**

Senator G. Lee, will carry the bill.

The meeting was adjourned.

January 24, 2005

PROPOSED AMENDMENTS TO SENATE BILL NO. 2168

Page 8, line 6, after "association" insert ". The administrator shall attribute the expenses on a per student basis by participating school district"

Page 9, line 11, after the second "each" insert "eligible educational association, based on the number of students in average daily membership in each"

Page 9, line 12, replace "an eligible educational" with "the"

Renumber accordingly

Date: 1/25/05
Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2168

Senate SENATE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken on Amendment

Motion Made By Lee Seconded By Flakoll

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	✓	
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 6 No 0

Absent _____

Floor Assignment _____

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

Date: 1/25/05
Roll Call Vote #: 2

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2168

Senate SENATE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass - as amended

Motion Made By Sen Lee Seconded By Sen Seymour

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	✓	
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 6 No 0

Absent _____

Floor Assignment Lee

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

REPORT OF STANDING COMMITTEE

SB 2168: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2168 was placed on the Sixth order on the calendar.

Page 8, line 6, after "association" insert ". The administrator shall attribute the expenses on a per student basis by participating school district"

Page 9, line 11, after the second "each" insert "eligible educational association, based on the number of students in average daily membership in each"

Page 9, line 12, replace "an eligible educational" with "the"

Renumber accordingly

2005 SENATE APPROPRIATIONS

SB 2168

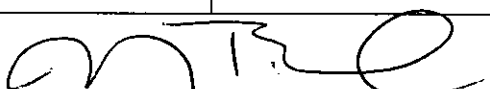
2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2168

Senate Appropriations Committee

☐ Conference Committee

Hearing Date 02/07/05

Tape Number	Side A	Side B	Meter #
2	x		2168-4177
Committee Clerk Signature 			

Minutes: **Chairman Holmberg** opened meeting on SB 2168.

Sen. G. Lee appeared in support of SB 2168. Written testimony was provided, see appendix I.

Sen. Lee also provided the committee with an over view of the bill. He also went through the appropriation of the bill.

Sen. Tallackson: Are there winners and losers in this bill?

Sen. Lee: I am not aware of losers in terms of money, there was not opposition to this bill in the Education Committee.

Sen Christmann: Is it the intent to add 1 million to the 2 million to equal 3 million or is it the intention to add 3 million to the 2 million to equal 5 million?

Sen. Lee: 3 million to the 2 million equaling 5 million.

Tom Decker, DPI appeared in support of SB 2168. Written testimony was provided, see Appendix II. Mr. Decker discussed 2 sample budgets included in his written testimony. He also Spoke of the changing demographics in ND.

Sen. Mathern: You gave an example of \$65,000 in savings, why aren't school districts just Doing this?

Mr. Decker: Fears arise when we put together this kind of sharing, it is a growth/ development Issue.

Sen. Bowman: Is there any savings by investment?

Mr. Decker: The example I gave of administration is an example of savings.

No further questions were asked of Mr. Decker.

Jon Martinson, Executive Director, ND School Boards Association appeared in support of SB 2168. Mr. Martinson discussed the importance of offering rural students the same extra curricular classes, as well as having access to advanced placement classes.

Sen. Mathern: Would Fargo and West Fargo be large enough?

Mr. Martinson: They would have to reach out.

Mr. Martinson also provided the committee with 2 letters of support. Appendix III is a letter from Mark S. Sanford, Superintendent of Schools, Grand Forks. Appendix IV is a letter from David Flowers, Superintendent for Fargo Public Schools.

No further questions were asked of Mr. Martinson.

Chairman Holmberg closed meeting on SB 2168.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 2168

Senate Appropriations Committee

☐ Conference Committee

Hearing Date February 10, 2005

Tape Number	Side A	Side B	Meter #
1		b	2,407
Committee Clerk Signature <i>Jan O'Neil</i>			

Minutes:

Chairman Holmberg called the hearing to order on SB 2168 by distributing amendments.

He then discussed those suggested amendments, stating this is the mechanics of disbursing the money in the bill.

Senator Grindberg moved a do pass on the amendment, Senator Schobinger seconded and voice vote was taken approving..

Senator Grindberg moved a **do pass on SB 2168, Senator Andrist seconded.** No discussion was held. A roll call vote was taken with 15 yes. Senator G Lee.

Hearing closed on SB 2168.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2168

Senate Appropriations Committee

☐ Conference Committee

Hearing Date 02/15/05

Tape Number	Side A	Side B	Meter #
1	x		2,665-3245
Committee Clerk Signature <i>Am Rie</i>			

Minutes: **Chairman Holmberg** offered an amendment # 50279.0302. He explained the amendment. Stating that the amendment does one thing, that is to put in the mechanism and the funding for the joint powers agreement. The money is wanted in this bill so that the Education Committee would talk about it when they meet with the House. If we pass this amendment we would be changing the bill so that it would have the same about of funding that was in the Governors budget.

Sen. Fischer motioned that they reconsider SB 2168, seconded by Sen, Fischer. The previous does not exist any more. Chairman Holmberg moved his amendment, seconded by Sen. Grindberg.

Sen. Mathern: I think the bill is fine the way it is.

A voice vote was taken for the proposed amendment, it carried.

Page 2

Senate Appropriations Committee

Bill/Resolution Number SB 2168

Hearing Date 02/15/05

A **DO PASS as AMENDED** motion was made by Sen. Fischer, seconded by Sen. Christmann.

Roll call vote was taken 14 yeas, 0 nays, and 1 absent and not voting. Sen. G. Lee will carry the bill.

Chairman Holmberg closed hearing on SB 2168.

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2168

Page 1, line 3, replace "an appropriation" with "for the distribution of joint powers agreement incentives"

Page 8, line 10, after "5" insert "of this Act"

Page 8, line 24, replace "**APPROPRIATION**" with "**JOINT POWERS AGREEMENT INCENTIVES - DISTRIBUTION**"

Page 8, line 25, replace "There is appropriated out of any moneys in the general fund in the state treasury," with "The superintendent of public instruction shall distribute the moneys appropriated in the JPA incentives line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, as follows:"

Page 8, remove lines 26 through 29

Page 8, line 30, remove "2."

Page 9, remove lines 4 through 6

Page 9, line 7, replace "c." with "b."

Page 9, line 10, replace "d." with "c." and replace "\$1,000,000" with "\$590,000"

Page 9, line 15, replace "3." with "2."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment removes the \$3 million general fund appropriation provided in Section 5 of the bill and adds language providing that the Superintendent of Public Instruction shall distribute the moneys appropriated in the JPA incentives line item in House Bill No. 1013 as follows:

- \$1,360,000 to assist eligible educational associations with hiring and compensating staff.
- \$50,000 to reimburse eligible educational associations formed on or after July 1, 2005, for expenses incurred in their formation.
- \$590,000 to provide payments in the amount of \$10 per student during each year of the biennium, to each eligible educational association, based on the number of students in average daily membership in each school district participating in the association.

Date 2/16/05
Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2168

Senate SENATE APPROPRIATIONS Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 50279-0301

Action Taken Do Pass

Motion Made By Grindberg Seconded By Andrist

Senators	Yes	No	Senators	Yes	No
CHAIRMAN HOLMBERG	✓		SENATOR KRAUTER	✓	
VICE CHAIRMAN BOWMAN	✓		SENATOR LINDAAS	✓	
VICE CHAIRMAN GRINDBERG	✓		SENATOR MATHERN	✓	
SENATOR ANDRIST	✓		SENATOR ROBINSON	✓	
SENATOR CHRISTMANN	✓		SEN. TALLACKSON	✓	
SENATOR FISCHER	✓				
SENATOR KILZER	✓				
SENATOR KRINGSTAD	✓				
SENATOR SCHOBINGER	✓				
SENATOR THANE	✓				

Total (Yes) 15 No 0

Absent 0

Floor Assignment Sen Andrist

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

Date 2-15-05
Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2168

Senate SENATE APPROPRIATIONS

Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken

Do Pass As Amended

Motion Made By

Fisch

Seconded By

Christman

Senators	Yes	No	Senators	Yes	No
CHAIRMAN HOLMBERG	✓		SENATOR KRAUTER	✓	
VICE CHAIRMAN BOWMAN	✓		SENATOR LINDAAS	✓	
VICE CHAIRMAN GRINDBERG	✓		SENATOR MATHERN	✓	
SENATOR ANDRIST	✓		SENATOR ROBINSON	✓	
SENATOR CHRISTMANN	✓		SEN. TALLACKSON	✓	
SENATOR FISCHER	✓				
SENATOR KILZER	✓				
SENATOR KRINGSTAD					
SENATOR SCHOBINGER	✓				
SENATOR THANE	✓				

Total (Yes)

14

No

0

Absent

1

Floor Assignment

Edu or Andrist

G Lee

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

REPORT OF STANDING COMMITTEE

SB 2168, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (14 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2168 was placed on the Sixth order on the calendar.

Page 8, line 26, replace "\$3,000,000" with "\$2,000,000"

Page 9, remove lines 4 through 6

Page 9, line 7, replace "c." with "b."

Page 9, line 10, replace "d." with "c." and replace "\$1,000,000" with "\$590,000"

Page 9, line 11, remove "in the amount of \$10"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment decreases the general fund appropriation provided to the Department of Public Instruction for providing funding to eligible educational associations from \$3 million to \$2 million as recommended in the Governor's executive budget.

2005 HOUSE EDUCATION

SB 2168


2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2168

House Education Committee

☐ Conference Committee

Hearing Date **2 March 2005**

Tape Number	Side A	Side B	Meter #
1	X		90 - end
		X	10 - 4900
2	X		0 -2765
Committee Clerk Signature 			

Minutes:

Chairman Kelsch opened the hearing of SB 2168.

Lt. Governor Jack Dalrymple introduced the bill. Let me say before I start on 2168, I'd like to compliment the House Education Committee on the great work you did on a number of issues before crossover. Your committee dealt with some big concepts in a way we have not done around here for a long time. I think it's much needed and I would encourage you to continue to talk about the big issues whenever the opportunity arises. It's certainly what is needed at this time.

Chairman Kelsch: Thank you.

Dalrymple: 2168 is another opportunity to make a big step forward in terms of education policy. JPAs (Joint Powers Agreements) is an idea that we looked at two years ago and I'm happy to report that it is progressing and it is beginning to fulfill some of the things that we hoped it would two years ago. We have had several JPAs crafted around the state and we have

more on the way. Last fall I met with the leaders of the JP groups and we had a discussion about progress they are making and things they have learned so far. The opportunity for districts to work together in the provision of additional services and additional quality in their schools is happening. It's happening in a very dramatic way in some cases. I feel very strongly and the Governor does too that we do need to continue to support this opportunity. The biggest issue, in my opinion, in education policy in ND is not real estate taxes, it is not equity, it is not adequacy, even though those are important priorities. The greatest single problem that we face in ND is declining enrollment in static district boundaries. That is where real pressure is coming on school boards and superintendents. Declining enrollment and no opportunity to make the kind of organization adjustments that they need to make. This bill provides a partial solution, perhaps even a complete solution, to that problem over time. It allows school districts to continue to exist even as their enrollment is shrinking but at the same time to not give up some of the important services and some of the important quality functions that they need to maintain in their schools. That makes this bill breakthrough legislation for ND education. Looking at the bill quickly you will see on pages 1 and 2 and then page 4 some slight changes in the criteria for becoming a JPA. We did add a new category that is item d on page 4 line 6 that would allow a JPA that simply has a very large number of students to qualify by definition as JPA. That means we will be able to open up more opportunities in areas of the state mainly the Red River Valley where there are more people to be counted. The language on the bottom of pages 4 and 5 is something I would encourage you to think over carefully. These are the goals that must be achieved through the first five years of existence in a JPA. By the end of the five years they must have 5 functions in administration that are done cooperatively and they must have 5 in

student services that are done cooperatively. I would encourage you to think about whether that's a reasonable set of criteria. These functions are the functions that we see showing up in the draft JPAs and are currently being undertaken by schools. If the list is good then it will do the job. As you go further into the bill there are some things about governance and compensation and I think you will want to test all of those and see how that looks. Finally you get to the appropriation on page 8 and I am pleased to say that the Governor included \$2.mil in his executive budget for the JPAs. The Senate has sent the bill to you at that level. Originally the bill was introduced as approximately a \$3.mil bill. It included some additional funds for special projects and that sort of thing. I believe it was reduced in Senate Appropriations. Our rationale originally is that we might have 7 JPAs in year one and we would allow them an initial allocation of \$50,000 apiece. In year two we would have 10 JPAs at \$50,000 apiece. In year one we would have 30,000 students at \$10 per student and in year two we would have 80,000 students at \$10 a student. You add all that together and it comes out just shy of \$2.mil. You will hear from DPI that we now have a very strongly likelihood of having 8 JPAs in the first year of the biennium and having a much higher student count that would increase the cost of the bill. I think it could be wholly funded for between \$2.-\$3.mil.

The bottom line is that we think this is a great opportunity to give a tool to districts to maintain quality and maintain services in shifting situations where they have no choice but to face the declining enrollments in the future. It is a very importance piece of what we are going to be trying to do in ND over time. Criticisms have been minor but one of the major criticisms has been: Does this in any way discourage consolidation? We feel at the very worst it has no effect on the consolidation decision. At best we think it is a great way for people to get acquainted and

get started on the path to discussing consolidation. Consolidation is a separate issue and comes about for a number of reasons other than educational quality. This tool is available for that purpose which many of us feel is the most important purpose of all.

Chairman Kelsch: Please clarify. This is the appropriation bill then for JPA because we reduced the Governor's budget by \$2.mil. reducing the line item for the JPAs? Now this is the actual appropriation and there is no money in the Governor's budget. Correct?

Dalrymple: It depends on how you want to view that. We see that hocus pocus go on at crossover. One body says we don't need to put that in the budget bill because it's being taking care of on the other side. I think there is strong support for this in the Senate at the \$2.mil or even higher. As far as the house is concerned you have an option of either talking to Appropriations and put the money in the DPI budget or if you wish you could simply handle the appropriation right on this bill and that would mean that this bill would go to House Appropriations.

Rep. Solberg: You mentioned some existing JPAs in the state. Can you expand on that.

Dalrymple: Here's a map that shows them. There is a greater response than I expected. There are five operational and a sixth on the way right one. They tended to come out a bit larger than I expected. Sen. Lee can give you further details on that.

Rep. Haas: In you remarks you indicated the most problems in our whole delivery system of elementary and secondary ed now revolves around the problem of declining enrollments and static boundaries. If this bill has nothing to do with consolidation as you indicated, are you telling me that it does not in any way address static boundaries?

Dalrymple: I think it does have some kind of effect in terms of ultimate consolidation. It acquaints the people who have to deal with these questions of consolidation. Through this mechanism, superintendents and school board members go to these joint powers meetings and those will be coming back to the districts on a regular basis on the accomplishments of the JPA. I think that's the kind of environment we were after in the original consortium concept in trying to get districts working together on a number of levels and that leads to consolidation. It think it goes in the right direction but I would not like to represent to you that this bill is about consolidation. It is not.

Rep. Hawken: Over the last 20 years we have put in a great deal of money to try to solve these problems and you may have the answer to the question: Why is this different? We know we have poured a lot of money down a rat hole because it didn't make a difference.

Dalrymple: We have always hamstrung by proposing things that were voluntary. The consortiums were voluntary and in the end you weren't required to do anything. If you look back now at the consortiums you will see an outcome that did lead to some form of consolidation. It depends on your time frame. This is a voluntary program and the response has been outstanding. We need to step up and do what we can to encourage it to expand further.

Rep. Mueller: We had JPA enabling legislation in a previous session and now we're taking it further by allocating money to it. Why do we need to do this? These folks have already set together some of these JPAs and are moving down the road. Do we really need to have this legislation and if so, why?

Dalrymple: To some extent this activity could take place all by itself. This proposal is an incentive. The incentive is that there are a few dollars there. That has the effect of getting

people to investigate it and that has some value. The other aspect is that JPA really takes off when it gets to the point where they are willing to hire a coordinator. That's the person dedicated to carrying out what is agreed to. That's pretty important. Initially superintendents divide up the duties and say they will do it in their spare time. Over time that is less and less effective. A dedicated coordinator is important. If as a state we stand up and say we will cover the cost of that it makes the decision very easy on their part to go ahead and hire that coordinator.

Eventually the \$10 per student is an incentive to combine that with their own resources to provide some additional services.

Rep. Sitte: On page 5 when you talk about the 5 administrative functions and student services. It sounds like a mandate. So what happens if they get to the fifth year and they only share 4 administrative functions. Do we pull the funding?

Dalrymple: I think it is important that we look at that and see if that is a reasonable requirement to receive these incentive funds. Obviously they could continue to operate at a lesser level or cooperation if they so choose but they would not be eligible for the \$10 payment. We are setting a bar we want to them to reach. That's the idea of the incentive program. You need to look at the list and decide if it's reasonable. In my opinion it seems something they could get to without problems. I think you will have to make that decision.

Let me say one other part about the potential concern about the bill, that this would become some sort of a master plan for the overall administration of education in ND. I do not believe there is anything in this bill that would do that. It's voluntary and they can cooperate as much or as little as they like. If there is anything in this bill that you think could evolve to some sort of

master oversight in this bill I don't see that and I don't think you should allow anything that will go in that direction.

Senator Gary A. Lee, District 22, provided a further introduction of the SB 2168. **(Testimony attached.)** DPI will hand out a map that includes the 5 JPAs plus the one in the southeast that just met recently. In terms of student numbers it includes the largest school districts. Next month there is a meeting on the northeast part of the state that includes Pembina, Walsh and Trail counties also working at this opportunity in coming together and cooperating. This is not a consolidation bill but what it does do is that it builds trust among the districts so that they can see that they're not competing all time. They are working with students to provide the best opportunities for them. Including the one in southeast that met a couple of weeks ago, that would include 53% of the districts, 66% of the students and about 52% of the square miles in ND that will be included in the JPAs. For some reason this seems to be very appealing to school districts around the state.

Rep. Meier: Which of the five JPAs are currently not meeting the criteria set forward in this bill?

Senator Lee: The one in Minot and the reason is the geographic area they cover. My understanding is that they are also looking to the Northwest and talking to the people in this area as to what would meet everyone's needs.

Rep. Norland: This bill provides for a new administrator to run the JPAs. How does that work? Let's say five schools form a brand new JPA. What happens first? Do they provide their board and the board then hires an administrator? Who hires that administrator and when is

that person hired? Where does that person come from? Outside? Already an administrator in the organization?

Sen. Lee: I would expect those things would need to be worked out functionally. The Dickinson one can tell you how their coordinator works for them. This isn't a small time job. It's someone that needs a lot of expertise and experience and is willing to commit to this effort.

Rep. Norland: When this person is hired do they use one of the existing schools for an office or do they create their own office?

Sen. Lee: I would expect that would house themselves in one of the school district's building somewhere.

Rep. Haas: I've had conversations with school board members and patrons in districts that are part of a JPA. They tell me they feel this will make it so they never have to consolidate. The reason is that through a larger organization they will be able to meet all the accreditation requirements, NCLB, etc., etc., and enable them to keep their school and district intact and autonomous forever. I'm hearing conflicting messages here this morning. This could lead to consolidation and that it has nothing to do with consolidation. How would you react to those that have this attitude.

Sen. Lee: What I see this bill doing is provide an opportunity to build trust with each other. You will also hear that it didn't prevent consolidation because saw the ability to work more effectively together as one school district. I think it has a synergy that can result in consolidation. The intent is to provide equity and opportunity for kids.

Rep. Mueller: This seems to be a non coercive way to move toward consolidation. Over the last 20 years we have reduced our school districts by a third. A non coercive way to spur and make it continue to happen is good legislation.

Chairman Kelsch: When we were first sold on JPAs we were told it was a good idea because the state wasn't involved in trying to force relationships. Why now do JPAs want the state involved? My thought is that it's all about the money. The JPAs could do everything in this bill currently if they wanted to. What they realized is that they needed an administrator and didn't have the resources or didn't want to come up with resources to fund that position. They decided the way to go was to come to legislature to fund the position. The question I have is why now is it so great to have the state involved?

Sen. Lee: What has happened is can we take this to the next level. Some of the people are doing an extraordinary amount of work voluntarily and it has gotten to the point where we need to add some resources so we can continue the process.

Rep. Solberg: On page 2 line 3 and 4: "have at least 3000 students in ADM." In the western part of the state that would take a tremendous effort.

Chairman Kelsch: It could be land mass or could be the amount of students.

Rep. Herbel: In the early 90s Walsh and Pembina created a consortium which is doing the same thing as the JPAs are doing now. If they were going to benefit from the funding from this they would have to expand to a larger land mass. Would they then become eligible?

Sen. Lee: There is a meeting scheduled for April 6 to look at this opportunity. They would not qualify as just those two counties.

Chairman Kelsch: Tom (Decker) as you are passing out your testimony the one thing I want to have from you is the ending fund balances for each one of these school districts currently involved in JPAs. Would you provide that to the Committee please.

Tom Decker, director of School Finance and Organization, DPI, testified in favor of the bill.

I have never been so excited about anything for which I think there is such a great possibility in my career at DPI as I am about this. He distributed and discussed with the Committee information that included a map, JPA statute, and JPA Directory Information. **(These are attached.)**

Rep. Herbel: Two questions: K- 8 fit in the same as any other school district? Rep. Haas asked the Lt. Gov. about consolidation and the effect this would have. Are you of the same opinion that it may delay the consolidation or do you think it has not impact?

Decker: K-8 can become part of the JPAs. I think it will have to impact on consolidation. The potential through developing trust relationships that we have already seen is significant in terms of overcoming old animosities and anxieties.

Rep. Hawken: While we don't want to look back and do want to look forward, I can't help but remember the teaching centers. There were ten of them and they worked with every school in the state. We did staff development and many of coordinated the title grants. Why now when we have this plan, is this a good idea.

Decker: I think you will find the teaching centers that struggled to find a home will find a niche in JPA in a collaborative arrangement. There are collaboratives all over the state and when you layer the map of ND with all those collaboratives it's the most incredible mish mash you've every seen. The other part of the problem is they are floating. They come and go. JPAs will begin to

pull in these other entities and will insure that. I'm convinced the JPAs will become a permanent and stable of service delivery from year to year. Superintendents won't have to worry where they are going to go for help. Their JPA will provide them with the capability to deal with whatever service problem that they are no longer able to provide. They don't have to create an organization and fund it.

Rep. Hawken: You didn't answer my question. If you look at this and the way the bill is written, you get to pick which ones of those things you want to do which is not any different from what we had. We put money in the consortiums and 16 programs before that. I'm not sure this is different.

Decker: Solving the service delivery problem in ND is not easy. Between the political culture, local control and distances, and declining enrollment it is becoming more difficult. We need to give them ample time to prove that this voluntary concept can and will delivery quality service to all school districts.

Rep. Sitte: You are talking about \$10 per student. When you look at \$2.mil., we could just up foundation aid by \$10 per student with that same amount of money and give the local districts the flexibility to do whatever they want with it. Why is it more important that we put it in JPAs than foundation aid?

Decker: You will hear from other presenters that will discuss that.

Chairman Kelsch: I guess it doesn't surprise me that you are excited about the JPAs because I think what I see in this bill is an education service units going back to a concept that was before this Committee where we developed regional education service centers. Basically that's what I'm seeing in this bill. That bill came out of the DPI and was something the DPI was very

excited about. It looks like putting some of these safeguards into effect, putting funding for an administrator into it, that in essence is what we are setting up. So can you tell me the difference between what we are doing here and those education service units that were kind of a fake deal back in the 2000 session?

Decker: The fundamental difference is that these are voluntary, grassroots organizations that people at the local level have seen fit to put together because they see the need. We are dealing with the same set of problems. The top down approach goes against ND political culture and that's the primary reason it was resisted.

Chairman Kelsch: How many consolidations have we had in the state since JPAs became in effect? Which consolidations have come out of being involved in a JPA.

Decker: We've had a number in several years and I can get you that list. There were some that were in JPAs.

Chairman Kelsch: Do you have any statistical data that would show us any benefit that the students are receiving: test results are higher, graduation rates are higher, ACT scores are higher. Do you have any data that would show us that because a school district has been involved in a JPA those students are doing better? Apparently JPAs are for students and not just for the convenience of the school or district. It should show development in the student.

Decker: I go back to the point that JPAs are fundamentally school district support organizations that are designed to help school districts have the capability to provide the services. Eventually that will make a difference in student services.

Chairman Kelsch: It disturbs me that we are pouring millions of dollars and its for the benefit of the school district not for the benefit of the kids.

Rep. Herbel: Do you see this being a continuing appropriation or will this eventually be taken care of by the local districts themselves.

Decker: That's a difficult question. In a couple of years we will have enough of a track record that will clearly easily see the value. Most of the money to support them will come from the local level. We're going to spend the money on education anyway. How much of it would be choose to put in a JPAs because it's productive in educational results.

Rep. Meier: You just made reference to the \$200,000 for consolidations. You have not paid any of that out?

Decker: That's paid out on a reimbursement basis for expenses incurred. We are putting out a form for districts to submit those expenses to us.

Rep. Mueller: In the big picture this may not be a whole bunch of dollars. The continuing appropriation is certainly going to be with us next session. What would be your reaction be to setting together a mechanism that provides for a match from the JPAs? That serves the purpose of a real investment and real interest on their part.

Decker: I think that is not out of the question.

ElRoy Burkle, superintendent of Border Central, Starkweather and Munich Public Schools and LEAD administrator for the NESC, testified in favor of the bill. (Testimony attached.)

Denise Wolf, NESC executive Director, testified in favor of the bill. (Testimony attached.)

Rep. Solberg: On page 3 of your colored handout one the strategic goals is obtain a full time grant writer to increase funding opportunities. My question is to what groups would these grant requests go to?

Wolf: All schools are looking for more money. This grant writer would be hired through the NESC and half of that salary would be paid by Lake Region State College. We are trying to share resources. We're hoping that because of the economy of scale and the K-14 look we have more opportunity to be more competitive in some of these big federal grants like the Science Foundation. We just hired a grant writer and they will be on board April 1. The grants are wide open.

Rep. Hawken: One of the things I notice you are currently is special ed service management. Does this mean that down the line you would have one special ed unit?

Wolf: Some overlap so that's not part of the list.

Rep. Hawken: Put it on your list. There is no reason to do this if you are not going to do that kind of thing that will actually move things forward. That's real easy. We have way too many special ed units.

Rep. Hunsakor: We've heard a lot of good things about JPAs. Certainly there are problems in bringing districts together. Does this bill address any of those problems?

Wolf: I've worked through the bill and we've tried to address those problems. Part of the problem was that people weren't ready and local control. The bill did have some restrictions for local control and those have been cleaned up a bit. The ability to hire was a barrier before. This adds the ability. We've looked at some issues such as insurance. How do we become a legal entity? We hope all those components will be added to the bill to make it a better bill.

Lois Myran, director of Curriculum and Professional Development, RESP, spoke in favor of the bill. (Testimony attached.)

Chairman Kelsch closed the hearing of 2168 in order to take up SB 2210 on schedule.

The hearing was reopened on SB 2168 continuing with those in support of the bill.

Dean Rummel, chair, Governing Board RESP, and also chair of the Dickinson Public School Board, testified in favor of the bill. (Testimony attached.)

Keith H. Nielson, president, NESC Governing Board, testified in favor of the bill.
(Testimony attached.)

Rep. Mueller: You have addressed the issue of consolidations. Specifically, in your consortium have you discussed that with any of your fellow school people there about joining forces with each other. I'm talking consolidations not just JPA efforts.

Neilson: There has not any that I know of any official talks. What does happen is the trust that has been built up by working with these people. You end up talking because you feel that you know them and you trust them. In the dealings of the JPA you find out what their needs are and they find out what your needs are. To me that's been a huge thing. You don't feel as threatened as you once did.

Rep. Johnson: Is there an ongoing recruitment looking for more school in the area to be members of this JPA?

Neilson: We are not vigorously pursuing any new members but we have talked to some with any expressed interest. We have talked to several neighboring school districts. It was addressed at a governing board meeting whether we wanted to actively pursue. The consensus was that it was not hugely important to us but we will pursue it if there is a need or want for it.

Karen Nelson, K-16 learning strategist, Dickinson State University, testified in favor of the bill. (Testimony attached.)

Bill Gian, Mott-Regent School Board, testified in favor of the bill. I was elected right at the time when our two communities were going through the consolidation process. It's kind of like a death process. It's real and painful. I live in a rural community and at the pit where we bury the dead animals some of the greenest grass grows around that pit. I look at the JPA as the fertile ground for the next foundation. We have to change the way we are doing things. The demographics are dictating. The common goal we all have is to keep our kids on track so they have the opportunity to be whatever they want to be. We have to give them that base foundation. When we went into our respective districts that's the message we talked to our patrons. We had an 88% approval from our rival towns who stepped up and said let's do this. The very next year they asked me to serve on the governing board of the RESP. I expressed to the fellow members I truly wished I didn't have to be there. It would have been nice if we could have kept things the way they were. We need each other. If we do not come together deliver quality education, people are going to leave our communities. It's a death process when a school leaves town. JPAs bring people together. You have the common goal of giving quality education to kids. We no longer look at neighbors as adversaries but as allies. All people want their kids qualified. JPAs are the best investment in the last 20 years.

Morris Hardy, school board member and parent from Beach ND, testified in favor of the bill. The question is why JPAs are working now when so many other things haven't. I contend it's the flexibility of the JPAs. It is not a big school dictating to a little school. We are flexible, see the problems, and adjust immediately. When you are school district by yourself you can see the problems so if you don't have the money or the personnel to address it, you can't do it. We heard DSU talk. It's interesting to sit in a JPA meeting and DSU says, "what do you need?"

You hear from three or four schools sitting at that table and you start to come together quickly.

DSU can react to what we are doing. It would have cost us \$3800 to train our teachers.

Through the RESP it cost \$5-600. When we hired a fresh out of school science teacher she was able to contact the other schools and see how they were doing things because we are networked.

That is a direct benefit to our kids because this teacher had something in front of her the day she started. I would like to see the funding in there for an administrator because I look at what our superintendent and other supernatants do. They are donating a lot of time. I am very proud of the work we have done.

Sandy Clarke, ND Farm Bureau, testified in favor of the bill saying "me too."

John Martinson, ND School Boards Association, added his support to the bill. I almost wanted to say just "me too" but I want to thank the Committee for the amount of time you have given us to present information on JPAs. I would like to add our association's support to JPAs. They are new. They are far-reaching. They are visionary. The people who testified today are dedicated and they will do what they can to improve student achievement throughout the state.

Dean U. Koppelman, Roughrider Education Services Program, appeared in support of SB 2168. (Testimony attached.)

There being no further testimony, **Chairman Kelsch** closed the hearing on SB 2168.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2168

House Education Committee

☐ Conference Committee

Hearing Date **2 March 2005**

Tape Number	Side A	Side B	Meter #
3	X		880 - 4110
Committee Clerk Signature <i>Jan Prindle</i>			

Minutes:

Chairman Kelsch opened discussion of SB 2168.

Rep. Solberg: Does not our Century Code already allow for joint powers agreements?

Chairman Kelsch: In the 2003 session we put new language in to allow for JPAs. The school board associations, DPI and the governor's office worked on this to come up with some of the parameters that would put a little more teeth in JPAs if the state was going to get involved in it. The language we put in last legislative session was more permissive and we put some reimbursement monies in there. When this bill was first being talked about this summer by the DPI, they were asking for an appropriation of \$12 million. They got down to \$3 million. The Governor just put it in at \$2 million. It's taken its course knowing that we probably weren't going to fund it at \$12 million. The first language put in was permissive laying out a few guidelines for which you could get reimbursed for your cost. Now it's more stringent. At first

JPA's were thought to be for smaller school districts and now there are some of the larger school districts wanting to get involved. The language in "d" was put in specifically for Grand Forks.

Rep. Herbel: If we didn't put any funding into this at all would this change the development of JPA's in the future? I'm thinking in terms of the consolidation bonuses. The consolidation took place because the time was right but then we happened to have a pool of money so therefore they took the money. I do have a concern here and think the JPA's will go forward if the money is there or not because they think this is the right thing to do in terms of the education of the students. I will probably vote for the bill but I do have some concerns that we are going to create another layer of bureaucracy that we are going to end of funding. They get their foot in the door and now we can take care of it.

Chairman Kelsch: If we went back and looked at the previous legislation that involved the regional educational service centers, we would find the language similar. I have some concerns as well. I think you are right. I think the JPA's will probably go forward whether we put additional language in code or whether we put in any money in here or not. What my disappointment is is that the majority of the \$2 million is going for is to pay for an administrator of those JPA's. While that may a great idea I think if that element is so important to a JPA being successful, then I think the JPA should come up with the money themselves and the state should not be funding another level of bureaucracy in education.

Rep. Hanson: Last summer a good friend and I were at a JPA meeting. It was brought up that colleges and universities probably couldn't be members. Do you know anything about that?

Chairman Kelsch: We have not put the permissive language into statute for them to work collaboratively. I'm not sure that's exactly true. I think all that needed to happen was when

they formed these JPAs that they had to have allowing the university system to be part of it as part of the agreement. I've asked for a citation that prohibits collaboration between a K-12 district and a college. There's nothing that prohibits that in state statute. I don't believe it's true.

Rep. Haas: I don't know what you mean when you say "put some more teeth in it." What kind of teeth can you put in to this and teeth to do what? To force them towards consolidation? We hear such contradictory comments all morning about this isn't consolidation but it leads to consolidation. One of the biggest problems in school districts today is the static district lines that means to get rid of static district lines you have to consolidate. I'm confused.

Chairman Kelsch: I have to agree with you. I think the intention of the people who worked on this piece of legislation, bottom line I don't care what anyone says, is to lead to regional education service centers. Pure and simple. They are posing it as a grass roots' effort coming up rather than bringing it down. My suspicions are there. I think what they are trying to do here is set some goals for JPAs in code that they have to be making progress that it will be an easier sell to the legislature.

Rep. Mueller: I think you're right. I saw this concept the same way. The point I would make about it is: Is that so bad? If they want to do it on that level and get done what it is that what we all think needs to happen without the heavy hand of state government coming in to do that job. This is a way of getting that done. It may not be as fast and efficient as we would like. I contend it will happen. I think it is another approach to consolidation in the long run but you can't sell it that way because people don't like that around here. The other point is I think there should be a match. Part of the rationale here is that they can tap into the state general fund and

that may be tempered a little bit by requiring a match. The superintendents that are doing this are not running around on their own dime. Maybe a little bit. We could make it a dollar for dollar match and you move ahead that way. That way they are invested in the project.

Rep. Herbel: The only problem is that anything that gets matched is going to come out of the property tax, it's going to come out of teacher salaries. I agree they should have an investment in it but I'm afraid of how it might impact other things that are already taking place within that school. Getting back to the consolidation issue. I personally believe this will delay consolidation because if I were a parent in a school that offered nothing I would want that school to consolidate for the benefit of my kid. If I can get the proper programs for my kids we'll prolong this a little bit because they can still get access to good academic requirements. To say it does away with the trust/distrust issue, I don't buy that. I think this is just about keeping alive a little bit longer and that's all it's going to do. I am going to vote for the bill because I don't see these schools closing when they should and I feel an obligation to making sure that those kids that are left there yet because of the lack of wisdom of their parents need to still have a good education in order to compete. That's the only reason I'm going to vote for it.

Rep. Meier: You had asked Mr. Decker for ending fund balances.

Chairman Kelsch: Yes, he's going to provide that to us. We are having some conversations because I want to see what the sentiments are of the Committee. Should we put this into a subcommittee and work on it further or do you think it's probably not worth it. Tom is working on that ending fund balance information. My concern is once again is do we have school districts out there with large ending fund balances and they're coming in here saying they need the money to fund an administrator.

Rep. Norland: This came out of the Senate unanimously. If it comes out of here with a Do Not Pass will it go into conference committee.

Chairman Kelsch: If we kill it on the floor, it's done. If we amend it, it goes to conference. The Lt. Governor said they took the \$2 million out rather than look at decreases in foundation aid. The Senate put the money back in even though we took the line item out of the DPI budget.

Rep. Hawken: In talking to some people afterwards, there were some other things that they were going to amend themselves. Maybe we should look at whether or not as a group if they have things that need to be insured. They don't have the authority to do that at this point. If they are going to be hiring people in the name of the JPA, then acquire a van to get to all those schools, there isn't a method for insuring them currently. That's just a pragmatic point that was brought up. We always want to have a bill be as good as it could be, but I don't know how you would do that or if you can do that. It is something that needs to be looked at. I was happy with the word "visionary" because this the same plan from 20 years ago. It is exactly how teaching centers started. This was it. The newsletter looks exactly like the one I put out for 17 years except I didn't use color because it was way too expensive. It's not a bad idea and maybe the timing is better now. It's forcing the issue for some schools.

Rep. Hunskor: Our job as a Committee is to play some small part in providing the very best possible education for kids' learning environment whether it be urban or rural. Good things are happening out there right now. There are consolidations and joint powers things happening. We have to keep all these things on the table because ND is moving in a good direction that way. They are catching on.

Rep. Sitte: When I went to the JPA pep rally in Minot last summer I was one of the legislators on a panel discussion. At the end of the day Senator Freborg said he could see the day when JPAs would blanket the state and there would be mandates that everyone be part of one. Then I look at the Lt. Governor's comments that this is not a master plan for education, it's a voluntary program, and I don't think you should allow anything that would go in that direction. I don't think they even really know where they're going or if they have the same vision in mind. What we have out there now is fine. I don't think we need expand it any more. I always have trouble when Tom Decker says ND spends \$1.5 billion on education. That would be \$750 million per year for 100,000 students or \$7500 per student. All these little pots of money take the money away from education. If you got that \$7500 to school districts and let them have it we could do a whole lot for students.

Rep. Haas: Rep. Sitte is absolutely right. I was thinking the same thing. JPAs started as a result of the toolbox legislation passed. They did it on their own. Nobody probably knew it was happening in DPI. Legislators who are paralyzed in their ability to make decisive action in creating our own delivery system of education K-12, we see this as a bandwagon we can jump on. So we jump on the bandwagon and we say this is a great idea and we can use this as our vehicle to say we are doing something. That's exactly what's happening. Then we say if we are going to be serious about it we better put some money in it. The only way I could support this bill is we take the appropriation out, strip all the language out, and give school districts a permissive 5 mill levy to pay for it themselves.

Rep. Norland: I was looking at that map and in the NW part of the state. When we would have regional principals' meetings. We never did call them JPAs. The schools were doing it and

they're still doing it. They are sharing counselors. They are sharing principals. They are sharing teachers. They don't call it anything. I agree with what you are saying that it's another bureaucracy. If it's \$2 million this time, two years from now they'll want \$10-\$12 million because it's going to grow and once they have those administrators, administrators need help so you have to have money for help and they'll be back.

Rep. Herbel: The Walsh/Pembina County Consortium was doing for years and years what JPAs are attempting to come up with. We did it as a group. We did have a grant to get it started. We didn't need legislative action to get it going.

Rep. Meier: When JPAs got started did we fund them at all?

Chairman Kelsch: No. This is what distresses me. A little history on JPAs: There is an organization called the Consensus Council and sometimes they act as mediation to bring some groups together to come up with some ideas. It was a group of legislators, special interest groups, representatives from colleges and representation from the school districts. The consolidation conversations evolved into JPAs. It started with the Northeast talking about how great it was and how the best thing about it was the state had nothing to do with it. It was completely voluntary that these districts decided to do on their own and consolidations should not longer be discussed. That's where this JPA conversation all started. The Consensus Council along with the DPI mediated the starting up of a lot of these joint powers. It helped to draft the goals that we are codifying and the way the administration was set up. Those discussions took place about 1999 - 2000. The selling point was that this is something they are doing on their own and it's a great voluntary program that the state had nothing to do with it and that's what they wanted.

Rep. Johnson: I did cosponsor this because I thought it was a good piece of legislation. The Northeast started early as a grassroots. There are still districts questioning if they should join. If we are going to fund with state money as they grow there's more students and it's going to be \$10 per student they're going to need more money to do the projects they want to do. Denise talked about the possibility of getting a grant writer and if there is the possibility of landing a \$2-300,000 grant such as the science foundation grant. That warrants that they need this seed money to do it. It could be state money or county money. With the amount of money we put into education the \$2 million is a good investment. We can see the progress that the Southeast districts have made in the last few years. I saw them skeptical to go to the first meetings and then I saw them excited to go to the meetings and to work together with the college and the vocational center now. In Devils Lake you see these small schools all working together. I think it's valuable. I think it's a good project.

Rep. Herbel: I agree with what you said. It helps bring them together. With the Walsh/Pembina consortium the same kind of thing was being done. Now Lankin decided to close their school. They are about 12 miles from Park River. They decided to go to Fordville instead. Parkville will be there as long as most of us will. Fordville in three years will have less enrollment than they have now with the addition of Lankin added to them. If this was such a good deal why didn't Lankin go to Park River? Even though we say it creates trust to do the right thing. It didn't happen. It will never go away. When a guy from Crystal calls me and says when are you guys going to get it into your heads we're never going to Park River, we're never going Cavalier, we're never going to Grafton. That tells me there is a problem out there that I don't know how to get rid of.

Rep. Mueller: I can't disagree. Bad decisions were made. We tried to put some stuff in code to keep that from happening. The basic question here is if we don't do this, if we don't do it just because they like it doesn't mean we shouldn't fund anything. What vehicle do we have then to accomplish this? This is what we all think needs to happen which is consolidation. Do we just back away from it entirely? We've backed away and turned our back on it. My point being here is if this is what they want to do and this is going to get the job done, not as quickly, not as efficiently maybe, but it's going to get it moving in that direction. I don't see how we can think that's a bad idea.

Rep. Haas: This does not force consolidation. It was three sessions ago that we had a bill that lost by about 2 votes in the house. It said, "When you decide to consolidate, you must consolidate with a school of a certain size." That bill would have done exactly what we are talking about. It would have left the decision totally up to the school districts but it would have directed consolidation towards those schools like Park River or Grafton or some other town that we know has long term viability. It would have done something like this and it was voluntary. It would have created some structure to the consolidation effort. We would have ended up with really viable school districts had they decided to consolidate. We can bring a bill like that back next session.

Chairman Kelsch: We can resurrect it and bring it back in.

Rep. Norland: I think at this point after hearing two hours of testimony this morning and now another hour, sometimes more is less. Maybe it's time to just sit on it for a while.

Chairman Kelsch: We'll do that. Let's hold it and we'll decide if we want to put it into a subcommittee. **Adjourned.**

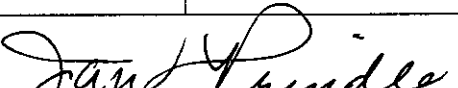
2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. **SB 2168**

House Education Committee

☐ Conference Committee

Hearing Date **14 March 2005**

Tape Number	Side A	Side B	Meter #
2	X		2000 - 2275
Committee Clerk Signature 			

Minutes:

Chairman Kelsch opened discussion of **SB 2168**, the joint powers agreement. I have worked on some requested amendments and if they are ready we will take that up tomorrow as it needs to get out and go to appropriations. One of the amendments is as Rep. Hawken suggested, it should be matching money. We are talking about a 60% school district and 40% state matching and reducing the appropriation to \$1 million.

Rep. Johnson: You are talking to some people and none of which is the sponsors.

Chairman Kelsch: I'm trying to help the sponsors out with this bill.

Rep. Haas: That makes it palatable, but I'm not sure if it's passable.

Rep. Kelsch: The other option is that we could put in allowing the school districts have a mill levy in order to put money in and pay for their JPA.

Rep. Mueller: Are you going to have a subcommittee on that? I'll volunteer.

Page 2

House Education Committee

Bill/Resolution Number **SB 2168**

Hearing Date **14 Mar 05**

Rep. Kelsch: Rep. Johnson will volunteer too. You are welcome to bring amendments and you can vote for the amendments or not.

Rep. Mueller: I'll do that.

Rep. Kelsch: There was opposition to the bill. I heard it in this Committee.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. **SB 2168**

House Education Committee

☐ Conference Committee

Hearing Date **15 March 2005**

Tape Number	Side A	Side B	Meter #
1	X		60 - 2850
Committee Clerk Signature <i>Jan Prindle</i>			

Minutes:

Chairman Kelsch opened discussion of SB 2168.

Rep. Haas: I have an amendment I would like to present. This amendment strips the appropriation out of the bill and allows the school board to levy up to 5 mill that they can use for creating joint powers agreements. **I move we adopt this amendment.**

Rep. Horter: I second.

Rep. Hanson: Is that a majority of the school board?

Rep. Haas: Two thirds vote. Second line. My rationale for this is that long before the state ever involved or thought they had to be a party to joint powers agreements districts were doing it on their own and doing it very successfully. If they need additional funding to continue the process we should leave it up to the districts to do it and not put state money in them. Instead use the state money to put into the per pupil payment.

Rep. Hawken: Rep. Haas, which school board? Is it the individual school boards of the people in the JPA or is it the JPA?

Rep. Haas: It's the governing body of any school district.

Rep. Mueller: My concern is more mills, more mills. I think there is another way to do this. We talked about the match concept. Just shifting this back to the school districts, I don't think I can support that.

Rep. Hanson: Rep. Haas, do you levy 5 mills or up to 5 mills or including 5 mills? If you don't need the whole 5 mill why would you have to levy five mills. It should say "up to" 5 mills.

Rep. Haas: Up to 5 mills. That was my intent.

Rep. Mueller: One other point I would like to make. We hear lots of schools are becoming or are already involved in these. I would tend to think that they are going to have to go back and levy some more mills and use this provision in the amendment, a lot of them will just say, "we're not going to do that."

Rep. Haas: That makes this a very important point. If the JPAs are that important to the school district, they will find a way to fund them. This doesn't mean they have to levy. It's a permissive levy. I think it will do exactly what Rep. Mueller is talking about and find out how serious these folks are about getting together.

Rep. Mueller: I think it also speaks to how serious we are about doing it. If we are in fact then I think it's something we should take on at least in part. If we want them to do some of these kinds of things in the name of better education and if we want them to begin to look at co-op possibilities that that might entail then I think we should go about it.

Rep. Hanson: Before we vote on any amendment we should hear all of them if there is more than one.

Chairman Kelsch: We can do that. Here is the second set of amendments. I'll tell you what they do. One of the things that is important is "show me the progress" and accountability so I asked in here for a progress report. Chairman Kelsch summarized the amendment. It also includes matching funds in the amount of 60% school district 40% state. The reason I proposed these amendments is we were told JPAs were so great because the state had no involvement in them now they want involvement because they want the state money. I think if they were surviving as long as they were on \$250,000 that we gave them last time and we see almost the whole state covered by JPAs or prospective JPAs with that money. We gave 0, we gave \$250,000, and now they're coming in and asking for \$2 million and I don't think that's proportionate. Maybe \$1 million is more proportionate from the state's side. If the JPAs want to be successful, they will make the commitment to provide the matching dollars and also it takes away some of our fears that there will become that additional layer of bureaucracy that is a big concern as we move forward with our educational dollars in the state of ND.

Rep. Herbel: Getting to this matching 1 1/2 dollars, does this section identify where that money will come from? From the school? Will that be from their general fund? Do they decide that?

Chairman Kelsch: It can come from wherever. It's local control. It could come from the JPA general fund. It could come from the school district's general fund. However, the school district wants to raise it.

Rep. Mueller: Just so I'm clear. When we're talking this kind of amendment specific to dollars is there any matching in kind of thing this would allow for such as running their own

vehicle to the meeting. Does any of that come to play in here or is it just plain dollars for dollars?

Chairman Kelsch: It's just dollar for dollar.

Rep. Meier: What would be the appropriation on the amendment?

Rep. Kelsch: Currently the appropriation sits because I didn't address that. It's still at the \$2 million at this point unless there is a further amendment made. Depending on which route we go there is a possibility that there would be another amendment.

Rep. Norland: If we adopt the amendments that you just handed out would they supersede Rep. Haas' amendment or could they both go in there and therefore districts could use that amendment for mills to come up with the matching dollars?

Rep. Kelsch: That's not the intent. I think it's Rep. Haas' feeling that it should be allowed to go to 5 mills period. It's an either or situation. We do have a motion on the table for the first set of amendments and I do not move these at this point. There are no other amendments that I am aware of.

Rep. Hawken: I would like to hear from the bill sponsor.

Rep. Johnson: I guess I'm not going to support the Haas amendment because I don't want to put any more back on property taxes as far as generating funds. With the bill before us it shows where the money is coming from. I reject the second one too. I thought it was a pretty good bill coming forward and the money came with that bill. If you go back four or five years ago when these JPAs started it was a lot of volunteer time was put into these to get them to move forward and I think just by the way they are going and the things they've done, I think it's time we help to achieve that goal of expanding and growing. I oppose both of them.

Rep. Norland: I support what Rep. Johnson just said. I do like your amendments. It does show that the state is making an active further commitment than we've already made by dollars that are going to be sent out but it also asks the school districts to buy into their program that they are telling us they really, really like. If they really, really like it then they can add some dollars. I would support the amendments here.

Rep. Hawken: What is the rationale between 60/40 as opposed to 50/50?

Chairman Kelsch: It goes back to the statement that the JPAs were established because of the fact that the state had no involvement in it. Instead of the state getting involved 50/50, 60/40, 75/25 that the JPAs are a commitment that was made by the JPAs and it should stay that way. I think this will alleviate some of the fears by some people that we're creating another level of bureaucracy.

Rep. Norland: Which amendments do we have before us? Rep. Haas'? I call for the question.

Rep. Sitte: I would agree to supporting the Haas amendment. All the small school districts that I hear from say just give us the money. Put it in foundation aid. Make foundation aid as big a pot as you possibly can and quit having all these little pots that we have to put so much time and effort into. I just want to get the money out as easily as we can.

Rep. Hunsakor: Is it our intent to get the final product out today? I ask that because I have a couple of schools at home that are starting to get involved with these and it would be good to talk with them.

Vice Chairman Johnson: It's an appropriation and we have to.

Rep. Mueller: Would a mill levy increase also go to appropriations? I think on the floor and where I come from they don't want to be talking any more mill levies. Anytime you talk about

mill levies this property rich/property poor issue continues to escalate and grow. We have to figure out a way of not doing it.

Rep. Herbel: I like your amendment with the participation of the two but at the same time I feel a little bit about JPAs like I do about consolidation bonuses. If it's the right thing to do they ought to do it rather than doing it because there's an incentive there. Money creates bureaucracy. They find ways of creating jobs that really don't create any better educational environment. I need to think about which of these amendments I would support. I feel like Rep. Mueller does. If they are going to do this they ought to find it in their budget right now and if they haven't got the money they have to learn how to operate and make the adjustments rather than raise the property tax.

A roll call vote was taken on the Haas amendment.

Yes: 4 No: 8 Absent: 2 (Wall, Solberg)

Amendment Defeated.

Rep. Norland: I move the second set of amendments (Kelsch amendments)

Rep. Hunsakor: I second.

Rep. Mueller: I think the first part of the amendment is a great idea. I'm worried about the second part. When we had this long lengthy debate we talked about a match. When I think of a match it's 50/50 dollar for dollar. I would be more inclined to support that section of the amendment if we went back to the dollar to dollar ration. If we are serious about this and I think we need to be and we want them to be serious and if we want to do something significant about getting our schools together and talking about some co-op things and remember what the scope

of this is sharing counselors, sharing advanced math teachers, joint purchasing types of agreements, I think we should partner in with them and do a 50/50 thing and see what happens.

Rep. Sitte: I just think of Bismarck and Mandan school districts have cooperated on our vocational technical center for 25 years. School districts have had the ability to come together for specific purposes for a given period of time. That works just fine. Why should we now start saying if you go into this super agreement that all of a sudden we are going to start giving you money for it? It is counter productive.

Rep. Hunsakor: Is that 50/50 thing something we should talk about before we vote on the 60/40 thing.

Rep. Norland: I could go either way whether it is 50/50 or 60/40. Actually, I kind of like the situation the way it is. My reason for that is the state is making an effort and we're not really saying that this is how much money we have. We're saying if you are really serious about this situation and you need money then we will give you a dollar for every dollar and half you put up. Because it is a bit more that they have to match then they are really true about making their organization work. If you don't have any investment in it, it probably isn't going to work. You can look at organizations. Those that have a lot of money generally don't function very well. Organizations that have to work and struggle to stay alive they have a cause. The dollar and half might be just okay.

Chairman Kelsch: We have the amendment before us and will take a roll call vote.

A roll call vote was taken.

Yes: 8 No: 4 Absent: 2 (Wall, Solberg) Amendment Passed.

Rep. Haas: In light of the passage of that amendment, I would move to further amend the bill by reducing the appropriation from \$2 million to \$1 million on page 8, line 26.

Rep. Meier: I second.

A voice vote was taken. Carried.

Chairman Kelsch: We now have the amended bill before us. What are the wishes of the Committee?

Rep. Hawken: I move a **Do Pass as Amended and rerefer to Appropriations.**

Rep. Norland: I second.

Rep. Mueller: The amendments are in and if it's appropriate my sense is this will go to Conference Committee and I guess I don't know what I'm going to do. Do we want to come out her strong as it is are we allowed some flexibility?

Chairman Kelsch: You can do whatever you want. The issue was is that the way the bill was originally written I would not support it and I think there were a lot of people on this Committee that were not going to support it. I think it would have come out with probably a 8 to 4 "do not pass" or similar to that. The way it's now written it made it a little bit more palatable for some people. I don't know what's going to happen at this point. My concern was that if it was defeated I knew it was coming back anyway and it would be coming back in a conference committee at the end on HB 1154. At that point we might not have as much input into the drafting of it as we would like. Rep. Mueller, you have to vote your conscience.

Rep. Mueller: I do that all the time.

A roll call vote was taken.

Yes: 9 No: 3 Absent: 2 (Wall, Solberg) Carried.

Rep. Johnson will carry the bill.

Rep. Herbel: Just as a matter of discussion and to make a point, I think the JPAs are good.

I'm not voting against the bill because I'm voting against the concept. I just want to reiterate in the two counties where I come from they have been doing this a long time and it is working. I'm opposed to the funding going into it. It can be done within the districts themselves if they choose to do so. I like the idea that this provides educational opportunity and provides in-service. It does a lot of good things. I still believe that most of the money that we give is going to go for administrative positions and that's what I'm opposed to.

Discussion closed.

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2168

Page 1, line 1, after "to" insert "create and enact a new section to chapter 57-15 of the North Dakota Century Code, relating to the creation of a school district levy for participation in educational associations governed by joint powers agreements; to"

Page 1, line 3, after the first semicolon insert "and" and remove "; and to provide an appropriation"

Page 8, line 10, replace "5" with "4"

Page 8, after line 15, insert:

"SECTION 4. A new section to chapter 57-15 of the North Dakota Century Code is created and enacted as follows:

Educational association - Joint powers agreement - Levy. The governing body of any school district may by resolution adopted by a two-thirds vote of the school board levy a tax of five mills on the dollar of taxable valuation of property within the district for the purpose of funding the school district's participation in an educational association governed by a joint powers agreement which the superintendent of public instruction has verified as meeting the requirements of section 15.1-07-28. All revenue accruing from the levy under this section must be placed in the joint powers agreement fund and may be used only for the purpose set forth in this section."

Page 8, remove lines 24 through 31

Page 9, remove lines 1 through 14

Renumber accordingly

up to

Date: 15 Mar
Roll Call Vote #: 1

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2168

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 50219.0502

Action Taken Amend per Haas

Motion Made By Haas Seconded By Hortor

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch		✓	Rep. Hanson		✓
Vice Chairman Johnson		✓	Rep. Hunsakor		✓
Rep. Haas	✓		Rep. Mueller		✓
Rep. Hawken		✓	Rep. Solberg		✓
Rep. Herbel		✓			
Rep. Hortor	✓				
Rep. Meier	✓				
Rep. Norland		✓			
Rep. Sitte	✓				
Rep. Wall	0				

Total (Yes) 4 No 8

Absent 2 (Wall, Solberg)

Floor Assignment _____

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

failed

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2168

Page 1, line 1, after "to" insert "create and enact a new section to chapter 15.1-07 of the North Dakota Century Code, relating to the provision of educational association progress reports; to"

Page 6, after line 30, insert:

"SECTION 2. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

Educational association - Progress report. At the conclusion of each school year, the administrator of each educational association governed by a joint powers agreement which the superintendent of public instruction has verified as meeting the requirements of section 15.1-07-28 shall file a report with the legislative council. The report must summarize the activities of the association and must specifically address the benefits that accrued to each school district as a result of the district's membership in the association."

Page 8, line 28, replace "funding" with "matching funds"

Page 9, after line 11, insert:

- "3. Any money that the superintendent of public instruction forwards to an eligible educational association under this section is contingent upon the association providing one and one-half dollars in matching funds for every dollar forwarded by the superintendent."

Page 9, line 12, replace "3." with "4."

Renumber accordingly

Date: 15 Mar
Roll Call Vote #: 2

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2168

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Amend w/ Kelsch amend Attached

Motion Made By Norland Seconded By Hunskor

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep. Hanson	✓	
Vice Chairman Johnson		✓	Rep. Hunskor	✓	
Rep. Haas	✓		Rep. Mueller		✓
Rep. Hawken	✓		Rep. Solberg	○	
Rep. Herbel		✓			
Rep. Horter	✓				
Rep. Meier	✓				
Rep. Norland	✓				
Rep. Sitte		✓			
Rep. Wall	○				

Total (Yes) 8 No 2

Absent 2

Floor Assignment _____

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

Date: 154 Mar
Roll Call Vote #: 3

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2168

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Reduce from 2 to 1 million

Motion Made By Haas Seconded By Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Johnson			Rep. Hunskor		
Rep. Haas			Rep. Mueller		
Rep. Hawken			Rep. Solberg		
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Wall					

Total (Yes) _____ No _____

Absent Carries

Floor Assignment _____

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

Date: 15 Mar
Roll Call Vote #: 4

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2168

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken

Motion Made By

Pass as amended (2 amends)
Hawken Seconded By Norland

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep. Hanson	✓	
Vice Chairman Johnson	✓		Rep. Hunsakor	✓	
Rep. Haas	✓		Rep. Mueller	✓	
Rep. Hawken	✓		Rep. Solberg	○	
Rep. Herbel		✓			
Rep. Horter		✓			
Rep. Meier	✓				
Rep. Norland	✓				
Rep. Sitte		✓			
Rep. Wall	○				

Total (Yes) 9 No 3

Absent

Floor Assignment

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

2 (Wall + Solberg)

Kelsch Johnson

REPORT OF STANDING COMMITTEE

SB 2168, as reengrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the Appropriations Committee (9 YEAS, 3 NAYS, 2 ABSENT AND NOT VOTING). Reengrossed SB 2168 was placed on the Sixth order on the calendar.

Page 1, line 1, after "to" insert "create and enact a new section to chapter 15.1-07 of the North Dakota Century Code, relating to the provision of educational association progress reports; to"

Page 6, after line 30, insert:

"SECTION 2. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

Educational association - Progress report. At the conclusion of each school year, the administrator of each educational association governed by a joint powers agreement which the superintendent of public instruction has verified as meeting the requirements of section 15.1-07-28 shall file a report with the legislative council. The report must summarize the activities of the association and must specifically address the benefits that accrued to each school district as a result of the district's membership in the association."

Page 8, line 26, replace "\$2,000,000" with "\$1,000,000"

Page 8, line 28, replace "funding" with "matching funds"

Page 9, after line 11, insert:

"3. Any money that the superintendent of public instruction forwards to an eligible educational association under this section is contingent upon the association providing one and one-half dollars in matching funds for every dollar forwarded by the superintendent."

Page 9, line 12, replace "3." with "4."

Renumber accordingly

2005 HOUSE APPROPRIATIONS

SB 2168

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2168
Educational Association Progress Reports

House Appropriations Full Committee

☐ Conference Committee

Hearing Date March 21, 2005

Tape Number	Side A	Side B	Meter #
1		X	#50.2 - # end
2	X		#0 - #32.0
Committee Clerk Signature <i>Chris Alexander</i>			

Minutes:

Rep. Ken Svedjan, Chairman opened the discussion on SB2168.

Rep Dennis Johnson explained that this bill is the joint powers agreement bill. Our committee amended this to \$1 million and put in a match in for the local association at \$1.50 for every \$.50 from the state and a put in a required progress report from the JPAs to the legislative council.

Rep. Jeff Delzer asked what was currently in the budget for the JPA's.

Rep Dennis Johnson answered that he did not have this information

Rep. Jeff Delzer asked if this bill would set up another level of bureaucracy in DPI that deals with JPAs or is this strictly for JPAs out in the country.

Mr. Dennis Johnson answered that this \$1 million would be new moneys for JPAs to hire an administrator rather than using volunteers.

Rep. Jeff Delzer asked if the reason for the existence of the JPAs to use the resources that are out there to save money for the schools. (meter Tape #2, side A, #1.7)

Rep Dennis Johnson answered that this started out as locals coming together and getting to know each other and learning to work together. Now they are looking for money to get programs off the ground that will save the schools money in the long run.

Rep. Francis J. Wald asked if it was right that the DPI budget was stripped of \$2 million and became contingent on any carry over funds to fund JPAs. Did the Senate make any changes to this.

Rep Dennis Johnson answered said that this is what has been done in the past This bill originated in the Senate and it started at \$3 million and is now down to \$1 million plus the match. This is a new way to fund JPAs

Rep. Al Carlson asked legislative council what was in the Governor's proposal and was there any money left in the bill sent across to the Senate

Ms Roxanne Woeste from legislative council explained that HB1013 had \$2 million for joint powers agreement incentives as introduced by the Governor. HB1154 lists the distribution of the carry over funds. Also this bill started in the Senate with \$3 million and now has been amended down to the \$1 million plus the match.

Rep. Al Carlson commented that the House said if you could find money in the turn back then you can use it for the JPA but this bill actually appropriates the money. Are the guidelines for distribution in this bill and the money is in the other bill?

Ms Roxanne Woeste answered that this was correct. The guidelines for distribution are in SB2168. HB1154 just has a section that of the money available so much should be sent to JPAs.

Rep. Al Carlson asked what happened if both these bills were approved, would there need to be a reconciliation since this bill has the guidelines and the other bill has the funding and the guidelines?

Ms Roxanne Woeste answered if both were passed JPAs would have this \$1 million plus whatever is turned back.

Rep. Ken Svedjan, Chairman commented that this \$1 million is not contingent on distribution and this money has a match. The other bill does not.

Rep. Jeff Delzer asked what the expected turn back.

Ms Roxanne Woeste answered this is for 2005-07

Rep. Jeff Delzer asked what it is for 2003-05

Ms Roxanne Woeste answered approximately \$3 million.

Rep. David Monson commented that section 6 is hard to follow and asked how much each of the JPA's will receive

Rep Dennis Johnson answered that the \$1 million would be new moneys from the state, and the other money is the turn back moneys that would be available. These are moneys used for match moneys of the local community.

Rep. David Monson commented that HB1154 had \$2 million if it is left over and this bill has the \$1 million so do you see this as a potential \$3 million and that is how the \$1.3 came about?

Rep Dennis Johnson answered that the \$2 million turn over is really only \$300,000 for this and the rest is for reorganization. (meter Tape #2, side A, #9.4)

Rep. David Monson asked if a JPA that is already up and going could get \$250,000 plus whatever the turnback might allow?

Rep Dennis Johnson answered that \$250,000 is the maximum that they could receive and that since there is not enough money to go around to all the JPAs it is unlikely they will reach that maximum.

Rep. David Monson asked what they can use this money for.

Rep Dennis Johnson answered that the testimony cited that they would hire a full time administrator to run the JPA programs.

Rep. David Monson commented that the bill for IT edutech was asking for money for grants to larger school districts because they never got ITD studios. Now with JPAs they are seeing the advantage of starting up an ITD program and charge these programs to other schools. Would they be eligible for this money for the same purposes and thus be getting paid twice for these programs.

Rep Dennis Johnson answered that the one example he had said that this money would allow them to hire a grant writer to get grants to build these edutech programs. There are no specifications in this bill that restricts what these moneys can be used for.

Rep. Bob Skarphol asked if the committee should amend this to put safeguards in to make sure that the JPA's don't duplicate their allowances.

Rep. Francis J. Wald noted that page 8, section 5 creates an association of school districts and asked if this would add an additional layer over the JPAs and thus mean that the local school board would be losing its authority even further.

Rep Dennis Johnson answered these are active local JPAs who have representation from their local communities and they are the ones who have asked for these funds to help them grow.

Rep. Francis J. Wald asked how the association would layer over the JPA

Rep Dennis Johnson answered that they would work together and share common goals and share resources instead of not trusting each other and duplicating programs and services.

Rep. Jeff Delzer commented that the value of the JPA is to bring the local communities together, but if they are in existence only to help bring in more state dollars then their value is greatly reduced. Rep Delzer then asked if the rest of the language in this bill was needed even if we take out the \$1 million.

Rep Dennis Johnson answered that if this were done, would this mean that the only moneys left would be the turnback moneys from HB1154.

Rep. Jeff Delzer asked if the language was valuable if it is just dealing with roll over moneys

Rep Dennis Johnson answered that he did not know.

Rep. Ken Svedjan, Chairman summarized that HB1154 included rollup dollars for the JPAs that were distributed through a formula. SB2168 appropriates \$1 million with a provision for a matching formula but is not subject to a distribution formula. The real question then is do the JPAs need this much money.

Rep. Ole Aarsvold commented that the new language in this bill is significant for changing the thrust of the JPA agreements.

Rep Dennis Johnson answered that there is a need for this bill to help build organizations and help them to move forward even without the appropriation. (meter Tape #2, side A, #20.6)

Rep. Ken Svedjan, Chairman commented that there was important language in this bill that should be saved even if we decide to take out the money.

Ms Roxanne Woeste commented that this language would also effect the roll up money in HB1154.

Rep. David Monson commented that pages 1 and 2 made the JPAs larger than they used to be and asked why

Rep Dennis Johnson answered that the people who came in to testify said that this language was required for their JPAs

Rep. Francis J. Wald asked if SB2168 could be used for a vehicle for the distribution of funding in HB1154

Rep. Ken Svedjan, Chairman clarified that the language in SB2168 is needed whether we appropriate the money or not. HB1154 allows for the roll up and would apply to JPAs but they are third on the list for distribution. Rep Svedjan asked legislative council how the language in SB2168 would effect the moneys in HB1154.

Ms Roxanne Woeste answered that the funds would be distributed pursuant to SB2168. HB1154 just says that so much of the moneys available would go to JPAs and SB2168 would say how the moneys would be distributed within the JPAs once they got them. (meter Tape #2, side A, #25.4)

Rep. Francis J. Wald asked if there was a cap of \$2 million in HB1154.

Ms Roxanne Woeste answered that this was correct

Rep. Jeff Delzer commented that he did not like the \$1 million of general fund money in this bill. Not sure if we should take out section 6 or change the general fund to the rollup as it is done in HB1154

Ms Roxanne Woeste suggested that the cleanest way to accomplish this would be to remove section 6.

Rep. Jeff Delzer moved to remove section 6 on page 9.

Rep. Bob Skarphol seconded

Rep. Ken Svedjan, Chairman called for a voice vote to amend SB2168 by removing section 6 which would remove the appropriation and any language related to the appropriation. Motion carried.

Rep. Ole Aarsvold commented that there are existing commitments to JPAs and asked if these commitments would still be honored.

Rep. Ken Svedjan, Chairman answered that they would be because of the language in HB1154 would ensure the rollup dollars in 2005-07.

Ms Roxanne Woeste noted that there were no statutory requirements for the state to fund JPAs.

Rep. Ole Aarsvold asked if already existing JPAs are under the impression that they will be somewhat funded for a certain period of time.

Rep. David Monson answered that the language in these bills would continue to funds these JPAs (meter Tape #2, side A, #30.4

Rep. Al Carlson moved a Do Pass As Amended motion to SB2168

Rep. Francis J. Wald seconded

Rep. Ken Svedjan, Chairman called for a roll call vote on the Do Pass As Amended motion for SB2168. Motion carried with a vote of 21 yeas, 0 neas and 2 absences. Rep Monson will carry the bill to the house floor.

Rep. Ken Svedjan, Chairman closed the discussion on SB2168.

Date: March 21, 2005
Roll Call Vote #: 1

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB2168

House Appropriations - Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 50279.0505

Action Taken **DO PASS AS AMENDED**

Motion Made By **Rep Carlson** Seconded By **Rep Wald**

Representatives	Yes	No	Representatives	Yes	No
Rep. Ken Svedjan, Chairman	X		Rep. Bob Skarphol	X	
Rep. Mike Timm, Vice Chairman	X		Rep. David Monson	X	
Rep. Bob Martinson	X		Rep. Eliot Glassheim	X	
Rep. Tom Brusegaard	AB		Rep. Jeff Delzer	X	
Rep. Earl Rennerfeldt	X		Rep. Chet Pollert	X	
Rep. Francis J. Wald	X		Rep. Larry Bellew	X	
Rep. Ole Aarsvold	X		Rep. Alon C. Wieland	X	
Rep. Pam Guleson	X		Rep. James Kerzman	X	
Rep. Ron Carlisle	X		Rep. Ralph Metcalf	X	
Rep. Keith Kempenich	AB				
Rep. Blair Thoreson	X				
Rep. Joe Kroeber	X				
Rep. Clark Williams	X				
Rep. Al Carlson	X				

Total Yes **21** No **0**

Absent **2**

Floor Assignment **Rep Monson**

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

REPORT OF STANDING COMMITTEE

SB 2168, as reengrossed: Appropriations Committee (Rep. Svedjan, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (21 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). Reengrossed SB 2168 was placed on the Sixth order on the calendar.

In lieu of the amendments adopted by the House as printed on pages 1140 and 1141 of the House Journal, Reengrossed Senate Bill No. 2168 is amended as follows:

Page 1, line 1, after "to" insert "create and enact a new section to chapter 15.1-07 of the North Dakota Century Code, relating to the provision of educational association progress reports; to"

Page 1, line 3, after the first semicolon insert "and" and remove "; and to provide an appropriation"

Page 6, after line 30, insert:

"SECTION 2. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows:

Educational association - Progress report. At the conclusion of each school year, the administrator of each educational association governed by a joint powers agreement which the superintendent of public instruction has verified as meeting the requirements of section 15.1-07-28 shall file a report with the legislative council. The report must summarize the activities of the association and must specifically address the benefits that accrued to each school district as a result of the district's membership in the association."

Page 8, remove lines 24 through 31

Page 9, remove lines 1 through 14

Renumber accordingly

2005 TESTIMONY

SB 2168

SB 2168 - JPA

*same given to Senate
approves*

Chairman Freborg and members of the Education Committee: for the record I am Gary A. Lee, Senator from District 22. I am here to introduce and ask your support for Senate Bill 2168.

SB 2168 relates to educational associations governed by joint powers agreements(JPA), provides for a legislative council study and seeks an appropriation.

Educational Associations through Joint Powers Agreements have been operating in the state since 2001. To this juncture, it has been essentially a grass roots effort: the School Districts coming together, in a forward thinking concept, recognizing that cooperation and collaboration toward similar goals can provide greater benefits and value in education for North Dakota students.

This bill identifies criteria for participating in an Educational Association, governed by a JPA, and outlines an application process for districts to become participating members. The criteria include a possible combination of total land mass, number of school districts and/or a defined number of students. The Superintendent of Public Instruction must verify that established criteria are met before funds are dispersed to support the operation and function of the Association.

Each participating school district would be required to share various administrative functions and student services, depending on the age of the agreement. The 2005-6 school year would be considered the first year for Associations that were previously established.

The bill includes the provision for employment of an administrator and necessary staff. It also requires that a common operating fund be established for the Association.

The governing Board of each Association consists of an equal number of members representing each of the participating school districts. Any compensation or reimbursement to a board member serving on the JPA Board, is paid by the individual participating district.

Finally, this bill requests an interim study to evaluate the impact of the JP agreements and associations on the adequate and equitable delivery of K-12 education in the State.

The question now has become: do we continue to follow the same plan for JPAs, which, though successful, are limited by their dependence on volunteer leadership?

Or, do we put in place a progressive plan, to grow the opportunities and build on the success that JPAs have demonstrated?

This bill seeks to strengthen the JPA framework and grow their potential to effectively address the very challenging issues we face in educating our ND youth.

Mr. Chairman that concludes my introduction of SB 2168. Again, I ask for your support of this bill. I will attempt to answer any questions.

CHAPTER 54-40.3 JOINT POWERS AGREEMENTS

54-40.3-01. Joint powers agreements - General authority.

1. Any county, city, township, city park district, school district, or other political subdivision of this state, upon approval of its respective governing body, may enter into an agreement with any other political subdivision of this state for the cooperative or joint administration of any power or function that is authorized by law or assigned to one or more of them. Any political subdivision of this state may enter into a joint powers agreement with a political subdivision of another state or political subdivision of a Canadian province if the power or function to be jointly administered is a power or function authorized by the laws of this state for a political subdivision of this state and is authorized by the laws of the other state or province. A joint powers agreement may provide for:
 - a. The purpose of the agreement or the power or function to be exercised or carried out.
 - b. The duration of the agreement and the permissible method to be employed in accomplishing the partial or complete termination of the agreement and for disposing of any property upon the partial or complete termination.
 - c. The precise organization, composition, and nature of any separate administrative or legal entity, including an administrator or a joint board, committee, or joint service council or network, responsible for administering the cooperative or joint undertaking. Two or more political subdivisions which enter into a number of joint powers agreements may provide a master administrative structure for the joint administration of any number of those agreements, rather than creating separate administrative structures for each agreement. However, no essential legislative powers, taxing authority, or eminent domain power may be delegated by an agreement to a separate administrative or legal entity.
 - d. The manner in which the parties to the agreement will finance the cooperative or joint undertaking and establish and maintain a budget for that undertaking. The parties to the agreement may expend funds pursuant to the agreement, use unexpended balances of their respective current funds, enter into a lease-option to buy and contract for deed agreements between themselves and with private parties, accumulate funds from year to year for the provision of services and facilities, and otherwise share or contribute property in accordance with the agreement in cooperatively or jointly exercising or carrying out the power or function. The agreement may include the provision of personnel, equipment, or property of one or more of the parties to the agreement that may be used instead of other financial support.
 - e. The manner of acquiring, holding, or disposing of real and personal property used in the cooperative or joint undertaking.
 - f. The acceptance of gifts, grants, or other assistance and the manner in which those gifts, grants, or assistance may be used for the purposes set forth in the agreement.
 - g. The process to apply for federal or state aid, or funds from other public and private sources, to the parties for furthering the purposes of the agreement.
 - h. The manner of responding for any liability that might be incurred through performance of the agreement and insuring against that liability.

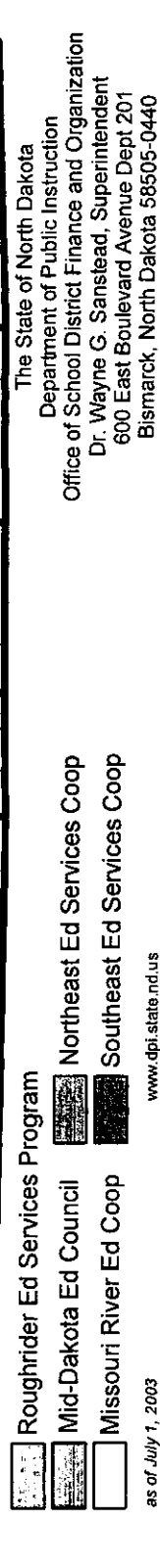
- i. Any other necessary and proper matters agreed upon by the parties to the agreement.
2. Any county, city, township, city park district, school district, or other political subdivision of this state may enter into an agreement in the manner provided in subsection 1 with any agency, board, or institution of the state for the undertaking of any power or function which any of the parties is permitted by law to undertake. Before an agreement entered into pursuant to this subsection is effective, the respective governing body or officer of the state agency, board, or institution must approve the agreement and the attorney general must determine that the agreement is legally sufficient.
3. An agreement made pursuant to this chapter does not relieve any political subdivision or the state of any obligation or responsibility imposed by law except to the extent of actual and timely performance by a separate administrative or legal entity created by the agreement. This actual and timely performance satisfies the obligation or responsibility of the political subdivision.

54-40.3-02. Clarification of constitutional authority and effect of other statutes - Construction.

1. The specificity of this chapter, chapter 54-40, or any other law may not be construed to limit the general authority of a political subdivision to enter into agreements pursuant to section 10 of article VII of the Constitution of North Dakota, except for specific limitations on that authority, and subject to specific procedural requirements imposed by this chapter, any other law, or a home rule charter.
2. This chapter does not dispense with the procedural requirements of any other statute providing for the joint or cooperative exercise of any governmental power.

54-40.3-03. Political subdivisions encouraged to file agreements with advisory commission on intergovernmental relations. A political subdivision entering into a joint powers agreement pursuant to this chapter or any other law is encouraged to file one copy of the agreement and explanatory material with the advisory commission on intergovernmental relations, to assist the commission in providing information for other political subdivisions exploring cooperative arrangements.

as of July 01, 2004



rogram
Northeast Ed Services Coop
Southeast Ed Services Coop
www.dpi.state.nd.us

Roughrider Ed Services Program

Mid-Dakota Ed Council

Missouri River Ed Coop

Northeast Ed Services Coop

Southeast Ed Services Coop

The State of North Dakota
Department of Public Instruction
Office of School District Finance and Organization
Dr. Wayne G. Sanstead, Superintendent
600 East Boulevard Avenue Dept 201
Bismarck, North Dakota 58505-0440

JOINT POWERS AGREEMENTS

Updated 11/02/04

JPA	NUMBER OF DISTRICTS	ENROLLMENT	SQUARE MILES
South Central Education Coop. (SCEC)	16	5,701	5,296.6
Missouri River Ed. Coop. (MREC)	27	15,589	7,739.53
Northeast Ed. Services Coop. (NESC)	17	4,474	5,319.33
Roughrider Ed. Services Program (RESP)	19	6,592	9,780.93
North Dakota Ed. Council (NDEC)	5	7,321	337.62
JPA Totals	84	39,677	28,474.01
State Totals	211	101,889	70,704
Percent of State Totals	39.81%	38.94%	40.27%

For additional information regarding JPAs see <http://www.dpi.state.nd.us/finance/jtpower.shtm>

JOINT POWERS AGREEMENTS

Updated 3/1/05

INCLUDES THE PROPOSED SOUTH EAST VALLEY JPA

JPA	NUMBER OF DISTRICTS	ENROLLMENT	SQUARE MILES
Mid-Dakota Ed. Council (MDEC)	5	7,321	337.62
Missouri River Ed. Coop. (MREC)	27	15,589	7,739.53
Northeast Ed. Services Coop. (NESC)	18	4,687	5,716
Roughrider Ed. Services Program (RESP)	19	6,165	9,780.93
South Central Education Coop. (SCEC)	21	6,932	7,430.05
South East Valley JPA (proposed JPA)	22	24,721	5,576
JPA Totals	112	65,415	36,580.13
State Totals	210	99,324	70,704
Percent of State Totals	53.33%	65.86%	51.74%

For additional information regarding JPAs see <http://www.dpi.state.nd.us/finance/jtpower.shtm>

North Dakota Joint Regional Agreements

Current: 2003-2005 JPA Activities P = Present

Future: 2005-2007 Planned JPA Activities V = Vision

Administration Services	MDEC 2001		MREG 2002		NESC 2001		RESP 2001		SESC 2002		NO Funding	
	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future	Current	Future
Business Management			V	V	V	V			V	V	\$	V
Career & Technical Ed.			V	V	V	V			P	V	\$	V
Curriculum Mapping			P	P	P	P	P	V	P	P	\$	V
Data Analysis											\$	V
Federal Program Support											\$	V
Federal Title Prog.Mgmt											\$	V
Grant Writing			V	V	V	V	P	V	V	V	\$	V
School Improvement			V	V	V	V					\$	V
School Safety & Environment Mgmt.			P	P	P	P	P	V	P	P	\$	V
Special Ed. Service Mgmt.			V	V	V	V			V	V	\$	V
Staff Development			P	P	P	P	P		P	P	\$	V
Staff Retention & Recruitment											\$	V
Staff Sharing			V	V	V	V	P	V	P	P	\$	V
Technology Support			V	V	V	V					\$	V
Other Functions			V	V	V	V			P	P	\$	V
Total Admin. Services	5	10	9	6	6	3	8	7				
Student Services												
Advanced Placement Classes			V	V	V	V			P	V	\$	V
Alternative HS Programs			V	V	V	V	P	V			\$	V
Career & Technical Ed.			V	V	P	P			P	P	\$	V
Counseling Services			V	V	P	P					\$	V
Common Elementary Curricula			V	V	V	V					\$	V
Distance Learning Classes			V	V	P	P	P	V	P	P	\$	V
Dual Credit Classes			V	V	P	P			P	P	\$	V
Foreign Language Classes			V	V	P	P			P	P	\$	V
Library & Media Services			V	V	P	P					\$	V
Summer Programs			V	V							\$	V
Supplemental Instruction Programs			V	V	V	V	P	V	V	V	\$	V
Total Student Services		11	6	5	5	5	6	5	6	5	\$	V
JPA LEGEND: Current JPAs												
Northeast Education Services Cooperative					Missouri River Education Cooperative							
Southeast Education Services Cooperative					Roughrider Education Services Program							

25 2160
1790

as of March 1, 2005



The State of North Dakota
Department of Public Instruction
Office of School District Finance and Organization
Dr. Wayne G. Sarstead, Superintendent
600 East Boulevard Avenue Dept 201
Bismarck, North Dakota 58505-0440

Northeast Ed Services Coop

Southeast Ed Services Coop

Proposed JPA

Roughrider Ed Services Program

Mid-Dakota Ed Council

Missouri River Ed Coop

as of July 1, 2004

Senate Bill 2168
ND Senate Education Committee
January 19, 2005

Layton Freborg, Chairman
Gary Lee, Vice Chairman
Senators: Robert Erbele, Ryan Taylor, Tim Flakoll, Tom Seymour

From: Lois Myran Director of Curriculum and Professional Development
Roughrider Education Services Program

Mr. Chariman and members of the Senate Education Committee: My name is Lois Myran and I am the director of curriculum and professional development for Roughrider Education Services Program (RESP). I am here today to testify in support of SB 2168.

In my testimony I will give you an overview of some of the curriculum and professional development initiatives Roughrider Education Services Program has been involved in during the past three years and how those initiatives have benefited teachers and students.

Curriculum Development:

A major accomplishment of the Roughrider Education Services Program (RESP) has been the training, implementation and development of curriculum through a process called curriculum mapping. Curriculum mapping is a tool for teachers to identify their content, skills and assessments and electronically align their instruction to the ND Standards and Benchmarks.

This process helps to assure that all students experience an education that does not have gaps or unnecessary repetitions based on a framework that is aligned to the state standards. It assists students in being more successful on the state assessments, which in turn assists districts to meet Adequate Yearly Progress (AYP) requirements. RESP has also created a curriculum mapping link so all teachers can view each others curriculum maps and share curricular ideas with all area RESP teachers.

Assessment Opportunities:

RESP schools have also shared the start up training expenses and training for teachers and administrators on how to use the assessment data obtained through an electronic assessment

program (NWEA). This tool allows teachers to receive results within forty-eight hours as to the growth and progress of each individual student. This assessment has a high correlation to the ND State Standards and Benchmarks thus assisting teachers in adjusting their instruction and assisting students in reaching higher proficiency levels on the state assessment. RESP teachers also have had the opportunity to participate in classes and study groups on data, standards and learning which increases teacher understanding of the state assessment data and how to use that data to make instructional changes in the classroom.

Shared Professional Development Opportunities:

RESP has been able to share in the planning, implementation and expenses related to professional development for teachers. When teachers have the opportunity for continuous, high quality professional development students benefit. The major areas of emphasis for professional development for RESP for this year include in-services on: curriculum mapping, electronic assessment tools (Measure of Academic Progress), using state assessment data and Measures of Academic Progress (NWEA) data to impact and inform instruction, integrating technology into instruction and effective instructional strategies. RESP has used different formats to deliver professional development including presentations, study groups, district designed proposals and classes offered through DSU and consultants in different content areas.

Other RESP Accomplishments:

Grants Secured

- Physical Education Program (PEP) Grant
- Math and Science Grant with DSU
- Rural Health Transportation Grant
- Nutrition Grant
- Teaching SMART Science Grant (pending)

Collaboration with Dickinson State University

- Grant applications
- Jointly planning summer classes with the West River Teacher Center
- Jointly planning annual January In-service
- Monthly RESP article the West River Teacher Center Newsletter
- Dual credit with districts

Administrative Collaboration

Consolidated grant writing session
Lenses on Learning study group
Leadership support for curriculum mapping
Interpreting and using the state assessment data

RESP Textbook Sharing and Inventory Document

Created a database of textbooks from each district for the potential of sharing textbooks

Dual Credit Opportunities

RESP administrators worked to ensure the viability of dual credit courses so RESP high school students can receive college credit for classes.

Southwest Pipeline of Information for Communities and Education (SPICE)

During the fall of 2004 twenty-two classes were offered with 120 high school students and 34 adults participating in the interactive TV classes.

Southwest Community High School

The Southwest Community High School serves RESP students in need of an alternative education.

Dickinson High School Summer School

Course offerings in the summer are available to all RESP high school students.

Without question, the possibilities and potential for sharing services and resources within a JPA are limitless. RESP's experience has been that the more we collaborate and get to know the needs of each district the more possibilities we see for collaboration. We have been able to accomplish more collectively than we would have as individual districts. The end results have benefited our teachers and students. I would urge you to support SB 2168.

North Dakota Senate Education Committee

Senate Bill 2168
January 19, 2005

*Same
Given to the
House
Education
Committee*

Layton Freborg, Chairman

Gary Lee, Vice-Chair

Senators: Robert S. Eberle, Ryan Taylor, Tim Flakol and Tom Seymour

From: Dean U. Koppelman, Roughrider Education Services Program (RESP) Lead Administrator and Superintendent of Dickinson Public Schools.

Mr. Chairman and members of the Senate Education Committee, My name is Dean U. Koppelman and I am the Superintendent of Schools in Dickinson, ND and the Lead Administrator of the Roughrider Education Services Program. I appear before you to testify in support of SB 2168.

My purpose is to supplement the testimony already presented with specific information about our current budget and how we plan to utilize the \$ 50,000 in funding provided in the last legislative session. I also will present a vision of the future of the RESP Joint Powers Agreement (JPA) and what we will be able to do with the passage of SB 2168. Attached is a copy of our current budget. You will notice that we have the program divided into two sections, RESP Dues and RESP Curriculum and Staff Development. This aligns with the "opt in" "opt out" provision in our bylaws. Member school districts pay the basic dues and pay for the programs in which they participate. Other accomplishments have been achieved through voluntary services from member administrators.

In reviewing our budget, you will note that our revenue comes from dues, grants and participation fees. Our funds are spent on salaries, training fees, conferences, supplies and materials, operating costs and miscellaneous expenses. We currently have one 0.50 FTE funded staff position of a Curriculum and Staff Development Director. RESP contracts with Dickinson Public Schools for part-time secretarial and accounting services.

The vision for the future of RESP depends largely on the support provided from the State level. Federal allocations and other revenues sources are shrinking. The \$ 50,000 reimbursement to be received at the end of this biennium will be part of the funding package for 2005-06. Revenue received as the result of SB 2168 would significantly enhance the potential activities for RESP. Our vision includes continuation of the initiatives implemented over the past three years. Curriculum mapping, working with assessment data, staff development and curriculum development are long range projects. Accelerating and enhancing the progress of the initiatives undertaken by RESP would entail the addition of a full time Curriculum and Staff Development Director, the addition of a grant writer, a facilitator/coordinator for the organization and an assessment/data analyst. The group is also considering adding teacher facilitators in the core content areas which would work directly with teachers on classroom strategies. The potential RESP budget for 2005-06 is attached.

In closing, there is great potential for Joint Powers Agreements such as RESP to enhance education and improve student achievement in North Dakota. I would urge you to support SB 2168.

**Roughrider Education Services Program
General Dues Account
2004 – 2005 Budget**

*Approved
June 2, 2004*

Revenue:

Estimated Revenue:	
- Dues	\$10,000.00
- DPI Health Grant	7,000.00
- Rural Health Grant	<u>20,000.00</u>
Total Revenue	\$37,000.00
 Projected 2003 – 2004 Interim Fund	 \$15,148.13
 Total Available Funds	 \$52,148.13

Expenditures:

Supplies and Materials	\$2,000.00
 Fiscal Agent Fee	 1,500.00
 Travel and Per Diem	 2,500.00
 Grant Writer Fees	 7,200.00
 DPI Health Grant Costs	 9,000.00
 Rural Health Grant Costs	 20,000.00
 Projected Total Expenditures	 \$42,200.00

Projected Interim Fund Balance, June 30, 2005: \$9,948.13

Roughrider Education Services Program
Curriculum and Professional Development Account
2004 – 2005 Budget
June 2, 2004

Revenue:

Estimated Revenue 2004-2005

- Membership Dues 04-05: \$95,000.00
- Projected Carryover 03-04: \$75,493.00

Total Available Funds **\$170,493.00**

Total Revenue **\$170,493.00**

Expenses:

Estimated Expenses 2004-2005

Salary:

- Curriculum Director Salary \$36,883.00
- Curriculum Director Benefits \$8,361.00
- Secretary Services Salary \$4,051.00
- Secretary Services Benefits \$102.00

Total Salary Expenses **\$49,397.00**

Training:

- Data Driven Class for Teachers \$8,000.00
- Respect and Protect Training \$11,500.00
- Study Groups (Stipends & Facilitation) \$20,000.00
- WRTC January In-service \$1,000.00
- Curriculum Mapping Integration Training \$7,000.00
- Technology Integration Training \$8,000.00
- Professional Development for Administration \$8,000.00

Total Training Expenses **\$63,500.00**

Conferences:

- National Curriculum Mapping Conference \$10,500.00

Total Conference Expenses: **\$10,500.00**

Miscellaneous:

- Printing, Postage, Telephone \$2,800.00
- Mileage and Travel Expenses \$5,000.00
- Books & Materials for In-services/study groups \$9,000.00
- General Supplies and Expenses \$6,000.00
- Set-up Fees to Professional Development Lab \$150.00
- Unallocated \$24,146.00

Total Miscellaneous Expenses: **\$47,096.00**

Total Budgeted Expenses: **\$170,493.00**

**Roughrider Education Services Program
2005 – 2006 Sample Budget**

Revenue:

Estimated Revenue

- Dues	\$10,000.00
- DPI Basic JPA Grant	\$250,000.00
- DPI Per Pupil Grant	\$62,000.00
- DPI Competitive Grant	\$50,000.00
- 2004-05 Reimbursement	\$50,000.00
- Participation Fees	\$47,500.00
- Miscellaneous Revenue	<u>\$75,000.00</u>

Projected Total Revenue

\$544,500.00

Expenses:

Estimated Expenses

Salary:

- Curriculum Director Salary & Benefits (1 FTE)	\$92,000.00
- Support Staff Salary & Benefits (0.40 FTE)	\$8,400.00
- Curriculum Mapping Specialist Salary & Benefits (1 FTE)	\$40,000.00
- Grant Writer Salary & Benefits (0.50 FTE)	\$20,000.00
- Coordinator Salary & Benefits (0.50 FTE)	\$20,000.00
- Assessment/Data Analyst Salary & Benefits (1 FTE)	\$50,000.00
- Teacher Facilitators Salary & Benefits (4 FTE)	<u>\$160,000.00</u>

Total Salary Expenses

\$390,400.00

Training:

- Data Driven Class for Teachers	\$8,000.00
- Respect and Protect Training	\$11,500.00
- Study Groups (Stipends & Facilitation)	\$30,000.00
- WRTC January In-service	\$1,000.00
- Curriculum Mapping Integration Training	\$7,000.00
- Technology Integration Training	\$8,000.00
- Professional Development for Administration	<u>\$8,000.00</u>

Total Training Expenses

\$73,500.00

Conferences:

- National Curriculum Mapping Conference	<u>\$10,500.00</u>
------------------------------------------	--------------------

Total Conference Expenses:

\$10,500.00

Other:

- Contracted Services	\$10,000.00
- Printing, Postage, Telephone	\$3,000.00
- Mileage and Travel Expenses	\$9,000.00
- Books & Materials for In-services/study groups	\$12,000.00
- Supplies and Materials	\$10,000.00
- Miscellaneous	<u>\$26,100.00</u>

Total Other Expenses:

\$70,100.00

Projected Total Expenditures:

\$544,500.00

**Roughrider Education Services Program
2005 – 2006 Sample Budget**

Revenue:

Estimated Revenue

- Dues	\$10,000.00
- DPI Basic JPA Grant	\$125,000.00
- DPI Per Pupil Grant	\$62,000.00
- DPI Competitive Grant	\$50,000.00
- 2004-05 Reimbursement	\$50,000.00
- Participation Fees	\$47,500.00
- Miscellaneous Revenue	<u>\$73,500.00</u>

Projected Total Revenue **\$418,000.00**

Expenses:

Estimated Expenses

Salary:

- Administrator/Coordinator Salary & Benefits (1 FTE)	\$92,000.00
- Support Staff Salary & Benefits (0.50 FTE)	\$10,500.00
- Curriculum Mapping Specialist Salary & Benefits (1 FTE)	\$40,000.00
- Grant Writer Salary & Benefits (0.50 FTE)	\$20,000.00
- Assessment/Data Analyst Salary & Benefits (1.0 FTE)	\$50,000.00
- School Improvement Facilitators Salary & Benefits (2 FTE)	<u>\$80,000.00</u>

Total Salary Expenses **\$292,500.00**

Training:

- Data Driven Class for Teachers	\$8,000.00
- Study Groups (Stipends & Facilitation)	\$30,000.00
- WRTC January In-service	\$1,000.00
- Curriculum Mapping Integration Training	\$7,000.00
- Technology Integration Training	\$8,000.00
- Professional Development for Administration	<u>\$8,000.00</u>

Total Training Expenses **\$62,000.00**

Conferences:

- National Curriculum Mapping Conference	<u>\$10,500.00</u>
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Total Conference Expenses: **\$10,500.00**

Other:

- Contracted Services	\$10,000.00
- Printing, Postage, Telephone	\$3,000.00
- Mileage and Travel Expenses	\$9,000.00
- Books & Materials for In-services/study groups	\$12,000.00
- Supplies and Materials	\$10,000.00
- Miscellaneous	<u>\$16,100.00</u>

Total Other Expenses: **\$60,100.00**

Projected Total Expenditures: **\$418,000.00**

Testimony in Favor of SB 2168

Presented to the Senate Education Committee on January 19, 2005

By Karen Nelson

I am here to testify in favor of SB 2168. I am currently employed by Dickinson State University as a K-16 Teaching and Learning Strategist. Although I am employed in the Higher Education arena, the focus of my work is to look at the teaching and learning continuum from K-16. Prior to working for the University, I facilitated the activities of the K-12 Yellowstone Trail Consortium which included the school districts of Reeder, Rhame, Bowman, Scranton, Mud Butte and Hettinger. Although only four of the districts are still viable, their work continues through a JPA arrangement. As a united group of districts, we were able to accomplish goals that would have been more difficult for small rural schools to achieve if we had not had such an arrangement. The Joint Powers Agreement served as an "official" statement by all parties involved, that we were dedicated to working as a unit, establishing a purpose and goals to become more effective educational agencies.

Today, Dickinson State University serves as a cooperating partner with the Roughrider Education Services Program (RESP). In our role, the University seeks to offer services that complement the work of the JPA. The University embraces its mission to serve southwestern North Dakota. Part of our role is to extend our efforts, expertise, and knowledge of K-12 education beyond the education of our pre-service teachers. We seek to offer continuing education, platforms for discussion on educational issues, and collegial study opportunities to those who are presently teaching. We also seek to further ideas about the research in education, including how children learn and how we can teach

all children through the professional study of our faculty and insight from teachers who are facing the needs of all children everyday in their classrooms.

The University, in partnership with K-12 through the RESP, is having further conversations about K-16 education. What are the expectations of the University when students enter? What should be their level of writing expertise? What should be their base knowledge in math and other areas? How does K-12 prepare students for graduation? Are their gaps in our educational expectations as students move from K-12 to Higher Ed? There is now a very real connection, a platform for dialogue, and a common focus in southwestern North Dakota through RESP. That focus is to serve the needs of young learner and the adult learner and to blend the efforts to help all achieve.

Serving as a cooperating partner with RESP has opened the dialogue about what does the continuum of education look like for students. It also has opened the dialogue about what are the needs of the K-12 schools and how can the University serve the teachers, paraprofessionals, administrators, parents, and students. K-12 education does affect Higher Education. We are not separate. We are truly a continuum of education.

To date, DSU has participated in the RESP by listening and responding to the needs of the members for continuing education; applied for grants and offered professional development and technical assistance in understanding standards, assessment, and effective teaching strategies; aligned efforts to help teachers become highly qualified and for schools to meet requirements of the No Child Left Behind Act; and brought forth topics for discussion on best practices in education.

If I had a dream for the future, it would be that K-12 and higher education think about a seamless K-16 education for those who wish to pursue this path. Through the

RESP, we could expand our efforts by further developing continuing education that meets the needs and challenges that the public schools face. We could strengthen our opportunities for paraprofessional and teacher growth in BA and master level programs. We could bring K-12 students to campus on a regular basis to experience math, science and research opportunities. University faculty could go into the K-12 schools to engage in their activities and classes. We could further open the lines of communication so that faculty members would regularly engage in discussions with K-12 teachers related to content, such as why can I sprinkle dirt on water and it floats, yet when I add a drop of soap, the dirt sinks? We could explore options of learning such as offering more experiences in the K-12 setting for our teacher education students. We could collectively pool resources to support learning in areas which we could not individually support. We could have collegial study groups of K-16 teachers and faculty to explore how children and adults learn.

While the possibilities for K-16 collaboration are endless, the Joint Powers Agreement is the "public statement" of purpose: We are all dedicated to pooling our efforts and resources to provide the highest quality of education for our youth as is possible. SB 2168 supports that "public statement" of purpose and provides a foundation of funding for K-12 to explore the possibilities of collaboration in education—across the miles and across district lines.

North Dakota Senate Education Committee
Senate Bill No. 2168
January 19, 2005

Layton Freborg, Chairman
Gary Lee, Vice-Chair
Senators: Robert S. Erbele, Ryan Taylor, Tim Flakoll, Tom Seymour

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

Mr. Chairman and members of the Senate Education Committee:

This is in support of Senate Bill No. 2168 relating to educational associations governed by joint powers agreements (JPA).

The Roughrider Educational Services Partnership is a joint powers agreement between 20 Southwest North Dakota School Districts and in partnership with Dickinson State University, the Southwest Multi-County Correctional Center, and NDSU Extension Service. This JPA includes approximately 9,800 square miles with over 6,200 students and 450 teachers.

The JPA Governing Board is made up of one school board member appointed by each member school district. Each board member has one vote no matter the size of the school district. We act by majority rule but with most issues we have been successful ruling by consensus.

Each board member of a JPA may include or exclude their school district from participating in a project approved by the Governing Board. Participating school districts are assessed their pro-rata share of those projects in which they participate. That assessment is dependent on the project and can be on the basis of number of teachers or number of students in your school district.

JPA's have a number of ways to protect local control for their members. As previously mentioned there is one vote per school district. We clearly define issues that we will work together on such as curriculum and staff development, purchasing, technology issues, attendance at the alternative high school, and summer school. We also have issues that we exclude from the JPA and they include teacher negotiations, budget approval, and mill levy changes.

JPA's empower school districts by increasing student education opportunities, provides for an efficient use of education funding, maintains local authority, and in my opinion it moves us toward education equity.

Spending educational funds in a JPA allows for comprehensive collaboration increasing the efficiency of administrative staff and ultimately affecting all the students in the JPA. A JPA is a more predictable and systematic process to provide educational services.

I have been involved with our JPA since inception in 2002. As we have continued to meet board members and administrators have developed an organization with a great spirit of cooperation and trust. JPA's can provide student services more economically and equitably than each individual school district. I ask for your support of Senate Bill No. 2168.

Building Professional Collaborative Communities in Rural School Districts

**Senate Bill 2168
January 19, 2005
Bismarck, ND**



**Roughrider Education Services Program (RESP)
Southwestern North Dakota
Dean U. Koppelman, Administrative Chair
Lois Myran, Director of Curriculum
Dean Rummel, School Board Chair**

Building Professional Collaborative Communities in Rural School Districts

Roughrider Education Services Program (RESP)

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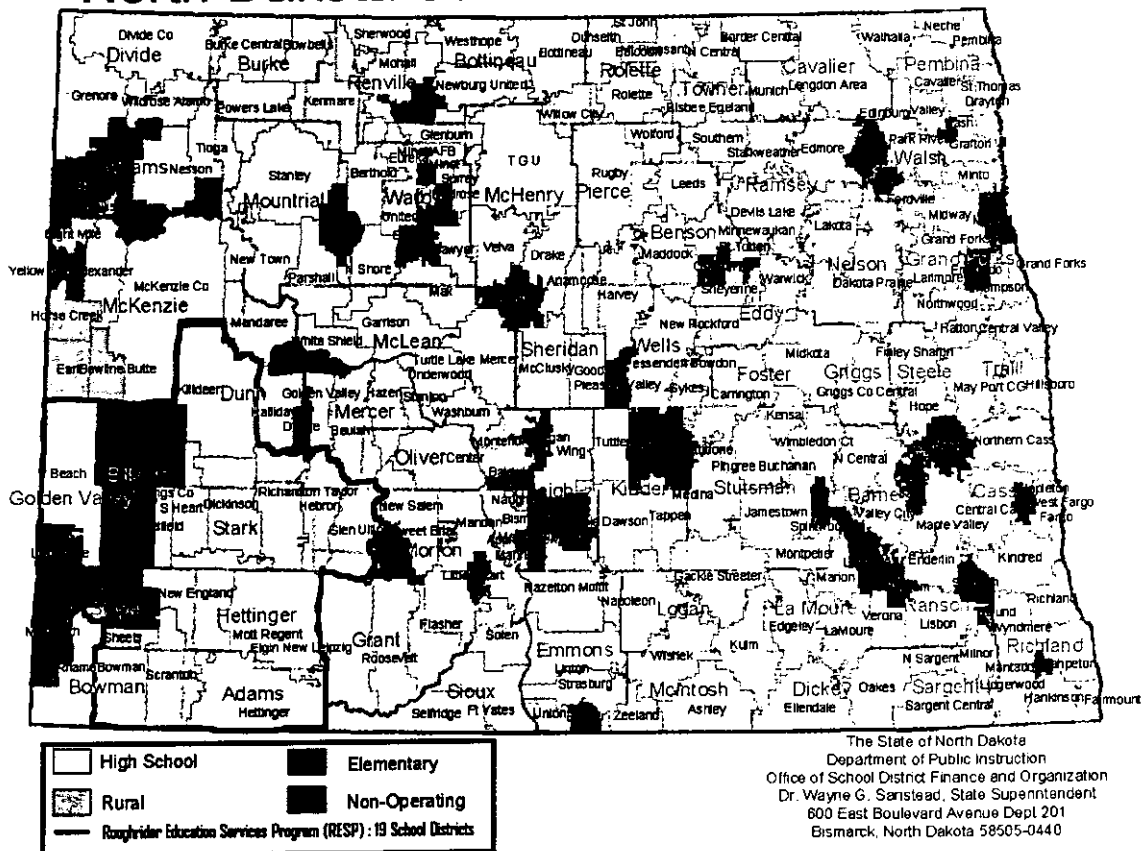
Demographics of RESP

Data

Grand Total

Number of member school districts	20
Total K-12 enrollment	6,200
Number of teachers	450
Sum of square miles	9,800
Total taxable valuation	\$92,000,000
Average taxable valuation per pupil	\$14,500
Average general fund levy	156 mills
Average total levy	170 mills
Total operation and maintenance of plant expenditures	\$4,200,000
Total instructional expenditures	\$39,700,000
Cost of student transportation	\$2,500,000
Average cost of education per pupil (districts)	\$6,300

North Dakota School Districts 2002-2003



ROUGH RIDER EDUCATION SERVICES PROGRAM JOINT POWERS AGREEMENT

1. **PURPOSE:** The school districts of Beach, Belfield, Billings County, Bowman, Central Elementary, Dickinson, Glen Ullin, Hebron, Hettinger, Killdeer, Lone Tree, Marmarth, Mott-Regent, New England, Richardton-Taylor, Scranton, Sheets and South Heart (hereinafter Members), making up the Roughrider Education Services Program enter into this Joint Powers Agreement (hereinafter Agreement) under NDCC Chapter 54-40.3 for the purpose of providing improved education services within the geographic area of the Members.
2. **MEMBERSHIP:** Any school district or other political subdivision or state agency may join this agreement as a Member by obtaining authority from its governing body and signing this Agreement, with the concurrence by resolution of the current Members.
3. **GOVERNING BOARD:** The governing body is the Governing Board for purposes of this Agreement, consisting of one board member appointed by each Member school district. The Governing Board will select officers for terms as determined by the Governing Board. The Governing Board may establish an executive committee and other committees. The Governing Board will act by majority rule. In the absence of majority agreement, educational leadership, services and initiative in that area remain with the individual Members. Each Member of the Joint Powers Agreement may include or exclude their school district from participating in a project approved by the Governing Board. The Governing Board may assess each participating school district for its pro-rata share of those projects in which it participates.
4. **BUDGET:** The Governing Board will approve an annual operating budget from funds contributed by the Members and any other funds received by the Governing Board. The Governing Board will designate a fiscal agent for financial administration of the Agreement. The fiscal agent shall keep appropriate books and records and shall establish a separate fund for deposit of all contributions, donations and revenue from which expenditures shall be paid.
5. **PROGRAM IMPLEMENTATION:** In order to implement the purpose of the Agreement, the Governing Board may carry out all necessary activities that the Members are authorized to carry out in the areas outlined in Attachment No. 1 to this Agreement. It is understood that the Members seek to transfer authority to the Governing Board to carry out the purposes of the Agreement. In the interest of securing the reasonable local identity interests of the Members, each Member retains and reserves all authority not delegated to the Governing Board in this paragraph, particularly and without limitation, the authority identified in Attachment No. 2. Attachment No. 1 and Attachment No. 2 are incorporated by reference and may be amended from time to time with the approval of two-thirds of the Members.
6. **PROPERTY:** Any real property and equipment purchased pursuant to the Agreement shall be the property of the Roughrider Education Services Program. The Governing

Board may acquire, hold and dispose of real and personal property used in pursuit of its activities.

7. **MEMBER WITHDRAWAL:** A Member may withdraw from the Agreement only at the end of the fiscal year, upon written notice of intention to do so to all other Members at least six months in advance of the end of the fiscal year. At the withdrawal of any Member, that Member will receive the balance of any unexpended funds contributed by the Member to the Roughrider Education Services Program and title to any real property and equipment of the Roughrider Education Services Program originally contributed by the Member, as determined by the Governing Board.
8. **TERMINATION:** This agreement may be terminated by mutual agreement of all Members. Before terminating the Agreement, the Members will consult together, seek outside fact-finding services and seek mediation services to resolve any conflict. At the termination of this agreement, all funds, real property and personal property shall be held by a Member designated by the Governing Board as trustee, to be held in trust for transfer to a successor Joint Powers Agreement entered into by a majority of the Members of this Agreement. If no such successor Joint Powers Agreement has been entered into within one year of the termination of this Agreement, the trustee shall distribute all remaining assets according to that plan of distribution established by majority vote of the Governing Board, prior to the termination of this Agreement.
9. **AMENDMENT:** Any Member may propose amendments to the Agreement by submitting copies of the proposed amendment to all Members in writing, at least thirty days before they are considered by the Governing Board, except as provided in Paragraph 5, above. The Agreement may be amended by unanimous adoption of a proposed amendment by the Governing Board. Any amendment will be effective upon execution of an Addendum or revised Agreement by representatives of all of the Members.
10. **ACCEPTING ASSISTANCE:** The Governing Board may accept gifts, grants, and other assistance for carrying out the purpose of this Agreement.
11. **FUNDING ASSISTANCE:** The Governing Board may apply for federal or state or other public or private funds for carrying out the purpose of this Agreement.
12. **LIABILITY COVERAGE:** The Governing Board shall assure that appropriate liability coverage is in place for personnel and programs operated as part of this Agreement and the allocation of any excess liability among the members.
13. **SCOPE OF ACTIVITIES:** The Governing Board may undertake any other activities necessarily related to carrying out the purpose of the Agreement, including the exercise of all authority permitted by statute, except and otherwise specifically excluded herein.
14. **EFFECTIVE DATE:** This Agreement is effective upon approval of the Governing Boards of the Members and execution by representatives of the Members on May 29, 2002, or thereafter and shall remain in effect continuously until terminated.

This Agreement has been approved and adopted by the following Members:

Beach School District	Date
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Belfield School District	Date
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Billings County School District	Date
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Bowman School District	Date
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Central Elementary School District	Date
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Dickinson School District	Date
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Glen Ullin School District	Date
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Hebron School District	Date
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Hettinger School District	Date
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Killdeer School District	Date
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Lone Tree School District	Date
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Marmarth School District	Date
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Mott-Regent School District	Date
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New England School District	Date
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Richardton-Taylor School District	Date
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Scranton School District

Date

Sheets School District

Date

South Heart School District

Date

School District

Date

School District

Date

School District

Date

**Joint Powers Agreement
Attachment #1**

The following are the areas in which the Members have specifically delegated or authorized the Governing Board to carry out all necessary activities to implement the purposes of the Agreement on their behalf, including without limitation, unless otherwise excluded by Attachment No. 2 of this Agreement:

1. Staff development and training for administrators, support staff and teachers
2. Student services
3. Grant writing
4. Curriculum development, including standards
5. Substitute teacher pool system
6. Equipment sharing
7. Dual credit, including the program growth into new subject areas, information dissemination and inventory of student needs and coordination of service delivery planning with DSU
8. Advance placement and articulation agreements
9. Strategic planning process
10. Insuring against liability

Other Shared Subjects for Implementation:

- Technology technical assistance coordination, including a traveling pool of technicians, software training, and software acquisition uniformity
- School calendar, particularly for IT scheduling
- Class schedule, including class scheduling software
- School improvement
- Policies, forms and procedures, including those for special education
- Athletics purchasing
- Shared staff services, including special education
- Vo-tech
- Staff time market exchange
- Federal Title program application, documentation and administration
- Food service administration, including dietician services
- Alternative high school services
- Counseling services, including alcohol, chemical abuse and substance abuse prevention education
- Transportation, including purchased services
- Financial responsibilities
- Distance learning
- Summer school
- Textbook acquisitions and sharing

These subjects would be administered through a joint budget and budget expenditure administration.

**Joint Powers Agreement
Attachment #2**

If the interest of securing the reasonable local identity interests of the Members, the following authority is specifically excluded from the coverage of this Joint Powers Agreement and is specifically retained by the individual members:

- Teacher negotiations, subject to possible coordinated negotiations for uniformity with the JPA framework
- Local school district budget approval, within the joint powers agreement framework and planning
- Mill levy changes and eminent domain
- The JPA has no authority to make financial commitments on behalf of school districts or to force school districts to make financial commitments
- Local school district building uses changes, subject to coordination of school building use planning within the JPA framework

November 12, 2003

**Roughrider Education Services Program (RESP)
Joint Powers Agreement (JPA)
Strategic Plan
Working Draft**

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

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

RESP Vision Statement: Roughrider Education Services Program (RESP) members envision providing the highest level of educational opportunities to students as life long learners in the geographic area.

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

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

1. Staff Retention and Recruitment:

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

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

Delegation for Implementation: Staff Retention and Recruitment Committee

Research: To study and compare local salary schedules and benefits for RESP school districts for teachers and support staff; to prepare a list of part time employees in the RESP school districts.

Developing Strategies: To utilize salary schedule information when negotiating or hiring staff; to utilize existing part time employees to fill other part time positions through use of a common scheduling calendar.

Implementation: 9/03/03

Assessment: To be first completed _____.

2. Public Information, Technology and Support:

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

Objectives:

- To create a quarterly report and/or newsletter highlighting RESP initiatives and related updates to share with local media.
- To inform legislators with a newsletter.
- To invite leaders to meetings.
- To establish a list of legislative elements and a proposal for consultation with legislative leaders.
- To share technology information and best practices among school districts between meetings.
- To promote and share this strategic plan with school districts in newsletters and by other means.

Delegation for Implementation: Public Information, Technology and Support Committee

Research: To assure that the RESP website is accessible and updated; to assure that the RESP website and RESP school districts have reciprocal links; to post all RESP documents on the RESP website.

Developing Strategies: To work with Edutech on any website problems; to assess all RESP school district websites for links; to work with students to maintain the website and post documents; to develop a standardized newsletter (that can be localized) for RESP school districts to send, regularly, to legislators and interested citizens.

Implementation: 9/03/03

Assessment: To be first completed January 2004.

3. Common Calendar and Schedule for Sharing of Staff and Technology:

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

Objectives:

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

Delegation for Implementation: Common Calendar and Schedule for Sharing of Staff and Technology Committee

Research: To compile a database of all substitute teachers in the RESP area; to study the utilization of a web based, interactive scheduling system for substitute teachers; to research daily wages for substitutes in the RESP area and stipend rates for ITV teaching; to collect calendar information from all RESP school districts for comparison.

Developing Strategies: To develop a website for substitute teacher contact and scheduling; to establish common daily rates for substitute teacher compensation; to engage school board members and others in becoming flexible regarding establishment of a common class calendar and schedule.

Implementation: 9/03/03

Assessment: To be first completed _____.

4. Curriculum Development, Staff Development and Training:

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

Objectives:

- To fund a combined curriculum development position and staff development FTE position.
- To have districts use the Federal Title Programs allocations for Curriculum and Staff Development program and personnel.
- To provide a RESP Professional Development plan to participating districts for integration into districts, as feasible.
- To align curriculum maps current state standards and benchmarks.
- To optimize staff development and training opportunities.

Delegation for Implementation: Curriculum, Staff Development and Training Committee

Research: To develop training and support systems in mapping techniques to new teachers and school districts; to develop training for technology staff in mapping; to develop training for administrators in mapping; to continue development of methods for moving teachers forward in the mapping process; to establish a pilot school for implementation of NWEA.

Developing Strategies: To provide comprehensive training to school personnel on the uses, functions and purpose of proper curriculum mapping; to provide training and to implement NWEA as a pilot program; to provide user sessions on techniques new teachers, school districts who are new to the mapping process and for Administrators and leaders detailing how to be effective in the curriculum mapping initiative (completed); to provide training on editing and aligning maps with state standards and benchmarks; to provide training to technology staff on administrative changes to mapping; to provide training on the utilization of test scores to strengthen curriculum and curriculum maps; to provide training on the use of curriculum mapping for curricular, professional development decisions and school improvement initiatives; to provide training on how to use maps to communicate the curriculum to parents and students; to provide curriculum mapping study groups for teachers, both for beginners and for advanced practitioners; to conduct a summer institute on instructional strategies and assessments.

Implementation: 9/03/03

Assessment: To be first completed by September of 2004

5. Grant Writing Services:

Draft Goal: To establish a shared grant writing service.

Objectives:

- To partner with DSU for grant-writing services.
- To optimize and/or share current library services and personnel.
- To submit a joint application for a library grant.

Delegation for Implementation: Grant Writing Services Committee

Research: To conduct a survey/needs assessment of all RESP schools and to develop grant writing priorities based on survey results; to pursue the hiring or contracting of a part time RESP grant writer/researcher.

Developing Strategies: To make application for grants based on priority needs of RESP schools; to engage personnel for grant research and writing on behalf of RESP; to contract for temporary grant writing services until a regular grant writer/researcher can be hired; to make application for a Blue Cross/Blue Shield grant through the UND Center for Rural Health.

Implementation: 9/03/03

Assessment: To be first completed 12/01/03 (survey and grant proposal).

6. Integration of Other Partnerships:

Draft Goal: To bring existing partnerships, consortiums and cooperatives under the RESP umbrella, when appropriate.

Objectives:

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

Delegation for Implementation: Integration of Other Partnerships Committee

Research: To assess methods to bring the Yellowstone Trail Consortium and the SPICE ITV Network under the RESP umbrella; to share costs for professional development speakers; to work with the curriculum development committee to assure that curriculum mapping is aligned with state standards and benchmarks.

Developing Strategies: To assure alignment of curriculum mapping efforts with state standards; to align other partnerships and efforts under the RESP.

Implementation: 9/03/03

Assessment: To be first completed by July 1, 2004.

7. Purchasing, Transportation and Sharing:

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

Objectives:

- To establish one point of contact for the purchase of schools- supplies.
- To establish a common bid for technology support from outside vendors.
- To establish a mechanism for joint textbook acquisition and sharing.
- To establish an inventory and shared equipment procurement and use process, including audio-visual and video equipment.
- To conduct a feasibility study of equipment sharing.
- To conduct a feasibility study of sharing of services.
- To conduct joint purchasing of buses.
- To establish a plan for the sharing of buses or filling of open seats for activities.
- To establish a plan for joint training of bus drivers and to assess the availability of activity bus drivers driving for additional districts activities.

Delegation for Implementation: Purchasing, Transportation and Sharing Committee

Research: To compile and study technology vendor prices among RESP school districts; to update the textbook-sharing database; to assess potential new textbook needs; to compile a list of available bus drivers for school activities; to plan for RESP sponsored bus driver training for all RESP school districts.

Developing Strategies: To develop a process for cost effective technology support through joint bidding; to utilize existing textbook inventories among schools; to prepare for joint purchase of new textbooks annually; to employ underutilized bus drivers (regular and activity); to provide consistent, joint training for bus drivers.

Implementation: 9/3/03

Assessment: To be first completed _____.

8. Alternative Curriculum Services:

Draft Goal: To provide alternative high school and vocational services to all RESP school districts and to optimize summer school opportunities.

Objectives:

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

Delegation for Implementation: Alternative Curriculum Services Committee

Research: To study class/course options for summer school; to survey RESP school districts regarding need for course offerings; to request assistance from Adult Education and Vocational Education leaders in implementation.

Developing Strategies: To provide summer school, alternative, vocational and adult education to RESP school districts based on need.

Implementation: 9/03/03

Assessment: To be first completed _____.

Additional Recommendation: This committee recommends establishment of a committee to address No Child Left Behind and its impact on RESP.

9. Higher Education Opportunities:

Draft Goals: To create a seamless K-16 experience and to create new partnerships to support development of -highly qualified- teachers.

Objectives:

- To develop sharing of information and resources to address needs for training and support of highly qualified teachers.
- To expand current college credit high school courses into dual credit courses.
- To develop articulation agreements for course study with DSU.

Delegation for Implementation: Higher Education Opportunities Committee

Research: To study definitions prepared by the Education Standards and Practices Board (ES&PB) to determine methods for Dickinson State University (DSU) and RESP to partner to assist teachers in becoming highly qualified; to further discuss skills and knowledge that new teachers need coming into the classroom; to study methods for encouraging more students to pursue higher education; to study the availability of continuing education offerings through DSU; to begin dialogue on student preparation in writing and math skills for college entry; to pursue conversations among K - 16 teachers and administrators in specific content areas and pedagogy.

Developing Strategies: To assure that RESP teachers are highly qualified; to determine how to strengthen the Teacher Education program so that new teachers are prepared to help all students achieve (No Child Left Behind implementation); to increase the number of students enrolling in higher education; to prepare students for college entry, particularly in math and writing; to share ideas and best practices among K-16 professions in content and pedagogy.

Implementation: 9/03/03-6/01/04

Assessment: To be first completed 12/31/03 (first steps).

10. Administrative Services:

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

Objectives:

- To establish an administrative technical assistance service system to school districts, on request.
- To provide interim administrative assistance to school districts, on request.
- To develop and collaborate in professional development opportunities.
- To contract with a single source of strategic planning services to be available to requesting school districts.

Delegation for Implementation: Administrative Services Committee

Research: To develop a comprehensive contact list of southwest ND school Administrators (including superintendents, business managers and principals); to complete an inventory of leadership skills and areas of expertise among RESP Administrators; to develop, with assistance from state leaders, a mentorship program for administrators; to create a database of all personnel from RESP school districts; to develop an inventory of software packages utilized by each school district; to develop a needs assessment to solicit administrator ideas; to assess the strategic planning needs of all RESP districts.

Developing Strategies: To provide consistent training and mentoring to RESP leaders; to easily identify all RESP school district personnel; to determine the potential for joint use/purchasing of school software; to create a forum for RESP administrators to exchange ideas and best practices; to provide consistent strategic planning services for RESP school districts.

Implementation: 9/03/03

Assessment: To be first completed _____.

11. Substance Abuse and Mental Health Counseling Services:

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

Objectives:

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

Delegation for Implementation: Substance Abuse and Mental Health Counseling Services Committee

Research: To survey RESP school districts to assess current status of employee and student assistance services; to research regional agencies that provide assistance to RESP students (such as Badlands Human Service Center, Sunrise Youth Bureau); to assess crisis management plans of each RESP school district; to develop a RESP crisis management team to provide assistance among schools; to pursue development of a standardized template for crisis management plans and procedures among RESP school districts.

Developing Strategies: To assure that all RESP staff and students have access to assistance services and to close gaps where services are unavailable; to build partnerships with regional service agencies; to assure that each school district has a crisis management plan in place; to assist school districts in developing a crisis management plan utilizing a standardized model; to develop a RESP crisis management team to assist all members when needed.

Implementation: 9/03/03

Assessment: To be first completed _____.

12. No Child Left Behind

Draft Goal: To optimize opportunities for collaborative efforts in complying with the spirit of No Child Left Behind (NCLB).

Objectives:

- To develop alternative, strength based methods to NCLB requirements, for accountability.
- To create usable data for rural schools that can be fairly compared among various states.
- To align school improvement efforts with meeting NCLB requirements (Pennsylvania model).
- To assess time factors in meeting NCLB requirements (school days, in-service days, teacher time in classroom, student time in classroom).
- To study the mandated report card as a potential area of collaboration for RESP.
- To determine a process for jointly dealing with secondary indicators and adequate yearly progress.
- To maintain regular, up to date communication regarding NCLB for all RESP members.
- To recommend methods for flexible funding, additional funding for education and funding for full day kindergarten.

Delegation for Implementation: No Child Left Behind Committee

Research: To be determined.

Developing Strategies: To be determined.

Implementation: To be determined.

Assessment: To be determined.

Strategic Plan Assessment Process: Modifications and leader assessments will be completed and documented at least every six months for review by the Strategic Plan Committee. The re-drafted strategic plan will then be reviewed by the RESP Administrative and the Governing Boards every six months during the initial implementation period.

RESP Subcommittees
(Revised 1/7/05)

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Grant Writing: *Committee Chair: George Ding; Committee Members: Loren Mathson, Darrel Remington, Pat Feist, Tony Duletski, and Noel Lunde*

Purchasing, Transportation and Sharing: *Committee Chair: Gary Quintus; Committee Member: Janel Spaeth, Myron Schweitzer, John Campbell, and Kathy Walser*

No Child Left Behind: *Committee Chair: Karen Nelson; Committee Members: Gary Wilz, Dean Koppelman, John Pretzer, Lois Myran, Ron Biberdorf, Pat Glashan, and Doug LaPlante*

Public Information, Technology and Support: *Committee Chair: John Campbell; Committee Members: Tony Duletski, Noel Lunde, Loren Mathson, and Gary Evans*

Budget and Finance: *Committee Chair: Dean Koppelman; Committee Members: Pat Feist, Lois Myran, John Pretzer, and Darrel Remington*

Roughrider Education Services Program (RESP) Accomplishments 2002-2004

Since the formal signing of a joint powers agreement on May 29, 2002 and the formation of the Roughrider Education Services Program, 20 southwestern North Dakota School Districts have, collectively, made the following contributions and achieved the following accomplishments:

- Created a staff/curriculum development program with a part-time staff person
- Development of a shared website (www.edutech.nodak.edu/resp)
- Added additional member school districts to the RESP
- Through grassroots organizing, insured the viability of dual credit course offerings
- Conducted a salary and benefits comparison survey among RESP school districts
- Conducted a survey of "needs" to guide exploration of grant funding
- Prepared an inventory of all part time employees in RESP school districts
- Provided extensive training in curriculum mapping, Northwest Evaluation Association assessments, tetra data implementation and other issues related to No Child Left Behind
- Conducted an annual needs assessment to determine the curriculum and professional development needs of participating districts
- Established an RESP curriculum mapping site so all RESP teachers can view each others maps and share curricular ideas (<http://resp.rubiconatlas.org/>)
- Served as a model for other joint powers agreement groups by sharing documents, offering advice and speaking to community groups
- Brought the I-94 Consortium under the RESP umbrella
- Compiled a database of textbooks for potential sharing
- Explored the potential for joint bidding for supplies and/or buses
- Worked collaboratively with Dickinson State University (DSU) to secure grant funds that will aid in the work of the RESP and benefit its students and staff
- Participated with DSU in the planning and promotion of additional professional development opportunities for teachers, administrators, and aides (DSU Winter In-service, West River Teacher Center summer offerings, DSU guest speakers)

- Worked collaboratively with the Richardton/Taylor school district to secured a grant to enhance the curriculum and equipment needs for RESP physical education teachers
- Submitted a grant proposal for providing professional development through a teacher-facilitator model for grades 3-6 RESP science teachers
- Conducted an assessment of school crisis plans and offered models of such plans
- Addressed the potential impact of No Child Left Behind (NCLB) on RESP members and worked to ease the transition
- Brought political support, legislatively and in the Governors Office, to the joint powers agreement movement
- Presented at the National School Board Association Conference regarding the formation and implementation of RESP
- Established a sub-committee structure to insure the implementation of the strategic plan
- Created a resource list of RESP administrators that would be willing to share areas of expertise and to serve as potential mentors to new administrators
- RESP has successfully brought K-16 into dialogue together, as well as with other regional and state educational service providers. (ND Dot, Sunrise Youth Bureau, Pathways for Healthy Living etc)
- Served to further inform higher ed (DSU) about K-12 education including concerns from the teaching field, suggestions for the teacher education programs and a greater understanding about initiatives that are important to K-12 education.
- Served as a vehicle to share timely No Child Left Behind information to districts about highly qualified teachers, state assessment changes, status of new standards writing, Adequate Yearly Progress, and district profile information.

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

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

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

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

Characteristics: What are the characteristics of a JPA?

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

Control: Who controls the JPA?

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

Implementation: How are decisions of the JPA implemented?

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

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

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

Benefits: What are the benefits for school districts?

The JPA provides:

- Protection for **local authority** in education decision making;
- Respect for local **community identity values**;
- Means to meet property **taxpayer goals**;
- Improved student **education opportunities**;
- Increased **efficient use of education funding**;
- Links between K-12 and **area colleges and universities**;

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

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

Entry: How does a school district join a JPA?

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

Risks: What are the risks for school districts?

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

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

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

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

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

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

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

References: Who has experience with JPAs in North Dakota?

The Mid-Dakota Education Council (MDEC) (around Minot), the Roughrider Education Services Program (RESP) (around Dickinson), the Northeast Education Service Cooperative (NESC) (around Devils Lake), the South Central Education Cooperative (SCEC) (around Jamestown and Valley City) and the Missouri River Educational Cooperative (MREC) (around Bismarck) have made significant use of the joint powers agreement tool to meet education service goals, serving over 60 school districts, 45% of K-12 students and 50% of the land area of North Dakota.

For more area information about the JPA experience, contact JPA Lead Administrators Dave Looyen (Minot, 857-4400), Dean Koppelman (Dickinson, 456-0002), Martin Schock

(Elgin/New Leipzig, 584-2374), Jim Dunnigan (Medina 486-3121) or ElRoy Burkle (Starkweather/Munich, 292-4381).

Newness: Are JPAs new or old tools?

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

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

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

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

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

Avoidance: Is the JPA a strategy for school consolidation avoidance?

No. The JPA is a supplemental tool available to education leaders for providing education services for the sustainable future. The JPA does not replace or compromise the use of other tools, including consolidation, annexation, reorganization and dissolution. The JPA can be used together with these tools or it can provide a framework to address important issues in a different way that can more effectively serve the local community identity values of education leaders.

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

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

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December 14, 2004

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Senate Bill 2168
ND House Education Committee
March 2, 2005

RaeAnn G. Kelsch, Chair

Representatives: C.B. Haas, Lyle Hanson, Kathy Hawken, Gil Herbel, Stacey Horter, Bob Hunsakor, Lisa Meier, Philip Mueller, Mike Nordland, Margaret Sitte, Dorvan Solberg, and John Wall

From: Lois Myran Director of Curriculum and Professional Development
Roughrider Education Services Program (RESP)

Madame Chair and members of the House Education Committee, My name is Lois Myran and I am the Director of Curriculum and Professional Development for Roughrider Education Services Program (RESP). I am here today to testify in support of SB 2168.

In my testimony I will give you an overview of some of the curriculum and professional development initiatives Roughrider Education Services Program has been involved in during the past three years and discuss how those initiatives have benefited teachers and students. I will also provide you with examples of savings districts have experienced as a result of their participation in the Roughrider Education Services Program (RESP).

Curriculum Development:

A major accomplishment of the Roughrider Education Services Program (RESP) has been the training, implementation, and development of curriculum through a process called curriculum mapping. Curriculum mapping is a tool for teachers to identify their content, skills, and assessments and electronically align their instruction to the ND Standards and Benchmarks. This process helps to assure that all students experience an education that does not have gaps or unnecessary repetitions based on a framework that is aligned to the state standards. It assists students in being more successful on the state assessments, which in turn assists districts to meet Adequate Yearly Progress (AYP) requirements. RESP has also created a curriculum mapping link so all teachers can view each others curriculum maps and share curricular ideas with all area RESP teachers. Districts have been in the mapping process for three years and are now beginning to have enough data to use their maps to develop district curriculum documents.

These documents identify the content and skills students will be taught in grades K-12 in each district and are based on the ND Standards and Benchmarks.

Examples of savings related to professional development in Curriculum Mapping:

Initially the curriculum-mapping fee to Rubicon Atlas was \$5.00 per student for the first year and \$4.00 per student the following years. Now that RESP has a significant number of districts participating in mapping we currently pay a rate of \$3.00 per student. In addition curriculum-mapping consultant fees vary from \$700.00 to \$1,500.00 per session. This is a cost that RESP pays for participating members through their dues. Prior to participating in RESP this would have been a fee paid by each district.

Assessment Opportunities:

RESP schools have also shared the start up training expenses and training for teachers and administrators on how to use the assessment data obtained through an electronic assessment program (NWEA). This tool allows teachers to receive results within forty-eight hours as to the growth and progress of each individual student. This assessment has a high correlation to the ND Standards and Benchmarks thus assisting teachers in adjusting their instruction and assisting students in reaching higher proficiency levels on the state assessment. RESP teachers have also had the opportunity to participate in classes and study groups on data, standards, and learning which increases teacher understanding of the state assessment data and how to use that data to make instructional changes in the classroom.

Examples of savings for training for professional development related to assessment:

In November of 2004 RESP hosted a Stepping Stones to Understanding Data workshop. This workshop assisted teachers in understanding how to make instructional decisions based on the online assessment results. Districts were able to share in the costs of this training through the JPA.

Instead of each district paying \$3,800.00, the participating districts shared in the cost, which resulted in the following breakdown:

Dickinson Public Schools	\$2751.00
Billings County Schools	\$95.00
Dickinson Trinity	\$574.00
Beach Public Schools	\$380.00

In February 2005 Dickinson Public and Richardton-Taylor school districts shared in the expenses for a workshop for schools that were starting to use the NWEA online assessment. The cost of this training was \$3,300.00. Based on the number of teachers from each district that attended the breakdown is as follows:

Richardton-Taylor District	\$1,144.00
Dickinson High and Hagen Jr. High	\$2,156.00

Shared Professional Development Opportunities:

RESP has been able to share in the planning, implementation, and expenses related to professional development for teachers. When teachers have the opportunity for continuous, high quality professional development students' benefit. RESP has used different formats to deliver professional development including presentations, study groups, district designed proposals, consultants, and classes offered through DSU. By pooling resources RESP has been able to offer stipends to teachers regardless of the districts they represent. This provides an opportunity for all teachers to discuss topics and collaborate on strategies as they learn and grow together.

Examples of how RESP membership fees support professional development:

Technology Integration Groups	\$4,400.00
Study Groups	\$23,700.00
Hiring a .50 Director of Instruction	\$46,000.00

Without question, the possibilities and potential for sharing services and resources within a JPA are limitless. RESP's experience has been that the more we collaborate and get to know the needs of each district, the more possibilities we see for collaboration. We have been able to accomplish more collectively than we would have as individual districts. The end results have benefited our teachers and students. I would urge you to support SB 2168.

Included in this testimony:

Attachment A	RESP Technology and Study Group Topics
Attachment B	List of other RESP Initiatives
Attachment C	RESP Monthly Newsletters

Attachment A**Roughrider Education Services Program
Curriculum and Professional Development Report
December 3, 2004****Submitted by****Lois Myran Director of Curriculum and Professional Development**

A committee consisting of Karen Nelson, Pat Feist, Darryl Remington, Kelly Koppinger and Sr. Dorothy met with Lois Myran on November 23 to review the study group and technology in-service requests. All applications were due November 15, 2004. The following proposals were approved based on the criteria established by the committee. Two applications did not meet the criteria. Lois Myran will meet with the group submitting the proposals to discuss the criteria and the possibility of rewriting the proposals.

District Initiated Study Groups

1. Kagan Cooperative Learning	Roosevelt Elementary Dickinson	\$1,445.93
2. Love & Logic Study Group	Berg Elementary Dickinson	\$1,884.00
3. Math Standards Study Group	Glen Ullin Public	\$3,245.63
4. Six + 1 Traits of Writing	Hebron Elementary	\$2,573.85
5. Data Driven Decisions	Hebron High School	\$3,042.70
Language Arts/Reading Standards		
Total		\$12,192.11

Technology Professional Development In-Service Requests

1. OSX	Lincoln Elementary	\$486.50
2. Inspiration, Kidspiration	Belfield Public	\$500.00
Spreadsheet Fundamentals		
3. Smartboard	Billings County	\$381.80
4. Word Processing	Glen Ullin Elementary	\$500.00
5. DreamWeaver	Glen Ullin High School	\$500.00
6. PowerSchool/Grade	Hebron Elementary	\$500.00
7. PowerSchool Admin	Hebron High School	\$500.00
8. Excel Spreadsheet	Taylor Richardton Elem	\$500.00
9. Pinnacle Studio 8	Richardton Taylor H S	\$500.00
Virtual Reality		
Total		\$4,368.30

North Dakota Curriculum Initiative Study Groups

1. Classroom Strategies That	Lincoln Elem. Dickinson	\$1,737.90
Work II		
2. Classroom Assessment	Belfield Public Schools	\$995.95
3. Classroom Assessment	Trinity High School	\$3,505.15
4. Classroom Strategies That	Beach Public Schools	\$3,823.80
Work I		
Total		\$10,062.80

RESP Curriculum Mapping Study Group

1. Understanding the Fundamentals of Curriculum Mapping	\$1,428.25
Total	\$1,428.25

Grand Total \$28,051.46

Attachment B

Other RESP Accomplishments:

Grants Secured

- Physical Education Program (PEP) Grant
- Math and Science Grant with DSU
- Rural Health Transportation Grant
- Nutrition Grant
- Teaching SMART Science Grant (pending)
- Prevention Grant for 7-12 (pending)
- American History Grant (applying)
- 21 Century Grant (applying)

Collaboration with Dickinson State University

- Grant applications
- Jointly planning summer classes with the West River Teacher Center
- Jointly planning annual January In-service
- Monthly RESP article the West River Teacher Center Newsletter
- Dual credit with districts

Administrative Collaboration

- Consolidated grant writing session
- Lenses on Learning study group
- Leadership support for curriculum mapping
- Interpreting and using the state assessment data

RESP Textbook Sharing and Inventory Document

- Created a database of textbooks from each district for the potential of sharing textbooks

Dual Credit Opportunities

- RESP administrators worked to ensure the viability of dual credit courses so RESP high school students can receive college credit for classes.

Southwest Pipeline of Information for Communities and Education (SPICE)

- During the fall of 2004 twenty-two classes were offered with 120 high school students and 34 adults participating in the interactive TV classes.

Southwest Community High School

- The Southwest Community High School serves RESP students in need of an alternative education.

Dickinson High School Summer School

- Course offerings in the summer are available to all RESP high school students.

Roughrider Education Services Program (RESP)



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 Dean Rummel, Governing Board Chair
 Lois Myran, Curriculum and Staff Development Director
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Contact RESP for other editions of this newsletter

Volume 1, Number 1

October 2004

Schools Collaborate

The Roughrider Education Services Program (RESP) is beginning the third year as an organized Joint Powers Agreement. RESP is a cooperative agreement among seventeen school districts in southwestern ND covering over 9900 square miles. This collaborative group was organized for the purpose of providing services and programs that benefit teachers and students that districts may not be able to afford individually. Currently services are provided to over 450 teachers and 7200 students in southwestern ND. All districts pay a \$500.00 membership fee. Districts wishing to participate in the curriculum and professional development initiative pay an additional membership fee.



One of the main RESP initiatives, which has been developed, is in the area curriculum and professional development. This initiative is under the direction of Lois Myran. Lois may be contacted at 701-456-0002 or at lois.myran@sedit.nodak.edu for additional information.

Curriculum mapping is a major focus for RESP participants using an electronic mapping tool from Rubicon Atlas. This tool allows teachers to identify essential questions, content, skills, assessments and resources and align their instruction to the state standards and benchmarks. In addition, electronic searches can be initiated to assist teachers in identifying gaps and repetitions in all content areas. This process assists teachers in determining the essential content and skills when constructing district consensus maps in each of the content areas.

A new feature of the curriculum mapping site is the ability of districts to view and share content maps with each other under the Professional Learning Communities (PLC) icon. This icon will be located on the toolbar of each district site. By accessing this site participating districts will have the capability to view the mapping status of districts and teachers will also be able to view maps and communicate electronically.

This will be of significant value to teachers who are the only grade level or content area teacher in their district. There will be other features with the new Professional Learning Communities, which will be released in November of 2004.

RESP Public School Districts

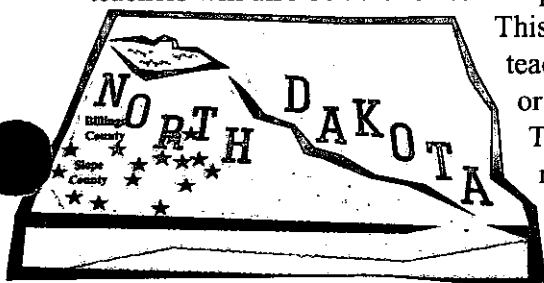
- Beach
- Belfield
- Billings County Bowman
- Dickinson Catholic
- Dickinson Public
- Glen Ullin Public
- Golva
- Halliday
- Hebron
- Hettinger
- Killdeer
- Mott/Regent
- New England
- Richardton/Taylor
- Scranton
- Slope County
- South Heart

"•" denotes participation in Curriculum and Professional Development

Other participating partners:

Dickinson State University
 Southwest Multi Correctional Center

Lois Myran
 Director of Curriculum and Professional Development
 Dean U. Koppelman
 Administrative Chair
 Dean Rummel
 Governing Board Chair
 Newsletter Designer
 Cheri Opala



Annual Conference



In July of 2004, James Fahy, Beach High School teacher and Amy Axtman, Trinity

High School, accompanied Lois Myran and Marty Odermann Gardner, director of the West River Teacher Center, to the 10th Annual Curriculum Mapping Conference in Snowbird, UT. This five-day conference focused on all aspects of the curriculum mapping process and featured Heidi Hayes Jacobs, nationally known speaker and author of *Mapping the Big Picture*. It is the intention of RESP to send area teachers to a national conference such as this annually. Please contact any of the participants if you would like more information regarding this years conference.



This year, members of district curriculum mapping leadership teams will be invited to join an RESP curriculum mapping leadership group. This group will meet quarterly and will provide participants with an opportunity to share their successes, discuss questions and support each other in the mapping process. The first meeting will be held on October 12 at 4:00p.m. -5:30p.m. at the Central Administration Office at 444 4th Street West in Dickinson. Stipends will be paid to participating teachers.

Classroom Instruction That Works II and *Classroom Assessment For Learning* will be the topics for study groups that will be sponsored by RESP.

Organizational meetings will be held on Wednesday, October 6th at 3:30p.m. in

the Trinity High School Library. Amy Axtman (483-6081) will be the facilitator for *Classroom Assessment For Learning*. On Monday, October 11th at 4:15p.m. at Lincoln Elementary in Dickinson an organizational meeting



will be held for *Classroom Instruction That Works II*. Rosie Perdaems (456-0014) will be the facilitator.

Laurel Binstock (575-4275) will also facilitate a study group. This group will meet on Wednesday, October 20th at 3:30p.m. at the Belfield Elementary School using *Classroom Assessment For Learning*. If you would like to attend any of the study groups please contact the facilitators for information.

A study group based on the book *Mapping the Big Picture* by Heidi Hayes Jacobs will be held in Dickinson this winter. Participants will read and discuss *Mapping the Big Picture* and there will be time for participants to work on their curriculum maps. Graduate credit is in the process of being arranged. The study group will meet from 4:00-6:00p.m. at the Central Administration Office in Dickinson. Tentative dates are January 5, 12 and 19, 2005 and Feb.1, 2005. Contact Lois Myran for further information.

Leadership Skills for Curriculum Mapping

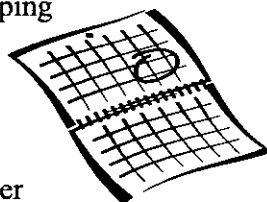
November 3, 2004

8:00a.m.-11:30a.m.

DSU Student Union

Dickinson State University

Tamara Broker; Rubicon Atlas presenter



RESP Curriculum Mapping Leadership Team Meeting

October 12, 2004

4:00p.m.-5:30p.m.

Dickinson Public Central Administration Office

444 4th St. West Dickinson, ND

Stepping Stones for Using Data

November 17, 2004

8:00a.m.-4:00p.m.

West River Teacher Center

DSU North Campus

Pat Boyd; NWEA presenter

For more information on fees, please contact Lois Myran at 701-456-0002

Roughrider Education Services Program (RESP)



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Volume 1, Number 2

November 2004

Many Faces of Mapping Curriculum



School districts in the Roughrider Education Services Program (RESP) have embarked on a curriculum mapping initiative in all content areas. While the concept of curriculum mapping is not new to educators, using an electronic mapping tool is new and has made mapping a much simpler task. RESP teachers use the Rubicon Atlas mapping tool where essential questions, content, skills, assessments, and benchmarks are entered electronically. Most schools have entered the data, using a monthly journaling process, and are now asking, "We have mapped our content, so what do we do with it now?" It is my intention in the articles in future newsletters to assist districts in viewing mapping as a process that evolves over the years to build a stronger curriculum and then offer suggestions for steps that districts should consider to make this happen.

It is easy to lose the focus as why districts are curriculum mapping. Certainly we know that the challenges of meeting the mandates of "No Child Left Behind" play a part in this decision. Districts need to ensure that classroom instruction is aligned to the state standards and benchmarks and mapping is one way to assist teachers in accomplishing this task. However, the focus of all decisions in curriculum mapping must focus on the students in each classroom. If we look at the educational journey that students take from kindergarten through grade twelve we know that it is important that what happens in each grade level or course serves as a stepping stone for the next experience. Students deserve an educational experience where there are no glaring gaps or unnecessary repetitions in their K-12 journey. Mapping serves a tool to help accomplish this.

Curriculum mapping also assists teachers to communicate electronically about their curriculum. It provides a means for teachers to engage in discussions about how their instruction fits into previous instructional experiences and how it will prepare students for the next experience. Teaching can no longer be an isolated experience where all that matters is what happens in one year or course. Instead teachers are finding a need to communicate and plan together as a team. Mapping becomes a tool to assist in this process.

Many new teachers will be entering the field of teaching in ND as experienced teachers retire. Mapping serves as a means to capture the legacy of experienced teachers and to support new teachers as curriculum maps are shared. Again, students benefit when this happens in a district.

Keeping students at the focus of all decisions related to curriculum mapping enables districts to use curriculum mapping as a powerful tool to give all teachers a say in creating and delivering a living curriculum that supports students and their learning as they journey from kindergarten through graduation.



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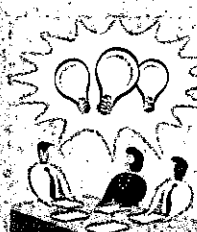
Lois Myran
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Dean U. Koppelman
 Administrative Chair
Dean Rummel
 Governing Board Chair
Newsletter Designer
 Charla Opsta

Lois Myran

Host Opportunities

Through RESP, participating districts may submit proposals to access an allocation to host district professional development opportunities in the area of technology integration and building responsible behavior in students. If you are interested in submitting a proposal, please contact Lois Myran for an application form. Application deadline is November 15, 2004.

Team Meeting



Twenty-five teachers and administrators representing eight districts were present at the first RESP Curriculum Mapping Leadership Team meeting on October 12.

Discussion centered around positive results that districts have noted in their curriculum mapping process and how it has increased conversation around the curriculum and accountability for using standards and benchmarks in instruction. Questions and concerns related to the mapping process were identified and will be the focus of future meetings. All future meeting dates will be held at the West River Teacher Center from 4:00 pm to 5:30 pm (MST). If anyone is interested in joining this group please contact Lois Myran.

Future meeting dates are : January 13, 2005, March 15, 2005 and May 5, 2005.

Study Groups

A study group based on the book *Mapping the Big Picture* by Heidi Hayes Jacobs will be held in Dickinson this winter. Participants will read and discuss *Mapping the Big Picture* and there will be time for participants to work on curriculum maps. Graduate credit is in the process of being arranged. The study group will meet from 4:00-6:00 pm at the Central Administration Office in Dickinson. The dates are January 5, 12 and 19, 2005 and Feb.1, 2005. Contact Lois Myran for further information.



RESP is currently sponsoring four study groups with facilitators receiving training through the ND Curriculum Initiative. Rosie Perdaems, Dickinson Public Schools and Carol Bartz, Beach Public Schools are facilitating discussions on *Classroom Instruction That Works* by Marzano. Amy Axtman, Dickinson Catholic Schools and Laurel Binstock, Belfield Public Schools are facilitating discussion on *Classroom Assessment For Learning* by Stiggins. If your district is interested in designing a study group, please contact Lois Myran.

Introduction to Northwest Assessment Evaluation Association (NWEA)

December 1, 2004

1:00 pm-4:00 pm

West River Teacher Center

DSU North Campus

Colin Cameron, NWEA presenter

Contact Lois Myran if you plan to attend

Leadership Skills for Curriculum Mapping

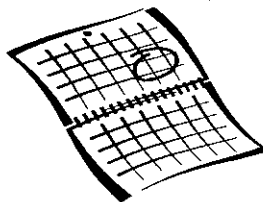
November 3, 2004

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DSU Student Center

Dickinson State University

Tamara Broker, Rubicon Atlas presenter



RESP Curriculum Mapping Leadership Team Meeting

January 13, 2005

4:00 pm-5:30 pm

West River Teacher Center

DSU North Campus

Stepping Stones for Using Data

November 17, 2004

8:00 am-4:00 pm

West River Teacher Center

DSU North Campus

Pat Boyd, NWEA presenter

Contact Lois Myran to register

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Volume 1, Number 3

December 2004

Mapping Review

Roughrider Education Service Program is starting its third year of the curriculum mapping process for participating districts. Teachers are familiar with the web-based Rubicon Atlas mapping tool and have worked diligently at entering their content, skills, assessments, and benchmarks monthly. The next step for many districts will be the district editing process. Prior to beginning the process of editing curriculum maps, it would be beneficial for teachers to individually evaluate their own maps.

If teachers review their individual maps using the listed suggestions it will make the editing process easier to complete and will provide more meaningful information.



Content Tips:

- Content areas should be expressed as nouns.
- Content states "what" is being taught.
- Use the language from the benchmarks in the content areas of the maps.

Skill Tips:

- Skills should be expressed as action verbs.
- Use the Bloom's Taxonomy charts when selecting verbs.
- Skills and assessments should be entered at the same time. This is the logical sequence as it helps in determining how skills are measured and how you know that students acquired the skills.
- Skills that address the same areas should be lumped together when assessed and aligned to the benchmarks.

Assessment Tips:

- In listing the assessments use specific information. Just stating "quiz" or "test" doesn't give enough information about what skills are assessed.
- Assessments should be listed so that everyone knows what is being assessed and how.

The suggestions offered here are beginning points for districts to use as they start reviewing and evaluating their maps at the district level. What is even more important is the discussion that teachers and administrators engage in as they determine what benefits students in their districts and how aligned curriculum maps can support that process. In the January 2005

newsletter, suggestions for the district editing process will be discussed.

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- Belfield
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- Bowman
- Dickinson Public
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- Killdeer
- Mott/Regent
- New England
- Richardton/Taylor
- Scranton
- Slope County
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Southwest Multi Correctional
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Stepping Stones to Using Data Re-Cap

On November 14, forty RESP teachers and administrators participated in an in-service entitled *Stepping-Stones to Using Data*. Pat Boyd from the Northwest Evaluation Association (NWEA) facilitated the discussion. The purpose of this in-service was to assist participants in understanding how to read and use the data from the assessments. Districts benefited from this in-service as it provided more understanding of the assessment data and how it can be used in establishing school improvement goals and making decisions regarding curriculum. Teachers gained information on how to use the assessment data to make instructional decision in their classroom and how to share the assessment information with parents. Schools participating have all completed at least one round of the NWEA assessments. Participants who attended the in-service were from Dickinson Public, Dickinson Catholic, Beach Public, and Billings County. If other districts are interested in learning more about NWEA, on February 16, an implementation session will be held for schools that will be starting the assessment process with NWEA.

Data Driven Educators

Roughrider Education Services Program (RESP) will be sponsoring a three-day class on Data Driven School Improvement for Classroom Educators (DDSIE). This class is designed to provide classroom teachers with the knowledge and skills to better understand data driven decision making and how to become a data driven classroom. This course places most of the emphasis on teaching to the standards and how to understand, analyze, and interpret performance data at the classroom level.

The class will be held in Dickinson (location TBA) on January 20, 21 and March 8 from 8:00 to 4:00 p.m. Please contact your building administrator or Lois Myran if you are interested in attending this class, as RESP will pay the registration fee.

Study Groups

If you are interested in participating in a study group based on the book *Mapping the Big Picture* by Heidi Hayes Jacobs please contact Lois Myran. This class will read and discuss *Mapping the Big Picture* and there will be time for participants to work on curriculum mapping.

* One graduate credit will be made available for \$50.00 through UND.

* Stipends of \$15.00 per hour for time spent in the class will be paid to teachers.

Time: 4:00-6:00 p.m.

Location: Central Administration Office in Dickinson

Dates: January 5, 12, 19, and February 1, 2005.

Deadline to register: December 17, 2004

The RESP Schools of Richardton-Taylor, Hebron and Glen Ullin will be sponsoring a Technology Smorgasbord beginning in January 2005. Teachers who complete four of the six courses will receive one semester hour of graduate credit. Classes are open to all RESP Teachers. Edu-Tech will facilitate the following classes:

Excel Spreadsheet

Taylor-Richardton Elementary

Cindy Dohrmann Coordinator

Pinnacle Studio 8 and Virtual Reality

Richardton-Taylor High School

Cindy Spangelo and Brian Filibeck Coordinator

PowerSchool Administrative Strand

Session Hebron High School

Steve Maersbucker Coordinator

PowerSchool/PowerGrade

Hebron Elementary School

Steve Maersbucker Coordinator

Word Processing

Glen Ullin Elementary School

Kathy Bochee Coordinator

Dreamweaver/Web Design

Glen Ullin High School

Larry Sebastian Coordinator

Dates for the RESP Technology Smorgasbord will be announced in the January Newsletter.

RESP Curriculum Mapping Leadership Team Meeting

January 13, 2005

4:00-5:30 p.m.

Location: West River Teacher Center Room 101

Roughrider Education Services Program (RESP)



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Volume 1, Number 4

January 2005

A different professional development format for RESP Schools for the 2004-2005 school year has given schools the opportunity to submit study group and technology proposals. All proposals were reviewed based on pre-determined criteria. This has been a successful plan for bringing professional development into many districts. In addition to the listing of study groups and technology projects that will be starting in January several other activities through this format have been initiated this fall. They include:



- | | |
|----------------------------------------|-----------------------------------|
| •Cooperative Learning Study Group | Roosevelt Elementary
Dickinson |
| •Love and Logic Study Group | Berg Elementary Dickinson |
| •OS X Inservice for Mac Users | Lincoln Elementary,
Dickinson |
| •Inspiration and Kidspiration Software | Belfield Public Schools |
| •Using Smartboard in the Classroom | Billings County Schools |

The RESP Schools of Glen Ullin and Hebron will be offering three study groups. All study groups will be available for one semester hour of graduate credit. A stipend of \$15.00 per hour for 7.5 hours of study group contact time will be paid to participants. If you are interested in participating in any of these groups please contact the person listed as the project contact or Lois Myran.

Aligning Standards to Math through Curriculum Mapping

Location: Glen Ullin Public Schools

Starting date: January 12, 2005

Time: 5:00-7:00pm (CST)

Contact Person: Peggy Krebs

701-348-3590

peggy.krebs@sendit.nodak.edu

6+1 Traits of Writing (Continued Study Group)

Location: Hebron Public Schools

Starting date: January 26, 2005

Time: 6:30-8:30 (CST)

Contact Person: Kris Nelson

701-878-4442

kris.nelson@sendit.nodak.edu

RESP Public School Districts

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Bowman
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Lois Myran

Director of Curriculum and Professional Development

Dean U. Koppelman

Administrative Chair

Dean Rummel

Governing Board Chair

Newsletter Designer

Charla Opsta



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Data Driven Decision Making Based on State Assessments for Reading

Location: Hebron Public Schools
Date: May 24 and 25, 2005
Time: 9:00 to 4:30 pm (CST)
Contact Person: Gaylynn Becker 701-878-4442
gaylynn.becker@sendit.nodak.edu

Mini Workshop Sessions in Technology Education

Six Mini Workshop sessions in technology will be sponsored by RESP through Richardton Taylor, Glen Ullin and Hebron school districts. All classes will be offered free of charge to any RESP member schools. No credit or stipends will be given for these classes. Register early, limited numbers can participate in each session.

PowerSchool Administrative Session

Location: Hebron High School Lab
Instructor: Shawn Stelter, Edu Tech
Date: Monday, January 3, 2005
Time: 4:00-8:00pm (CST)
Contact Person: Shawn Stelter
701- 355-3034
s.stelter@sendit.nodak.edu

PowerSchool/PowerGrade

Location: Hebron High School Lab
Instructor: Shawn Stelter
Date: January 24, 2005
Time: 8:00pm CST
Contact Person: Shawn Stelter 701- 355-3034
s.stelter@sendit.nodak.edu

Excel Spreadsheet for Instructors

Location: Taylor Richardton Elementary School
Instructor: Cindy Dohrmann
Date: February 2, 2005
Time: 4:30 to 8:30 (MST)
Contact Person: Cindy Dohrmann 701-974-3585
cindy.dohrmann@sendit.nodak.edu

Pinnacle Studio 8 and Virtual reality

Location: Richardton/Taylor High School
Instructor: Brian Filibeck & Cathy Spangelo
Date: March 2, 2005
Time: 4:00-8:00 MST
Contact Person: Brian Filibeck 701-974-2111
brian.filibeck@sendit.nodak.edu

DreamWeaver/WebDesign: Beginning Session

Location: Glen Ullin Public Schools
Date: March 9, 2005
Time: 5:00-9:00 pm (CST)
Contact Person: Larry Sebastian 701-348-3590
larry.sebastian@sendit.nodak.edu

Word Processing

Location: Glen Ullin Public Schools
Date: March 30, 2005
Time: 5:00-9:00(CST)
Contact Person: Larry Sebastian 701-348-3590
larry.sebastian@sendit.nodak.edu

Data Driven Educators

Roughrider Education Services Program (RESP) will be sponsoring a three-day class on Data Standards and Learning (DSL). This class is designed to provide classroom teachers with the knowledge and skills to better understand data driven decision making and how to become a data driven classroom. This course places most of the emphasis on teaching to the standards and how to understand, analyze, and interpret performance data at the classroom level.

This class will be held at Dickinson Holiday Inn Express on January 20, 21 and March 8 from 8:00 to 4:00 p.m. Please contact your building administrator or Lois Myran if you are interested in attending this class, as RESP will pay the registration fee.

The RESP Curriculum Mapping Leadership Team meeting will be held January 13, 2005 from 4:00-5:30 (MST) pm at the West River Teacher Center Room 101 in Dickinson, ND. Participants should come prepared to discuss the curriculum mapping goals from their district and have a copy of their goals to share with other districts. In addition districts will discuss ways in which the mapping goals were formulated and how they were communicated to the rest of the staff. Amy Axtman will also share some of the goal setting ideas that she learned at the 10th Annual Curriculum Mapping Conference in Snowbird, UT this summer. Participants will receive a \$15.00 per hour stipend. Snacks and sodas will also be available.

Measures of Academic Progress Administration Workshop for new NWEA Schools

On February 16, 2005 there will be a session for school districts who are interested in implementing MAP through Northwest Evaluation Associating (NWEA) this year. To participate in this session you must have communicated with NWEA regarding the student data you will need to have ready. Les Perry from NWEA will conduct the sessions at the Dickinson High School Computer Lab (RM 145). There will be three sessions for different groups. The session for teachers is 8:00 to 11:00. Test proctors and technical support staff session is 11:30 to 1:30 and the administrative session is 1:45 to 3:45. Since there is limited seating, contact Lois Myran if you are interested in participating. Participating districts will share in the cost of this training based on the number of participants from each district.

Roughrider Education Services Program (RESP)



Dean U. Koppelman, Administrative Chair
Dean Rummel, Governing Board Chair
Lois Myran, Curriculum and Staff Development Director
PO Box 1057
Dickinson, ND 58602-1057
701-456-0002
www.edutech.nodak.edu/resp

Volume 1, Number 5

February 2005

Four Blocks to Literacy Author Cheryl Sigmon

RESP area teachers will have the opportunity to hear one of the Four Blocks to Literacy authors Cheryl Sigmon, in Dickinson on August 2 & 3, 2005. We are very fortunate to secure someone of her caliber in this area. Cheryl Sigmon is one of the Four Blocks authors that has worked extensively with the original Four Blocks authors, Patricia Cunningham and Dorothy Hall. Ms. Sigmon was a classroom teacher for eleven years before working with the Department of Education in South Carolina for nine years as a language arts consultant in classrooms K-12. Currently, she is a national and international consultant, conducting seminars and supporting teachers in schools and districts.



The class will be held at the Student Union Ball Room at the DSU Campus from 8:00 am to 4:00 pm. We are in the process of securing one semester credit for this class. Registrations and fee payments for this class will be held through the West River Teacher Center. It is anticipated that this class will fill so register early.

A Curriculum Mapping: Training of Trainers Conference with Heidi Hayes Jacobs

A Curriculum Mapping: Training of Trainers Conference with Dr. Heidi Hayes Jacobs, author of *Mapping the Big Picture*, and Dr. Susan Udelhofen will be held at the Ramada Plaza Suites and Convention Center in Fargo, ND on April 18-20, 2005. Curriculum Mapping is sweeping the country and the RESP districts, and has become a dynamic tool for communication about curriculum. By collecting data about what is actually being taught during the course of a school year and sharing that data, teachers are able to work together to reach an efficient and powerful level of decision-making. Currently there are thirty-seven teachers and administrators from RESP schools registered for this conference. Participants will learn the nuts and bolts of how to help build a culture and support systems for curriculum mapping and will also learn from the leading experts how to align curriculum and assessment to state standards. If you would like to attend this conference please contact your building administrator or Lois Myran for further information.

Getting Results from Curriculum Mapping

A new curriculum mapping resource, *Getting Results with Curriculum Mapping* by Heidi Hayes Jacobs, has recently been released through the Association of Supervision and Curriculum

Development (ASCD). This is Jacob's newest book and features chapters written by practitioners from around the country on the process they used to make curriculum mapping a beneficial and successful process in their districts. If districts want to keep the mapping initiative alive and growing in their districts, this is a valuable resource for teachers and administrators to read and study together.

RESP Public School Districts

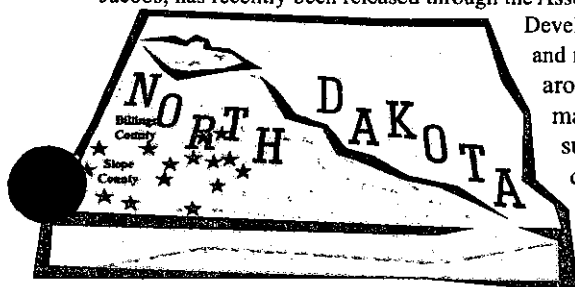
- Beach
- Belfield
- Billings County
- Bowman
- Dickinson Public
- Glen Ullin Public
- Golva
- Halliday
- Hebron
- Hettinger
- Killdeer
- Mott/Regent
- New England
- Richardton/Taylor
- Scranton
- Slope County
- South Heart

~*~ denotes participation in Curriculum and Professional Development

Other participating partners:

Dickinson Catholic
Dickinson State University
Southwest Multi Correctional Center

Lois Myran
Director of Curriculum and Professional Development
Dean U. Koppelman
Administrative Chair
Dean Rummel
Governing Board Chair
Newsletter Designer
Charla Opsta



(continued on next page)

(continued)

- Some of the chapters included in this book are:
- Development of a Prologue: Setting the Stage for Curriculum Mapping - Heidi Hayes Jacobs
 - Use of Curriculum Mapping to Build a Learning Community - Valerie Truesdale
 - Development of a Consensus Map: Wrestling with Curriculum Consistency and Flexibility - Heidi Hayes Jacobs
 - Long-Term Journey That Transformed a District - Ann Johnson and Jennie Johnson
 - Curriculum Mapping from an Independent School's Perspective
 - Principal's Role in Curriculum Mapping Process - Mary Ann Holt
 - Curriculum Mapping Software: Creating an Information System for a Learning Community - Bena Kallick and James Wilson

Leadership Team Meeting

The RESP Curriculum Mapping Leadership Team meeting will be held February 8, 2005 from 4:00-5:30 (MST) pm at the West River Teacher Center Room 101 in Dickinson, ND. This was the leadership team meeting that was cancelled in January. Participants should come prepared to discuss the curriculum mapping goals from their district and a copy of their goals to share with other districts. In addition, districts will discuss ways in which the mapping goals were formulated and how they were communicated to the rest of the staff. Amy Axtman will also share some of the goal setting ideas that she learned at the 10th Annual Curriculum Mapping Conference in Snowbird, UT this summer. Participants will receive a \$15.00 per hour stipend. Snacks and sodas will also be available. The next RESP Curriculum Mapping Leadership Team Meeting will be on Tuesday, March 15, 2005, from 4:00-5:30 (MST) at the West River Teacher Center.

Measures of Academic Progress Administration Workshop for new NWEA Schools

On February 16, 2005 there will be a session for school districts who are interested in implementing MAP through Northwest Evaluation Association (NWEA) this year. To participate in this session you must have communicated with NWEA regarding the student data you will need to have ready. Les Perry from NWEA will conduct the sessions at the Dickinson High School Auditorium and Computer Lab (RM 145). There will be three sessions for different groups. The session for teachers is 8:00am to 11:00am. Test proctors and technical support staff session is 11:30am to 1:30pm and the administrative session is 1:45 to 3:45. Since there is limited seating, contact Lois Myran if you are interested in participating. Participating districts will share in the cost of this training based on the number of participants from each district.

Upcoming Classes:

Data Driven Decision Making Based on State Assessments for Reading

Location: Hebron Public Schools
Date: May 24 and 25, 2005
Time: 9:00 am to 4:30 pm (CST)
Contact Person: Gaylynn Becker
701-878-4442
gaylynn.becker@sendit.nodak.edu

Mini Workshop Sessions in Technology Education

Four Mini Workshop sessions in technology will be sponsored by RESP through Richardton Taylor, Glen Ullin, and Hebron school districts. All classes will be offered free of charge to any RESP member school. No credit or stipends will be given for the technology mini session classes. Register early, as there are limited numbers that can participate in each session.

Class: Excel Spreadsheet for Instructors
Location: Taylor Richardton Elementary School
Instructor: Cindy Dohrmann
Date: February 2, 2005
Time: 4:30 pm to 8:30 pm (MST)
Contact: Cindy Dohrmann
701-974-3585
cindy.dohrmann@sendit.nodak.edu

Class: Pinnacle Studio 8 and Virtual reality
Location: Richardton/Taylor High School
Instructor: Brian Filibeck and Cathy Spangelo
Date: March 2, 2005
Time: 4:00 pm-8:00 pm MST
Contact: Brian Filibeck
701-974-2111
brian.filibeck@sendit.nodak.edu

Class: DreamWeaver/WebDesign: Beginning Session
Location: Glen Ullin Public Schools
Date: March 9, 2005
Time: 5:00 pm-9:00 pm (CST)
Contact: Larry Sebastian
701-348-3590
larry.sebastian@sendit.nodak.edu

Class: Word Processing
Location: Glen Ullin Public Schools
Date: March 30, 2005
Time: 5:00 pm-9:00 pm (CST)
Contact: Larry Sebastian
701-348-3590
larry.sebastian@sendit.nodak.edu

SB 2168
2/2/05

North Dakota House Education Committee
Senate Bill No. 2168
March 2, 2005

RaeAnn G. Kelsch, Chairman
Dennis Johnson, Vice-Chair
Representatives: C.B. Haas, Kathy Hawken, Gil Herbel, Stacey Horter, Lisa Meier, Mike Norland, Margaret Sitte, John Wall, Lyle Hanson, Bob Hunskor, Phillip Mueller, Dorvan Solberg

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

Ms. Chairman and members of the House Education Committee:

This is in support of Senate Bill No. 2168 relating to educational associations governed by joint powers agreements (JPA).

The Roughrider Educational Services Partnership is a joint powers agreement between 19 Southwest North Dakota School Districts and in partnership with Dickinson State University and the Southwest Multi-County Correctional Center. This JPA includes approximately 9,800 square miles, 6,200 students, and 450 teachers.

The JPA Governing Board is made up of one school board member appointed by each member school district. Each board member has one vote no matter the size of the school district. We act by majority rule but with most issues we have been successful ruling by consensus.

Each board member of a JPA may include or exclude their school district from participating in a project approved by the Governing Board. Participating school districts are assessed their pro-rata share of those projects in which they participate. That assessment is dependent on the project and can be on the basis of number of teachers or number of students in your school district.

JPA's have a number of ways to protect local control for their members. As previously mentioned there is one vote per school district. We clearly define issues that we will work together on such as curriculum and staff development, purchasing, technology issues, attendance at the alternative high school, and summer school. We also have issues that we exclude from the JPA and they include teacher negotiations, budget approval, and mill levy changes.

JPA's empower school districts by increasing student education opportunities, provides for an efficient use of education funding, maintains local authority, and in my opinion it moves us toward education equity.

Spending educational funds in a JPA allows for comprehensive collaboration increasing the efficiency of administrative staff and ultimately affecting all the students in the JPA. A JPA is a more predictable and systematic process to provide educational services.

I have been involved with our JPA since inception in 2002. As we have continued to meet board members and administrators have developed an organization with a great spirit of cooperation and trust. JPA's can provide student services more economically and equitably than each individual school district. I ask for your support of Senate Bill No. 2168.

Testimony in Favor of SB 2168

Presented to the ~~Senate~~^{House} Education Committee on March 2, 2005

I am here to testify in favor of SB 2168. I am Karen Nelson, currently employed by Dickinson State University as a K-16 Teaching and Learning Strategist. Prior to this position, I facilitated the work of six K-12 rural districts through a Joint Powers agreement. The Joint Powers Agreement served as an "official" statement that we were dedicated to working as a unit, establishing a purpose and goals to become more effective educational agencies.

Today, Dickinson State University serves as a cooperating partner with the Roughrider Education Services Program (RESP). In our role, the University seeks to offer services that complement the work of the JPA. The University embraces its mission to serve southwestern North Dakota. Part of our role is to extend our efforts, expertise, and knowledge of K-12 education beyond the education of our pre-service teachers. We seek to offer continuing education, platforms for discussion on educational issues, and collegial study opportunities to those who are presently teaching. We also seek to explore current research in education on teaching and learning.

The University, in partnership with K-12 through the RESP, is having further conversations about K-16 education. What are the expectations of the University when students enter? What should be their level of writing expertise? What should be their base knowledge in math and other areas? How does K-12 prepare students for graduation? Are their gaps in our educational expectations as students move from K-12 to Higher Ed? There is now a very real connection for K-16 education, including a platform for dialogue and a common focus in southwestern North Dakota through the Roughrider JPA. That

focus is to serve the needs of young learner and the adult learner and to blend the efforts to help all achieve.

Serving as a cooperating partner with RESP has opened the dialogue about what does the continuum of education look like for students, as well as, what are the needs of the K-12 schools and how can the University serve the teachers, paraprofessionals, administrators, parents, and students. K-12 education does affect Higher Education. We are not separate. We are truly a continuum of education.

To date, DSU has participated in the RESP by listening and responding to the needs of the members for continuing education; applied for grants and offered professional development and technical assistance in understanding standards, assessment, and effective teaching strategies; aligned efforts to help teachers become highly qualified and for schools to meet requirements of the No Child Left Behind Act; and brought forth topics for discussion on best practices in education.

If I had a dream for the future, it would be that K-12 and higher education think about a seamless K-16 education for those who wish to pursue this path. Through the RESP, we could expand our efforts by further developing continuing education that meets the needs and challenges that the public schools face. We could strengthen our opportunities for paraprofessional and teacher growth in BA and master level programs, as well as hosting K-16 collegial study groups to explore how children and adults learn.

We could bring K-12 students to campus on a regular basis to experience math, science, and research opportunities. University faculty could go into the K-12 schools to engage in their activities and classes. We could further open the lines of communication so that faculty members would regularly engage in discussions with K-12 teachers related

to discipline content. We could explore options of learning such as offering more experiences in the K-12 setting for our teacher education students. We could collectively pool resources to support learning in areas which we could not individually support.

While the possibilities for K-16 collaboration are endless, the Joint Powers Agreement is the "public statement" of purpose: We are all dedicated to pooling our efforts and resources to provide the highest quality of education for our youth as is possible. SB 2168 supports that "public statement" of purpose and provides a foundation of funding for K-12 to explore the possibilities of collaboration in education—across the miles and across district lines. We are all about the business of education. A joint powers agreement serves as a vehicle to strengthen our connections, and ultimately, to strengthen our capacity to serve our learners.

JPA DIRECTORY INFORMATION

JPA Name: Roughrider Education Services Program (RESP)

Lead Administrator: Dean Koppelman
Title: Superintendent
School District: Dickinson School District
Work Phone: 701-456-0002
E-mail address: dean.u.koppelman@sendit.nodak.edu

Governing Board/President: Dean Rummel
School District: Dickinson School District
Phone: 701-456-6302
E-mail address: drummel@tmisystems.com

<u>Current Programs:</u>	<u>Contact Person(s):</u>
Staff Development/training	Lois Myran, Dickinson
Student Services	
Grant writing	
Curriculum development/standards	Lois Myran, Dickinson
Substitute teacher pool system	
Equipment sharing	
Dual Credit	
Advance placement	
Strategic planning process	
Technology technical assistance	
School calendar	
Class schedule	
School improvement	
Policies, forms and procedures	
Athletics purchasing	
Shared staff services	
Voc-tech	
Staff time market exchange	
Federal Title program application, documentation & admin.	
Food service administration	
Alternative high school services	
Counseling services	
Transportation, including purchased svc.	
Financial responsibilities	
Distance learning	
Summer school	
Textbook acquisitions and sharing	

JPA Website: www.edutech.nodak.edu/resp

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
Beach	336	765
Bowman	427	462

Lone Tree	45	243
Marmarth	12	348
Billings Co.	76	1,152.00
Central Elem.	9	431
Sheets	7	72
South Heart	251	303.5
Belfield	233	144
New England	190	638.13
Scranton	163	488.81
Killdeer	403	856
Halliday	34	315
Dickinson	2,670	498.13
Richardton-Taylor	286	503.92
Hebron	168	394
Glen Ullin	212	425.75
Mott-Regent	288	880
Hettinger	355	860.94
TOTALS 19 Public School Districts	6,165	9780.93

SB 2168
JPA LEGISLATIVE TESTIMONY
January 19, 2005

Charles Miller, Administrator Nedrose Elementary
& Lead Administrator for Mid-Dakota JPA
Minot, North Dakota 58701

Why is there a need for an umbrella organization:

- 1) Consolidation of services currently handled by multiple educational entities or individual school districts. These could include:
 - a) County Superintendent of Schools
 - b) Teacher Learning Centers
 - c) Distance Learning Cooperatives
 - d) Regional Technology Service Centers
 - e) Purchasing Cooperatives
 - f) Special Education Districts
 - g) Administrative Councils or Leaders Groups
 - h) NCLB staff and student support
 - i) Census data
- 2) To increase managerial efficiency of current resources and funds, and elimination of duplication of services.
- 3) Fewer administrative meetings and administrative personnel.

4) Provide new opportunities for students and staff, such as:

- a) Automation of library services
- b) Nursing personnel
- c) Technology support staff
- d) Transportation support personnel & services
- e) Long Distance information sharing
- f) Mental health, drug counseling, & related services.
- g) NCLB student testing & staff development
- h) Grant writing
- i) Curriculum mapping and enhancement
- j) Sharing of special ed staff, services, & training
- h) Gifted & talented educational opportunities
- j) Foreign Language staffing & curriculum
- h) Summer school programs
- k) Meeting School Improvement standards

Note: Mid-Dakota does not currently meet minimum land area requirements to qualify as a JPA. It is anticipated this will change relatively soon, based on discussions recently held with administrators in the northwest region of North Dakota. It is anticipated that we would use funds acquired through JPA legislation, to promote and advance some of services listed in the above section.

JPA DIRECTORY INFORMATION

JPA Name: Mid-Dakota Education Council (MDEC)

Lead Administrator: Chuck Miller
Title: Principal
School District: Nedrose School District
Work Phone: 701-838-5552
E-mail address: charles.a.miller@sendit.nodak.edu

Governing Board/President: Chuck Miller
School District: Nedrose School District
Phone: 701-838-5552
E-mail address: chares.a.miller@sendit.nodak.edu

<u>Current Programs:</u>	<u>Contact Person(s):</u>
Shared school calendar	Dave Looyesen, Minot
Stared staff services, including principal	Steve Joyal, Minot
Staff training - all	Steve Joyal, Minot
Communication mechanisms	Craig Nansen, Minot
Technology support services, inc. LAN	Craig Nansen, Minot
Grant writing	Steve Joyal, Minot
Transportation	
Title I, II, IV and VI services	
Daily school schedule	
Joint curriculum and class development	Steve Joyal, Minot
Tuition funds administration	
Extracurricular activities	
Health insurance, incl dental coverage	
Special education services	Ralph Charlie, Minot/Souris Valley
Library services	
Counseling services	Steve Joyal, Miot
Payroll services	
Student data services	
Investment pooling services	
Drug-free-school programs	Steve Joyal, Minot
Strategic planning	
Student services	
Elementary language programs	
Summer school programs	Jim Blomberg, Minot
Dual credit and advance placement prog.	
Gifted and talented programs	
Substitute teacher pool list and admin.	

JPA Website: _____

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
Bell #10	151	42
Eureka #19	13	31

Minot #1	6,753	68.31
Nedrose #4	253	32.18
S. Prairie #70	151	164.25

TOTALS	5 Public School Districts	7,321	337.62
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To: Senator Freeborg and the Senate Education Committee

My name is Steven J. Reiser. I am from Washburn, North Dakota, and I have been a member of the Washburn School Board for the last thirteen years. I come before you today to speak in favor of Senate Bill 2168, the bill regarding joint powers agreements for education.

Early in 2003 the Washburn School Board voted to join the Missouri River Educational Cooperative. It was the Board's hope that the JPA would help Washburn in educating its students without sacrificing the Board's ability to make decisions it felt was best for our school.

The benefits the Board discussed were more services to students and facility. The Board also discussed opportunities for enhancing technology. Specifically the Board was looking for assistance in staff development at a reasonable cost. The passing of the federal bill for no child left behind made us aware that we were going to need assistance in this area. We thought that we could use the experience and expertise of other districts to assistance rather than reinventing the wheel.

One concern the Board discussed was maintaining local decision making. There was a provision in the bylaws of the Missouri River Educational Cooperative that made us feel comfort we were still in control of these decisions. It was the opt out. This meant that if a service was provided by the Missouri River Educational Cooperative and it was a service we did not want or need we could decide not to accept the service and there would be no cost to our district. If we chose to take advantage of the service provided we could and the cost would be split among the districts that wanted the service.

On March 18, 2003 Washburn School District officially joined the Missouri River Educational Cooperative. In April I became personally involved in the Missouri River Educational Cooperative and was chosen to be the chairman of the governing board. I was chosen by a method used throughout the Missouri River Educational Cooperative and that is consensus. I found out the consensus is great tool to make sure that all voices are heard. No matter how big or small your school district you had the opportunity to voice your opinion. Areas of disagreement had to be resolved through compromise rather than by majority rule. This method forces those of opposite opinion to look at things from the other's point of view. Sometimes decisions had to be made that would benefit many in JPA knowing your district may chose to opt out. When this occurred, you realized things may be beneficial to others while you still have the option to opt out.

Through consensus the Missouri River Educational Cooperative was able to form bylaws, mission statement, vision statements, and policy. From there the Missouri River Educational Cooperative formed working committees. The working committees addressed these areas: Curriculum & Staff Development, Consolidated Application, Assessment & Technology, and Group Purchasing and Medical Insurance. Later committees for Finances and Legislative Issues were added.

Some of the services that have been provided by the Missouri River Educational Cooperative to its member districts in Curriculum & Staff Development were training in Atlas mapping and Power School.

The Consolidated Application committee has provided the opportunity for a number of schools to come to a central location and have a representative for DPI to assist in filling out the consolidated application on line.

The Assessment & Technology committee has done surveys to see what type of technology each district has and what they feel is needed. They have also looked into the group licensing for software.

The Group Purchasing committee has looked into buying items together ranging from buses to supplies. They are also looking into the possibilities of the Missouri River Educational Cooperative becoming self insured for medical insurance.

In December of 2004 the Missouri River Educational Cooperative hired a part-time coordinator. This position was created to help the JPA to achieve its goals. The working group has met with the coordinator in December to start this process.

I would like to thank the legislature for supporting joint power agreements for education in the last session. The Missouri River Educational Cooperative used the funding it received from the first bill to hire a coordinator. I am hoping you will help to empower groups like the Missouri River Educational Cooperative even more in this session. For this reason I am requesting that you support Senate Bill 2168.

Thank you.

Respectfully submitted,

Steven J. Reiser



JPA DIRECTORY INFORMATION

JPA Name: Missouri River Education Cooperative

Lead Administrator: Martin Schock
Title: Superintendent
School District: Elgin/New Leipzig
Work Phone: 701-584-2374
E-mail address: martin.schock@sendit.nodak.edu

Coordinator: Tanya Lunde-Neumiller
School District: Bismarck School District
Work Phone: 701-258-1971
E-mail address: tlneumiller@bis.midco.net

Governing Board/President: Steven J. Reiser
School District: Washburn
Phone: 701-462-3300
E-mail address: None available

Current Programs:

Contact Person(s):

Curriculum development, mapping, instruction & assessment	Wilfred Volesky, Chair
Summer School	
Staff Development	Wilfred Volesky, Chair
Technology	Bob Tollefson, Chair
Alternative School/Voc. Center	
Medical Insurance	John Jankowski
Group Purchasing	Karen Kautzman, Chair
Transportation	
Part-time staff	
Consolidated Applications	Royal Lyson, Chair
Media Center	
ESL	
Mentoring	
Title Programs	Royal Lyson, Chair
Counseling Services	
Librarian	
Nurses	
Social Workers	
Adult Learning Center	
Speech Pathology	
Finance	Nike Ness/Karen Kautzman

JPA Website: <http://www.agree.org>

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
Apple Creek	44	24
Beulah	862	427

Bismarck	10,370	198
Bismarck St. Mary's		
Bismarck State College		
Center	250	463
Dodge	36	104
Elgin/New Leipzig	242	692
Flasher	221	631.92
Garrison	351	393.35
Golden Valley	50	157
Hazen	735	302.86
Little Heart	25	85.06
Max	170	337.8
Montefiore (Wilton)	207	266.37
Napoleon	236	552.09
New Salem	373	415.69
Roosevelt	113	471.11
Solen/Cannonball	146	314.75
Stanton	47	76
Steele-Dawson	276	454.59
Sterling	38	181.5
Sims	34	188
Sweet Briar	10	38.5
Turtle-Lake-Mercer	191	522.25
Washburn	336	244.2
Underwood	226	199.39
TOTALS 25 Public School Districts	15,589	7,739.53

Starkweather Public School District #44

505 East Main

PO Box 45

Starkweather, North Dakota 58377-0045

Phone 701-292-4381 Fax 701-292-5714

Administration

Mr. ElRoy Burkle, Superintendent
Mr. D.J. Dockter, Secondary Principal
Mrs. Karen Lindenberg, Elementary Principal
Mrs. Julie Wass, Business Manager

Board of Directors

Mr. Keith Nielsen, President
Mr. Bruce Kitsch, Vice-president
Mrs. Michelle Logie, Director
Mr. Steve Loehr, Director
Mr. Robert Henschel, Director

January 17, 2005

ND Senate Education Committee Members
Bismarck, ND

Dear Education Committee Members,

My name is ElRoy Burkle and I serve as the LEAD Administrator for the Northeast Education Services Cooperative (NESC) and as a shared superintendent for the Starkweather, Munich and Border Central Public Schools. Due to school board meetings scheduled for the evenings of January 18th and 19th, I am unable to attend the January 19th hearing on SB 2168. Please include this document as testimony in support of SB 2168.

Mrs. Denise Wolf, NESC Executive Director, will be providing the committee with information specific to the NESC activities. I shall not be redundant, but request that this information be reviewed to gain a greater insight as to our particular JPA functions. I shall provide a brief history of our group's formation, highlight some of our major accomplishments, and provide my perspectives as to the future benefits of Joint Powers Agreements.

Prior to creation of the NESC, these sixteen member schools were, in what I consider, separate islands, with each school attempting to do everything by themselves. This meant that both administration and staff members were attending numerous separate consortium meetings specific to vocational funding, technology cooperative, teacher center, professional development, student assessment, plus other various collaborative efforts that arose.

With the creation of the e-Educational Distance Learning Group several years ago, it became very clear that adding another consortia was getting burdensome, or simply put – another set of meetings to attend. It was through Mr. Wayne Lingen's educational leadership and vision that our grass roots initiative started with fourteen of our current member schools and Lake Region State College to create a joint powers agreement. Obviously, at first each school was apprehensive as to the formation of this group. The primary obstacle was the fear of losing local control. With the aid of an outside facilitator, our group was able to establish a working trust and respect for the uniqueness of each individual school, large or small. It was through this trust building that our NESC developed three categories of issues. The first category consists of issues that the entire group believed we can work collaboratively and included, but are not limited to, expansion of course offerings, enhanced staff development and technology improvements. The second category included those issues that our group would consider working on at a later date and included hiring an executive director for this JPA and the hiring of regionalized staff such as a computer technician. The last category was a list that consisted of those

items that would remain under local school board control and included, but not limited to, staff salaries, tax levies, staff hiring, and policy making.

As state previously, one of the limiting barriers at the inception of this JPA was the fear of loosing local control. Our structure has two boards -- a governing board and an administrative board. The governing board consists of one school board member from each participating school district and one appointed member from the colleges. This board meets quarterly and provides the overall direction of the group. This board is always cognizant of the three categories that were shared in the previously paragraph. This board has ensured that local control is always present. The administrative board consists of the superintendents from each public school and a representative from the colleges. This board is charged with meeting the goals and objectives as approved by the governing board. This arrangement has worked smoothly without any major roadblocks.

One concern voiced about JPAs is that these types of organizations slow down the school consolidation process. One of the schools that I currently serve is struggling with dissolution due to declining enrollments and net reduction in curriculum offerings which is due to both declining enrollments and the teacher shortage in secondary education. I can firmly state that the JPA did not extend the life of this particular school -- not even one year. The JPA did allow this particular school to purchase services that enhanced the educational process for both students and staff. Examples include dual-credit and other distance learning options, purchasing of technician service, staff professional development activities, plus other regionalized services. It also allowed for increased communication between area school board members via the governing board. This enhanced communication allowed for board members from area schools to work together; understand that all schools are experiencing similar issues; and develop a trust and working relationship that will have far reaching effects as more and more of the Lake Region Area Schools come to grips with the difficult decisions facing them due to declining enrollments, implementation of the NCLB, the teacher shortage, technology demands, student assessments, plus numerous other common educational issues.

The \$50,000 award per each JPA that was approved at the last legislative session is providing our group with the opportunity to expand our budget to pursue hiring a grant writer. This funding is allowing us to expand our service offerings at a faster rate than what was expected. Additional funding is always appreciated, and this funding will provide all JPAs with the opportunity to expand at a faster pace. This will result in improved educational services for both students and staff. I would like to also express my sincere thanks to the Legislature for providing with this funding last session, and hope that this would continue into the next biennium.

As superintendent, I constantly evaluate curriculums, programs, etc. for effectiveness. During this evaluation process, I ask myself the following question, are we are better off today than we were without the changes? I can truly testify that our group has gained much in our limited JPA life. We no longer dream about what we could do. Rather, we discuss, brainstorm, plan and implement events that allow for dreams that become a reality to better improve the educational process for both students and staff.

Your support of SH 2168 would be sincerely appreciated.

Sincerely,

s/s ElRoy Burkle

Mr. ElRoy Burkle,
Superintendent

SB 2168
H. 97201

Testimony in support of 2168 given by Mr. ElRoy Burkle, Superintendent of Border Central, Starkweather, and Munich Public Schools, and LEAD Administrator for the Northeast Education Services Cooperative (NESC).

Good Morning Chairperson Kelsch and members of the House Education Committee. I ask for your support in passing SB 2168.

Prior to our formation of the NESC, all administrators were attempting to complete tasks on an individual basis. The NESC JPA has allowed us to work together as a team in developing policies, providing staff with professional development opportunities, just to name a few services. Please refer to the enclosed handout illustrating what the various JPAs are presently pursuing and their respective vision for future collaborative endeavors. You shall notice two sections on this handout – Administrative Services and Student Services. Mrs. Denise Wolf, Lake Area Career and Technical Center Director and NESC Executive Director will focus on the student services shortly.

Also, prior to our JPA formation, administrators were attending separate meetings dealing with Carl-Perkins Funding, Technology Learning Cooperative Issues, etc. And, if one was not on a steering committee, you were left out of the communication loop. By bringing these entities under the JPA umbrella, administrators are now better informed as to the happenings of these separate committees.

This may appear as another layer of bureaucracy, and in reality it is. However, it is a layer that was formed through a grass roots vision. It was through this vision that our group was formed with the goal of improving student services through a coordinated effort. Prior to our formation, we had so many little, isolated islands, that no administrator clearly had a handle on the issues and decisions impacting our schools, small or large. Another way of looking at this is: this JPA reduced the number of bureaucratic layers into one effective and efficient organization.

As superintendent, I constantly evaluate programs and organizations to ensure that best practice methods are in place, and make revisions as deemed necessary and appropriate. One of the questions that I ask myself is if we are better off today with the changes than without. In this case, I would not opt to go back to the day of isolationism, lack of information, and individualism. This has worked for us and I urge for your support of this legislation. Thank you for your time and support.



Northeast Education Services Cooperative

"Improving Quality Education in North Dakota"

Established – January 2001

NESC Vision

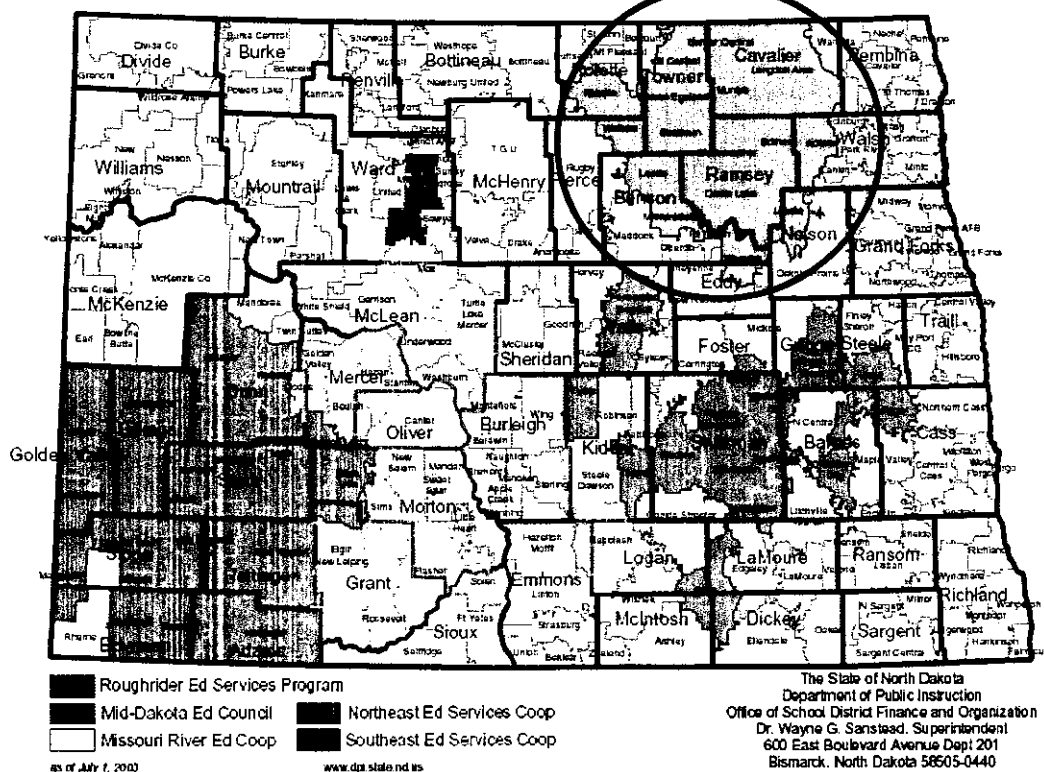
In the NESC area in 2020, education services will exemplify a tradition of continuing excellence in education, focused toward career choice opportunities and delivered through collaborative means.

NESC Mission

The mission of the NESC is to provide leadership to improve the quality of education by providing joint governance and administration of education services by a variety of means utilizing area opportunities.

ND Joint Powers Agreements (2003-2004)

as of July 01, 2004



NESC Member Schools & Cooperative Members

Adams-Edmore • Bisbee-Egeland • Border Central • Cando • Devils Lake • Four Winds
Lakota • Langdon • Leeds • Minnewaukan • Munich • Rock Lake • Rolette • Starkweather
Warwick • Wolford • Lake Region State College • Candeska Cikana Community College
• Lake Region Special Education Unit

NESC School District Facts 2003-2004

	Inception	Average Daily Membership	General Fund
JPA Members			
Adams	2001	100	\$841,150
Bisbee-Egeland	2001	88	1,112,661
Border Central	2001	26	675,565
Cando	2001	280	1,075,016
Devils Lake	2001	1940	11,455,622
Edmore	2001	101	1,244,405
Four Winds (9-12)	2001	201	3,133,432
Lakota	2001	267	1,805,009
Langdon	2001	549	3,757,315
Leeds	2001	196	1,501,133
Minnewaukan	2001	125	1,283,712
Munich	2001	125	1,492,987
Rock Lake	2001	72	741,204
Rolette	2003	199	1,708,825
Starkweather	2001	110	1,089,878
Warwick	2001	201	3,563,590
Wolford	2003	69	645,463
Total Secondary		4,649	\$37,126,967
JPA Cooperative Members			
Lake Region State College	2001		
Candeska Cikana Community College	2001		
Lake Region Special Education Unit	2005		

NESC Member Services & Dues

- Membership Dues \$1,000
- Computer Technician Support \$1,000
- ITV Technician Support \$1,700
- ITV Scheduling Support \$ 50

NESC Member Schools & Cooperative Members

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NESC Accomplishments

- NESC application and approval of \$50,000 State JPA Incentive Payment
- Increased alignment of a common school calendar and course schedules.
- Increased collaboration and course offerings via ITV.
- Collaboration and coordination of library resources.
- A full-time Information Technology Support Specialist was hired to provide computer and interactive video technology support service to participating schools.
- A collaborative effort between NESC schools has generated grant application opportunities and the pursuit of a full-time grant writer.
- The sharing of resources and personnel has allowed increased professional development opportunities for educators and administrators.
- NESC coordination of Northwest Education Assessment (NWEA) training and on-line assessment testing.
- Increased public relations regarding the NESC and JPA collaboration.
- Development of an NESC Marketing Plan.
- Development and approval of an NESC Sportsmanship Plan.
- Development of an ITV e-Education Policy for compensating teachers and participating school districts.
- Increased dual credit opportunities between secondary and post-secondary institutions
- Collaboration and coordination for organizing regional counseling services.
- Increased partnerships between special education, post-secondary institutions, and career and technical cooperatives

Strategic Goals for 2004-2005

- Solidify common course calendar and schedules
- Obtain a full-time grant writer to increase funding opportunities.
- Expand the regional technician support position.
- Collaboration and implementation of professional development activities
- Develop opportunities for curriculum development, sharing, and mapping.
- Implementation of transportation workshop and vehicle purchases
- Expansion of Lake Area Career & Technology Center regional counseling services to NESC schools.
- Collaboration and implementation of Northwest Education Assessment (NWEA)
- Increased public awareness of the NESC and ND JPAs.
- Merge the ITV e-Education Consortium under the NESC umbrella.
- Coordination and automation of library services.
- Organization, implementation, and staffing for supply acquisition.
- Pursuit of partnerships with existing educational organizations and external agencies.

NESC Member Schools & Cooperative Members

Adams-Edmore • Bisbee-Egeland • Border Central • Cando • Devils Lake • Four Winds
Lakota • Langdon • Leeds • Minnewaukan • Munich • Rock Lake • Rolette • Starkweather
Warwick • Wolford • Lake Region State College • Candeska Cikana Community College
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JPA Benefits to Schools

Benefits to Students

- Access to more educational opportunities
- Educational flexibility through interactive video course offerings
- Access to updated and improved curriculum through the collaboration, development, and sharing of resources among school districts
- Access to materials, equipment, and technology through sharing and grant opportunities
- Improved individualized student education through on-line assessment opportunities that assist in improving learning in areas of reading, math, and science
- Improved education through systematic curriculums organized and mapped through resources such as Atlas Mapping

Benefits to Teachers

- Increased opportunities for professional development
- Increased educator support system
- Increased access to additional content specialists
- Collaborative curriculum development opportunities
- Potential improved instruction and student assessment through professional development
- Potential for inter-discipline inter-district activities due to common calendar and schedule
- Improved individual student instruction due to access to on-line assessment instruments and timely assessment results
- Access to materials, equipment, and technology through sharing and grant opportunities
- Educator knowledge and resources extend K-16 due to collaboration between secondary and post-secondary institutions

Benefits to Administrators

- Elimination of time away from local district operation, due to the systematic coordination of activities under one umbrella that provides a more efficient use of time and time management to attend meetings/events.
- Efficient use of time and ease of scheduling area and regional extra curricular activities due to the common calendar and schedule
- Strength in making area and regional decisions due to the joint efforts of Class A schools, Class B schools, and higher education
- More efficient use of local funds due to collaborative efforts such as: professional development, curriculum development, acquisitions, transportation, grant writing, public relations, and technology support.
- Access to more resources, educational opportunities, and course offerings through ITV and on-line resources
- Administrative knowledge and resources extend K-16 and years of experience due to collaboration between secondary and post-secondary institutions.

Benefits to School Districts

- More efficient fiscal management of local funds
- Quality educational opportunities
- Increased ability for short and long-term planning of area and regional educational programming

Northeast Education Services Cooperative

3-Year Financial Report

8/3/2004

Carry-Over	2001-02	2002-03	2003-04	Budget 2004-05
Beg Balance 2003		\$ 13,678.48	\$ 25,078.45	\$ 25,078.45
Revenue 2003-04		\$ 15,900.00	\$ 82,889.56	\$ 82,889.56
Expenses 2003-04		\$ 4,500.03	\$ 67,454.03	\$ 67,454.03
Balance June 30, 2004	\$	\$ 25,078.45	\$ 40,513.98	\$ 40,513.98
NESC Dues (2004) (@1000)		\$ 11,900.00	\$ 17,000	\$ 18,000
New Members		\$ 4,000.00	\$ 4,000	\$ -
E-Ed Tech Support (@1700)		\$ -	\$ 22,100	\$ 23,800
Computer Tech Support (@1000)		\$ -	\$ 9,000	\$ 12,000
Scheduler Fee		\$ -	\$ 1,100	\$ 1,100
Total Membership Fees	\$ 14,900.00	\$ 15,900.00	\$ 53,200	\$ 54,900
TLC				18,000
Technician Salary, Fringe, Ben. Vehicle				
TLC Total		\$ -	18,000	0.00
Grants		\$ -	1,219.82	0.00
State Funds		\$ -	10,469.74	72,900.00
Total Revenue	\$ 14,900.00	\$ 15,900.00	82,889.56	113,413.98
Expenses				
IT/Video Conf. Technician			\$30,000.00	\$ 31,000
Salary 1 FTE Tech	\$	-	\$2,295.20	\$ 2,300
Social Security/Medicare	\$	-	\$3,793.00	\$ 3,800
Total Technician	\$	-	\$36,088.20	\$ 37,100
Phone	\$	-	\$482.41	\$ 700
Staff Development	\$	-	\$500.00	\$ 4,000
Office			\$0.00	\$ 1,000
Vehicle/Travel (Includes TLC)			\$5,522.23	\$ 8,000
Equipment on hand			\$16,141.03	
Grant Opportunities (pool to contract grant by grant basis)			\$	10,000
Executive Director (Denise Wolf)			\$508.50	
Secretarial (Sue/Bobbi)	\$	3,061.66	\$6,400.00	\$ 6,650
Public Relations	\$	256.50	\$0.00	\$ 2,400
ITV Scheduler (Brenda Mitzel)	\$	700.00	\$1,000.00	\$ 1,200
Misc	\$	1,221.52	\$811.66	\$ 1,100
Total Expenses	\$ 1,221.52	\$ 4,500.03	\$67,454.03	72,650.00
Balance 2004-05	\$ 13,678.48	\$ 11,399.97	\$15,435.53	250.00
Carry-Over 2004-2005	\$ 13,678.48	\$ 36,478.42	\$ 55,949.51	\$ 40,763.98

Northeast Education Services Cooperative

2005-2007 Sample Budget

Revenue	2005-06	2006-07
Estimated Revenue		
Member Dues	\$ 18,000.00	\$ 18,000.00
Service Fees	\$ 36,000.00	\$ 36,000.00
DPI Basic JPA Grant	\$ 125,000.00	\$ 125,000.00
DPI Per Pupil Payment	\$ 45,000.00	\$ 45,000.00
DPI Competitive Grant	\$ 50,000.00	\$ 50,000.00
2004-05 Reimbursement	\$ 50,000.00	\$ -
Misc. Revenue	\$ -	\$ 13,000.00
Total Projected Revenue	\$ 324,000.00	\$ 287,000.00
Expenses		
Estimated Expenses		
*Salary Expenses		
Regional Technician	\$ 40,000.00	\$ 40,000.00
Grant Writer .5	\$ 25,000.00	\$ 25,000.00
NESC Coordinator .5	\$ 25,000.00	\$ 25,000.00
ITV Curr.Prof. Dev.	\$ 40,000.00	\$ 40,000.00
Support Staff	\$ 8,000.00	\$ 8,000.00
Counselor	\$ 40,000.00	\$ 40,000.00
Teacher Facilitators	\$ 30,000.00	\$ 25,000.00
Total Salary	\$ 208,000.00	\$ 203,000.00
*Training Expenses		
Data Driven Class for Teachers	\$ 4,000.00	\$ 4,000.00
NWEA Assessment	\$ 4,000.00	\$ 4,000.00
January In-Service	\$ 10,000.00	\$ 10,000.00
Technology Integration	\$ 5,000.00	\$ 5,000.00
Curriculum mapping	\$ 5,000.00	\$ 5,000.00
Fall In-service	\$ 5,000.00	\$ 5,000.00
Study Groups	\$ 15,000.00	\$ 12,000.00
Total Training	\$ 48,000.00	\$ 45,000.00
*Special Projects		
State & National Conferences	\$ 10,000.00	\$ 5,000.00
Curriculum Development	\$ 5,000.00	\$ 5,000.00
Total Special Projects	\$ 15,000.00	\$ 10,000.00
*Operational Expenses		
Contracted Services	\$ 8,000.00	\$ 6,000.00
Printing, Postage, Phone	\$ 2,500.00	\$ 2,500.00
Travel	\$ 15,000.00	\$ 8,000.00
In-service books and materials	\$ 6,000.00	\$ 6,000.00
Supplies and materials	\$ 4,000.00	\$ 3,000.00
Technology	\$ 15,000.00	\$ 2,500.00
Misc.	\$ 2,500.00	\$ 1,000.00
Total Operating Expenses	\$ 53,000.00	\$ 29,000.00
Total Project Expenses	\$ 324,000.00	\$ 287,000.00



Northeast Education Services Cooperative

"Improving Quality Education in North Dakota"

Established – January 2001

<http://www.edutech.nodak.edu/nesc/>

NESC Vision

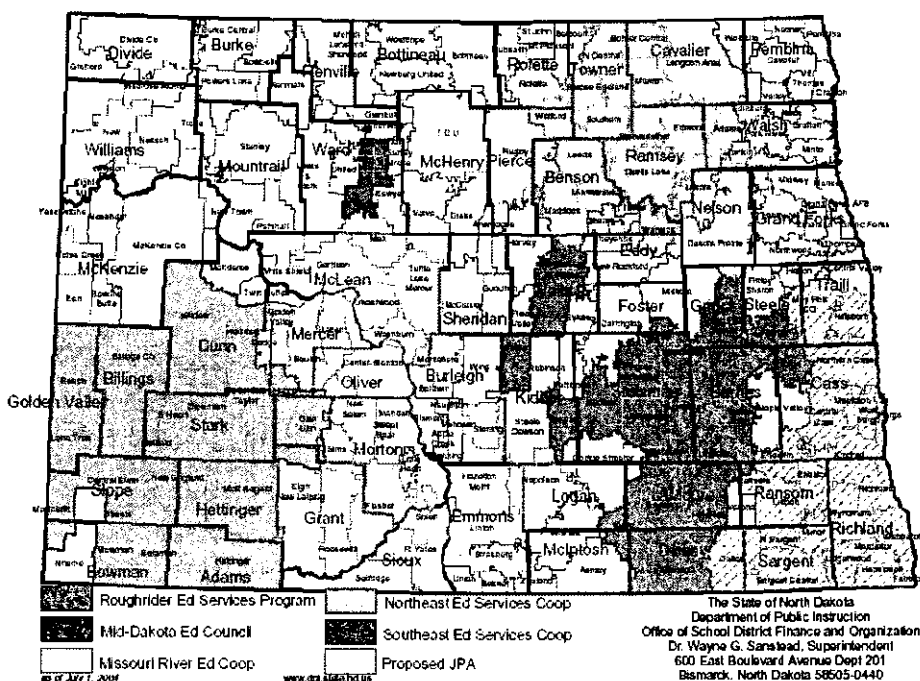
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ND Joint Powers Agreements (2004-2005)

as of March 1, 2005



NESC Member Schools & Cooperative Members

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Lakota • Langdon • Leeds • Minnewaukan • Munich • Rock Lake • Rolette • Starkweather
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• Lake Region Special Education Unit

3/1/2005

NESC School District Facts 2003-2004

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PA Members				
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Bisbee-Egeland	2001	88	340.13	1,112,661
Border Central	2001	26	275.00	675,565
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Starkweather	2001	110	278.00	1,089,878
Warwick	2001	201	230.69	3,563,590
Wolford	2003	69	195.50	645,463
Total Secondary		4,649	4955.81	\$37,126,967
JPA Cooperative Members				
Lake Region State College	2001			
Candeska Cikana Community College	2001			
Lake Region Special Education Unit	2005			

NESC Member Dues & Service Fees

- | | | |
|-------------------------------|---------|------------|
| • Membership Dues | \$1,000 | (required) |
| • Computer Technician Support | \$1,000 | (optional) |
| • ITV Technician Support | \$1,700 | (optional) |
| • ITV Scheduling Support | \$ 50 | (required) |

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Northeast Education Services Cooperative

"Improving Quality Education in North Dakota"

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JPA Hurdles, Barriers, and/or Opportunities

1. Collaborative efforts of sixteen school districts and two colleges.
 - a. Philosophies
 - b. Traditions
 - c. Distance
2. Development Legal Documents
 - a. By-Laws - Process of Evolution
 - b. Joint Powers Agreement – Unanticipated events
 - c. Contracts with districts
 - d. Strategic Plan
3. Fiscal Management
 - a. Employee contracts – who holds, insurance, evaluations
 - b. Service fees
 - c. Planning
 - d. Payment schedule
 - e. Operations – procedures and policies
4. Communication
 - a. Public Relations – legislators, community, schools boards, teachers
 - b. E-mail
 - c. Listserv
 - d. Events and Registration
5. Services and Activities
 - a. Number of activities
 - b. Planning
 - c. Dissemination of information to staff
6. Time
 - a. Full-time management versus part-time
 - b. Governing Board and Lead Administrator time
 - c. Committee work
7. Commitment
 - a. Trust
 - b. Attendance at meetings
 - c. Flexibility
 - d. Committee work
 - e. Communication

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Benefits to Administrators

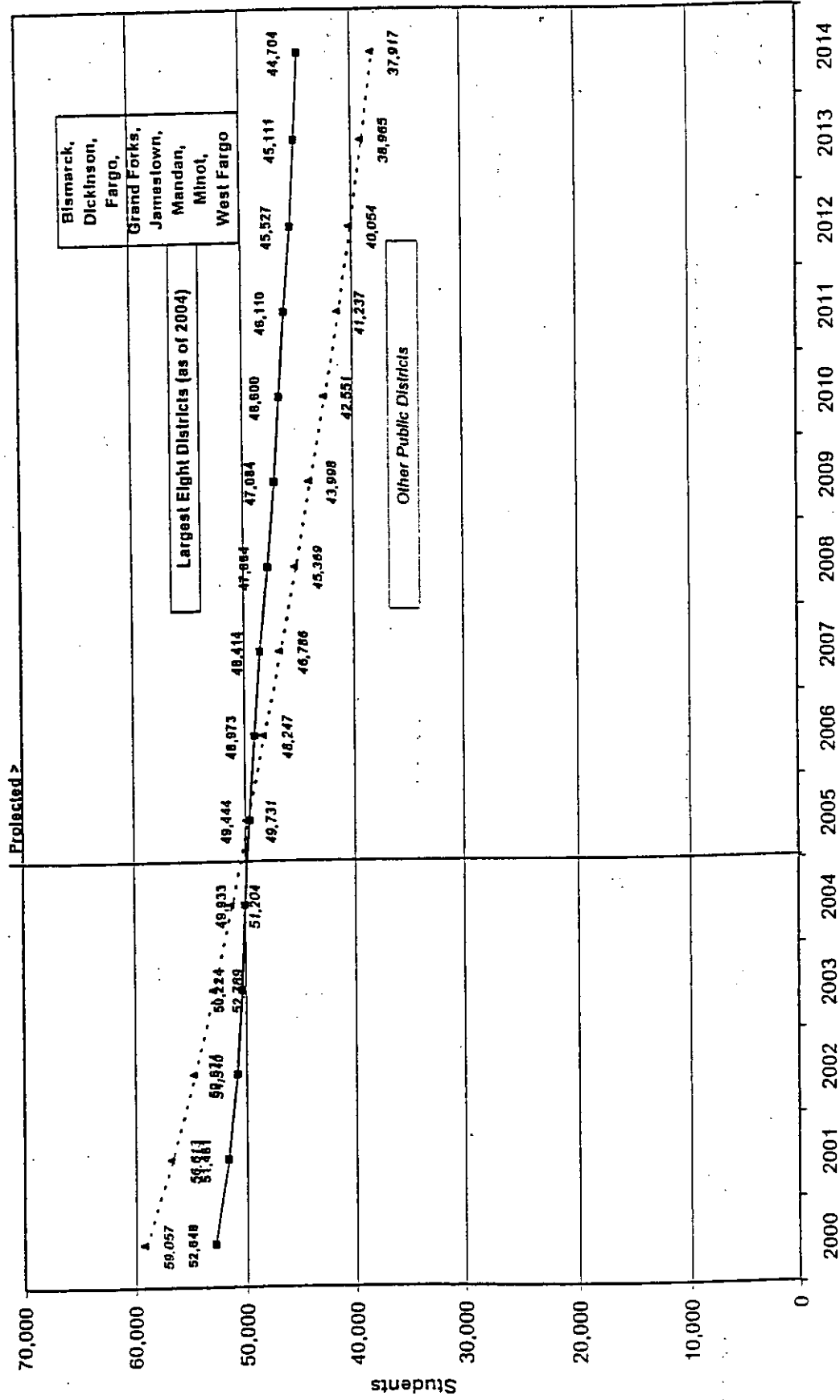
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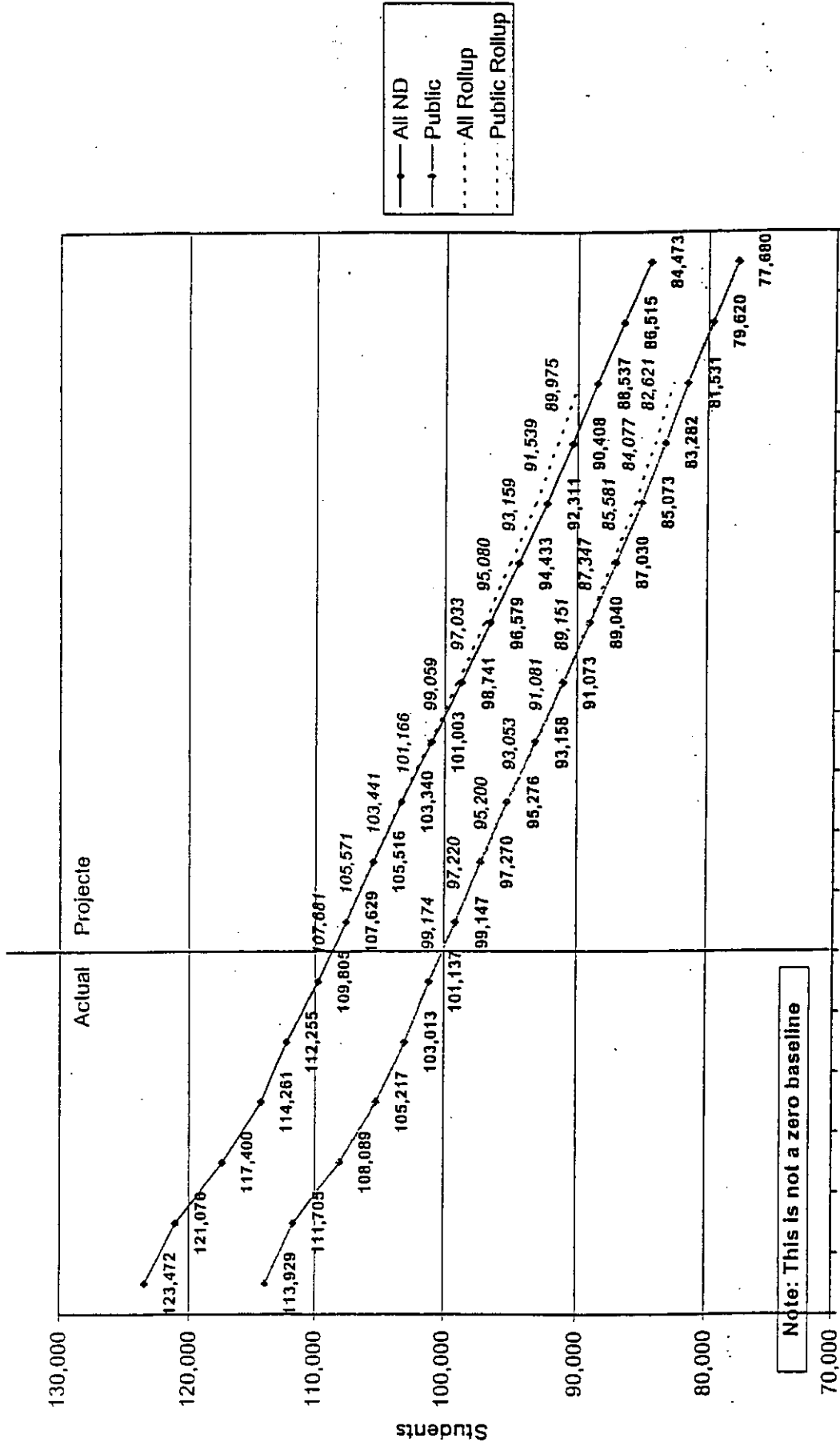
North Dakota Department of Public Instruction

ND Public K-12 Enrollment History and Projection



North Dakota Department of Public Instruction

Enrollment Projection Comparison State-wide Method vs. Rollup of 162 Projections



Senate Bill 2168
ND House Education Committee
March 2, 2005

RaeAnn Kelsh, Chairman
Dennis Johnson, Vice Chairman
Representatives: C.B. Haas, Lyle Hanson, Kathy Hawken, Gil Herbel, Stacy Horter, Bob Hunsakor, Lisa Meier, Phillip Mueller, Mike Norland, Margaret Sitte, Dorvan Solberg, John Wall,

From: Denise Wolf, NESC Executive Director
Northeast Education Services Cooperative

Chairman and members of the House Education Committee: My name is Denise Wolf, Director of the Lake Area Career & Technology Center and Executive Director of the Northeast Education Services Cooperative (NESC) located in the Devils Lake Basin. I am here today to testify in support of SB2168. In my testimony today, I will give you an overview of the NESC, JPA Student Services and benefits, examples of visionary student service activities, and provide examples of how these NESC initiatives have positively impacted the quality of education and opportunities for all students in the Lake Region.

Distance Learning Classes – ITV

Interactive video and distance education opportunities have been available in North Dakota for over a decade. Several schools in the Lake Region explored the possibility of organizing a network to share courses, yet limited resources and misgivings between districts halted implementation of the project. As the JPA began to evolve and technology grant money became available, distance education was marked as a priority for schools in the newly founded NESC. The JPA cooperative agreed to secure funding to develop a distance-learning consortium in the Lake Region. NESC collaborative efforts began to break down barriers that had for years halted the ITV initiative and became the catalyst for forming the e-Education Consortium comprised of 20 schools.

Over the past two years, NESC ITV activity has increased but schools were still hindered by multiple calendars and class time schedules that didn't coincide. This year, the NESC prioritized the creation of a common calendar and an eight period bell schedule that will allow for more efficient exchange of courses over ITV. The calendar and schedule were approved in January. The common schedule would not have been possible without the JPAs efforts and has

opened additional learning opportunities between schools and advanced post-secondary classes from Lake Region State College.

Assessment and Individualized Instruction Opportunities

No Child Left Behind and quality education initiatives have increased the demands for quality instruction and accountability of student learning. In an effort to meet these demands and identify individual students learning needs, NESC schools partnered to share the \$3,800 one-day training costs to implement Northwest Education Assessment (NWEA), an electronic on-line assessment program. NWEA can be used to tests students in areas of language, math, and some sciences, grades 2-11, up to four times a year. After implementation of the exams, teachers were elated to receive individual and group test results within twenty-four hours. Teachers now had the information to provide individual instruction and re-teaching of concepts where needed. The results have been so beneficial to teachers that they have requested a second \$3,800 one-day training for data analysis. The training will be sponsored and organized through the NESC.

Professional Development

Quality instruction is key for adequate student learning. The NESC has prioritized professional development as one of its on-going initiatives. Organizing and funding quality professional development opportunities is time consuming and expensive. Collaboration among NESC schools has provided more manpower, resources, and funding to organize professional development activities, share facilities and equipment, and obtain professionals from around the country to train more educators here in North Dakota versus traveling to conferences around the country. This year the NESC implemented its first regional professional development day and are discussing additional initiatives over the next year. These professional development days provide teachers with an opportunity to network with peers, share instructional strategies, and improve their craft while saving schools money in travel expenses. As accountability and quality instruction demands continue, professional development will be a major activity for the JPA.

Career & Technical Education and Counseling Services

The Lake Area Career & Technology Center (LACTC) has been a regional center providing opportunities for career and technical education and career development counseling since 1976. In an effort to provide a more systematic and efficient use of counseling services in the region, LACTC is partnering with the NESC to coordinate career development counseling needs in the region. Currently, two counselors are serving nine schools in the region. Meetings

will be are scheduled to identify and coordinate needs for 2005-2006. The NESC has provided the avenues to more efficiently identify elementary and secondary counseling needs, communicate between schools, employ counselors, and effectively meet multiple schools counseling requirements. The goal of the NESC is to stabilize the counseling program in the region, coordinate counseling and social work activity for efficiency, develop a network for sharing of counseling and career development curriculum, and create a positive system for sharing counselors while eliminating travel and preventing burn out.

Career and technical education provides applied academics and hands-on learning to real-life projects for career preparation. LACTC is currently working with the NESC to make available career and technical education courses via ITV. In 2003-2004, the regional Technology Learning Cooperative united with the NESC to share and transport high tech equipment to be used in career and technical education courses, science, and math. Students benefit from access to new equipment while teachers are able to enhance learning in their curriculums.

JPA Benefits

While schools continue to function, students in North Dakota and rural communities deserve access to quality educational opportunities, teachers must continue to learn and grow as professionals to provide quality instruction, and administrators and schools are required to meet the demands of adequately yearly progress on limited time and resources. The Joint Powers Agreement has created a network for developing partnerships, sharing of resources, collaboration on initiatives, and provides a foundation of trust among school boards, administrators, and communities for future cooperation. As the shift in population continues, today's JPA efforts will be vital for the transition and transformation in North Dakota education in the 21st Century.

Denise Wolf, NESC Executive Director

JPA DIRECTORY INFORMATION

JPA Name: Northeast Education Service Cooperative (NESC)

Lead Administrator: ElRoy Burkle
Title: Superintendent
School District: Border Central, Starkweather and Munich
Work Phone: 701-697-5111; 701-292-4381; 701-682-5321
E-mail address: Elroy.Burkle@sendit.nodak.edu

Executive Director Denise Wolf
Title Director Lake Area Career and Technology Center
School District Devils Lake Public Schools
Work Phone 701-662-7650
E-mail address Denise.Wolf@sendit.nodak.edu

Governing Board/President: Keith Nielsen
School District: Starkweather
Phone: 701-292-4461
E-mail address: keithnielsen@stellarnet.com

<u>Current Programs:</u>	<u>Contact Person(s):</u>
Technology Technical Asst Coord.	Doug Darling/Lake Region
	Allen Vetsch, LACTC
School Calendar	Steve Swiontek/Devils Lake
Staff and Curriculum Development/Train.	Joel Braaten, Leeds
	Myron Jury, Minnewauken
Library Acq & Specialist Svc.	Bradley Webster, Rolette
	Mark Lindahl, Cando
Staff Retention and Recruitment	Daren Christianson, Rock Lake
	Rich Rogers, Langdon
Grant Writing	Elroy Burkle, Starkweather
	Gailord Peltier, Four Winds
Textbook Acq. & Sharing	Keith Arneson, Adams/Edmore
Integration of other partnership	Denise Wolf, LACTC
	Myron Jury, Minnewauken
	Larry Zavada, Wolford
Transportation	Harold Berquist, Lakota
	Steve Holen, Bisbee-Egeland
Student Counseling	Denise Wolf, LACTC
Distance Learning, common class reg.	Brenda Mitzel, Wolford
Public Relations	Elroy Burkle, Starkweather, Munich and Border Central
	Bradley Webster, Rolette
Common Curriculum, Dual Credit, AP	Doug Darling/Lake Region

JPA Website: www.edutech.nodak.edu/nesc

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
Adams #128	95	172.04
Bisbee-Egeland #2	85	340.13
Border Central #14	28	290
Devils Lake #1	1,866	472.63
Edmore #2	93	395.25
Ft. Totten #30	212	34
Lakota #66	257	401.19
Langdon Area #23	496	805
Leeds #6	196	384.75
Maddock #9	213	396.67
Minnewaukan #5	144	230
Munich #19	117	277.13
North Central #28	69	257.25
Rolette #29	185	280.77
Southern 8	259	275
Starkweather #44	100	278
Warwick #29	214	230.69
Wolford #1	58	195.5
TOTALS 17 Public School Districts	4,687	5,716.00

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
Adams #128	95	172.04
Bisbee-Egeland #2	85	340.13
Border Central #14	28	290
Devils Lake #1	1,866	472.63
Edmore #2	93	395.25
Ft. Totten #30	212	34
Lakota #66	257	401.19
Langdon Area #23	496	805
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Minnewaukan #5	144	230
Munich #19	117	277.13
North Central #28	69	257.25
Rolette #29	185	280.77
Southern 8	259	275
Starkweather #44	100	278
Warwick #29	214	230.69
Wolford #1	58	195.5
TOTALS	17 Districts	4,474
		5,319.33

SB 2168
Senate Education Committee
January 19, 2005

Mr. Chairman and distinguished committee members.

My name is James Dunnigan and I am the superintendent of the Medina Public School and I serve as LEAD administrator of the South Central Education Cooperative (SCEC). The SCEC is made up of fifteen school districts along with three cooperating partners that include Valley City State University, Jamestown College, and the Valley City Teachers Center. The SCEC is perhaps the newest kid on the block in that the signing ceremony for the SCEC was June 23, 2004. As of January, the SCEC has hired a coordinator to help coordinate a very progressive agenda that the SCEC is undertaking. Coordinating professional development for all teachers has been one of our first efforts, as well as working on developing a plan with the two colleges to move our teachers to the highly qualified status needed for NCLB. The SCEC is also looking at working with the colleges to develop programs for our students within the JPA.

One of the reasons, which was a driving impetus, for the formation of the SCEC was to organize a group of schools that already share a variety of consortia that all include monthly meetings, such as, Interactive TV, Special Ed., Vocational meetings, Teacher centers, etc. The **reduction of meetings** by incorporating them under a viable JPA would allow for more time to work on the needs of the school in its day to day operation. This is perhaps a long range goal but one that I see, as a huge benefit to all schools.

Professional development is another issue that definitely has merit under a JPA. Schools, in a JPA such as the SCEC can afford more intensive development and training for staff and administration because of numbers and resources. It is extremely difficult for small schools with a small budget and small staffs to provide meaningful professional development on their own. With the collaboration of larger schools and with the cooperation of the institutions of higher learning, professional development becomes a huge benefit to the schools within a JPA. An example of this, which was one of the first efforts of our young SCEC, was to sponsor a workshop on the effects of poverty in regards to student learning and help teachers develop strategies to work with these students. The workshop was open to all member schools.

The lists of benefits such as common calendars and joint scheduling to benefit our students are endless, and with cooperation and coordination of the schools within JPA's, benefits for the students and communities are greatly enhanced. JPA's, I believe, give schools that vehicle to help develop the trust and cooperation between schools, and will develop working relationships with the schools of higher learning, which will benefit all students within the JPA's.

The \$50,000 award per each JPA that was approved at the last legislative session provides the SCEC the opportunity to expand our budget, and allowed the SCEC to hire a coordinator. The hiring of a coordinator has and will help us to expand our service offerings at a faster rate than what was expected. Additional funding is always appreciated, and this funding will provide all JPA's with the opportunity to expand at a quicker pace. With adequate funding JPA's will be able to improve educational services

for both students and staff. I would like to express my sincere thanks to the Legislature for providing JPA's with this funding last session, and hope that this would continue into the next biennium.

SCEC Financial Report:

Coordinators Salary: \$15,000.00 Salary for six months.

\$1162.50 TFFR

\$1147.50 FICA

\$600.00 Insurance

\$1800.00 Computer and supplies

\$19710.00 Total Coordinators Salary

\$20,000 to be used for hiring of Technician for technical support
(Finance and Resource Committee working on budget)

\$10,290.00 to be used for In-services for member schools (Finance
and Resource Committee working on budget)

\$50,000.00 Total State aid

Member schools also pay a \$500.00 membership to cover meeting costs and any other miscellaneous costs that arise in the course of JPA business.

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House Education Committee
March 2, 2005

Introduction. Keith H. Nielsen- NESC Governing Bd. President
Board Pres. Starkweather Bd. Of Education

1. Governing the JPA -- A View From A Small School

One of the keys to an effective JPA is the way in which you choose to govern it. This is very important because it can set the proper tone for working together right from the beginning. The most negative thing that prospective members of a JPA worry about is the loss of autonomy, identity and the control over the things that the local school board always has had. This is especially true for small school districts when they find themselves partnered with much larger ones. The concern that the larger district will run roughshod over the smaller ones has been expressed many times. The JPA that my school belongs to, the Northeast Education Services Cooperative has dealt with governance in such a way that we have been able to build a very trusting and productive relationship.

2. What we use in the NESC.

A. Governing Board -- This is made up of one board member from each member school. This board sets policy and approves the operating budget. They also set the direction the JPA will work towards and report directly to their local school boards. Officers consist of a President and Vice- Pres. Elected from the membership to serve for two years.

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House Education Committee
March 2, 2005

B. Administrative Board – This consists of one administrator from each member school, typically the Superintendent. This board meets monthly and reports to the Governing board, which usually meets quarterly. The work that needs to be done to carry out the direction from the G.B. is done by this board. Officers consist of Chair and Vice- Chair also serving 2 year terms.

C. Executive Director – The NESC also employs a part time Executive Director to handle most of the day to day tasks. This is a paid position that comes from the general budget. This person reports to both Governing Board and Administrative Board.

3. How has it worked?

While the NESC could be considered quite young by some standards it has already proven to be very effective and useful. I believe we are currently in our 4th year of existence. While we continue to grow in size, both in membership and scope, we have been able to overcome many obstacles and work through some unforeseen difficulties. We currently have approximately 19 dues paying members. Some of the changes we have had to address include redefining the terms of service for our board officers so

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March 2, 2005

that the leadership will function as smooth as possible during times of transition. Small changes have needed to be made to our Bylaws and JPA Agreement. One of the things that make the atmosphere of the NESC so productive and non- threatening is that each and every member has the option of opting out of any program or project they do not want to participate in. This is very important to have, as it will help alleviate the apprehension that many school districts have concerning JPA's. In our case we also have the requirement that the Governing Board will operate by unanimous decision. This is not always practical and is currently being addressed to define certain situations that unanimous action is not needed. This will make the JPA operate more effectively for all members.

4. What are the big advantages for a small school?

A small school on its own would probably never be able to accomplish what we as a group have. They would probably not have access to the Distance Learning program that we are developing. This program was our first major accomplishment and it involved setting up an interactive video lab in every member school. These labs are used for sharing classes and teachers not just with other NESC members but other schools in the

SB 2168
House Education Committee
March 2, 2005

state or country. The labs can also be used for conference call type meetings that will save the districts travel time and money. A direct result of the Distance Learning program has been the recent vote that our Governing Board took in January to approve a common calendar and class schedule. This was in my opinion a monumental accomplishment and something we have been working on since this group first came together. It should move our efforts to improve class offerings and curriculum forward immensely.

At the NESC we are currently interviewing applicants for a grant writer position. Having access to grant monies that can be used to improve your school is something a small district would not likely have without the organizational structure of a JPA. Another benefit to the small school is just the idea of belonging to this larger group of your peers. The simple fact that the Administrators are meeting monthly, and the Governing Board quarterly as in our case, to discuss common problems and solutions is in itself a productive thing.

In closing I would just like to say, belonging to a JPA will not save a small school that is combating declining enrollment, it will as I have stated, help us do a better job with the resources we have for the students we serve.

Thank you for your time.

Goals continued ...

- To provide consistent training and mentoring to SCEC leaders.
- To create a forum for SCEC administrators to exchange ideas and best practices.
- To fund a half-time SCEC coordinator's position to help manage and administer the JPA (completed).
- To retain SCEC staff (teachers and others) by fostering optimal, supportive work environments for employees.
- To compile a database of all substitute teachers in the SCEC area for use as a substitute teacher pool.
- To create a mechanism that encourages the full utilization of existing employees to fill other positions.
- To study and compare local salary schedules and benefits for SCEC school districts for teachers and support staff and utilize this information when negotiating or hiring staff.
- To bring other schools, existing partnerships, consortiums and cooperatives into the SCEC collaborative, when appropriate.

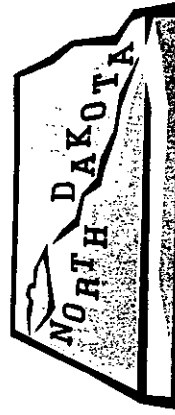
SCEC Member Schools:

Fessenden-Bowdon Public School
Griggs County Public School
Hope-Page Public School
Jamestown Public School
Kensal Public School
Kulm Public School
LaMoure Public School
Medina Public School
Montpelier Public School
Pingree-Buchanan Public School
Spiritwood Public School
Tappen Public School
Tuttle Public School
Valley City Public School
Wimbleton-Courtenay Public School

SCEC Cooperating Members:

Jamestown College
Valley City State University
Valley City Teacher Center

A Joint Powers Agreement



SCEC

SCEC

South Central Education Cooperative
c/o Medina Public School
PO Box 547
Medina, ND 58467

Phone: 701-486-3121

Fax: 701-486-3138

Email: dunniganj@medina.k12.nd.us

Email: pat.bell@sendit.nodak.edu

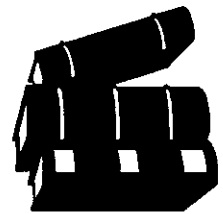
South Central Education Cooperative

VISION STATEMENT:

The South Central Education Cooperative members envision providing the highest level of educational opportunities to students as life long learners in the geographic area.

MISSION STATEMENT:

The mission of the SCEC is to provide leadership for designing and implementing shared education programs for school districts and state leaders through an administrative team and accountability to local elected leaders to reach the SCEC vision.



The SCEC has many goals and objectives which we are currently working towards. The following is a partial listing:

- To establish a shared grant writing service.
- To conduct a survey/needs assessment of all SCEC schools and to develop a list of grant writing priorities based on the survey results.
- To secure DPI/JPA incentive funds.
- To secure a resolution from the Governing Board to move ahead with the effort.
- To complete all necessary applications, documents and paperwork for filing; and submit all necessary forms for approval.
- To develop a SCEC website that is accessible, has reciprocal links to all members and is updated regularly with SCEC activities and documents.
- To research technology information and share best practices with member school districts.
- To develop a process for cost effective technology support through joint bidding, joint purchasing and textbook/library inventories with the Purchasing, Transportation, and Resources Committee.
- To support shared staff development, curriculum development, and staff training.
- To complete a curriculum and staff development needs survey.
- To develop a SCEC staff development plan that optimizes opportunities by sharing costs and resources and implement it in the participating districts as feasible.
- To utilize the Federal Title Programs allocations for the SCEC curriculum and staff development programs.
- To assure that curriculum and mapping efforts in the SCEC are appropriately aligned with state and federal standards and benchmarks.

- To optimize opportunities for collaborative efforts for complying with the requirements of No Child Left Behind (NCLB).
- To develop a list of priorities and activities for meeting the NCLB requirements.
- To take full advantage of economies of scale and underutilized equipment.
- To complete a survey of purchasing needs and resources.
- To establish a mechanism for joint textbook acquisition and sharing.
- To complete an equipment inventory and develop a process for equipment sharing.
- To develop a plan for consistent, joint training for bus drivers.
- To develop a forum for the sharing of information and resources and to encourage collaboration between the SCEC member school districts, Jamestown College (JC), Valley City State University (VCSU), the Valley City Teacher Center to address the needs for training and support of highly qualified teachers.
- To review the definitions prepared by the Education Standards and Practices Board (ES&PC) and identify ways to assist teachers in becoming highly qualified.
- To identify methods for encouraging more students to pursue higher education.
- To expand the availability of continuing education offerings through JC & VCSU.

JPA DIRECTORY INFORMATION

JPA Name: South Central Education Cooperative

Lead Administrator: James J. Dunnigan
Title: Superintendent
School District: Medina School District
Work Phone: 701-486-3121
E-mail address: dunniganj@mail.medina.k12.nd.us

Coordinator: Pat Beil
School District: Valley City School District
Work Phone: 701-845-7221
Fax: 701-845-7437
E-mail address: pat.beil@sendit.nodak.edu

Governing Board/President: Dwight Hofmann
School District: Medina School District
Phone: 701-486-3276
E-mail address: _____

Current Programs:

Contact Person(s):

<u>Staff Development</u>	<u>Bob Toso, Jamestown</u>
<u>Grant Development/Writing</u>	<u>Steve Colby, Wimbledon-Courtnay</u>
<u>Joint Purchasing</u>	<u>Steve Colby, Wimbledon-Courtnay</u>
<u>Curriculum Development/Mapping</u>	<u>Bob Toso, Jamestown</u>
<u>Equipment/Textbook Sharing</u>	<u>Leonard Bjerklie, Tappen</u>
<u>Strategic Planning</u>	<u>Dean Koppelman, Valley City</u>
<u>Legislative Interaction</u>	<u>Dean Koppelman, Valley City</u>
<u>Duel Credit Courses</u>	<u>Bob Toso, Jamestown</u>

JPA Website: _____

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
	355	504.49
Edgeley	236	414
Fessenden-Bowdon	225	561.69
Griggs Co Central	335	422.89

Hope-Page Coop.	272	465.37
Jamestown	2,477	473.56
Kensal	61	169.5
Kulm	136	496.5
LaMoure	326	351
Litchville-Marion	173	511.55
Maple Valley	264	503.8
Medina	159	405.16
Montpelier	99	216.5
North Central	141	352.41
Pingree-Buchanan	155	335
Spiritwood	7	75.25
Tappen	105	265.75
Tuttle Pettibone	49	257.94
Valley City	1,205	357.94
Wimbledon-Courtney	152	289.75
TOTALS 21 Public School Districts	6,932	7,430

JPA Name: South Central Education Cooperative

Lead Administrator:	James J. Dunnigan
Title:	Superintendent
School District:	Medina School District
Work Phone:	701-486-3121
E-mail address:	dunniganj@mail.medina.k12.nd.us

Coordinator:	Pat Beil
School District	Valley City School District
Work Phone	701-845-7221
Fax	701-845-7437
E-mail address	pat.beil@sendit.nodak.edu

Governing Board/President:	<u>Dwight Hofmann</u>
School District:	<u>Medina School District</u>
Phone:	<u>701-486-3276</u>
E-mail address:	<u></u>

Contact Person(s):

Staff Development	Bob Toso, Jamestown
Grant Development/Writing	Steve Colby, Wimbledon-Courtney
Joint Purchasing	Steve Colby, Wimbledon-Courtney
Curriculum Development/Mapping	Bob Toso, Jamestown
Equipment/Textbook Sharing	Leonard Bjerklie, Tappen
Strategic Planning	Dean Koppelman, Valley City
Legislative Interaction	Dean Koppelman, Valley City
Dual Credit Courses	Bob Toso, Jamestown

JPA Website: _____

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
Fessenden-Bowdon	225	561.69
Griggs Co Central	335	422.89
Hope	146	252.62
Jamestown	2,477	473.56

Kensal	61	169.5
Kulm	136	496.5
Maple Valley	264	503.8
Medina	159	405.16
Montpelier	99	216.5
Page	126	212.75
Pingree-Buchanan	155	335
Spiritwood	7	75.25
Tappen	105	265.75
Tuttle Pettibone	49	257.94
Valley City	1,205	357.94
Wimbledon-Courtney	152	289.75
TOTALS	16 Districts	5,701
		5,296.60

District Administration



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

Dr. David Flowers
Superintendent
701.446.1005

Mr. Dan Huffman
Assistant Superintendent,
Business Services
701.446.1027

Dr. Charles DeRemer
Assistant Superintendent,
Instruction
701.446.1010

Mrs. Nancy Jordheim
Assistant Superintendent,
Human Resources
701.446.1038

Mr. Lowell Wolff, APR
Administrator,
Community Relations
701.446.1043

January 14, 2004

Dr. Jon Martinson, Executive Director
North Dakota School Boards Association
P.O. Box 2276
Bismarck, North Dakota 58502

Dear Dr. Martinson:

The Fargo Public School District Board of Education, by unanimous consensus, expressed support for the joint powers legislation draft at its January 11, 2005 meeting. Prior to the meeting the Legislative Committee of the Board had examined the legislation, and recommended support with one caveat—the legislation did not seem to have provisions supportive of larger school districts that might desire or benefit from such agreements. In a subsequent letter, you informed us of changes that accommodate larger districts, based on square miles and/or enrollment. These adjustments would enable our board to fully support the proposed legislation.

Let me add, from personal experience based on experiences in two different states, that this legislation is a step in the right direction. Funding that creates incentives for districts to collaborate in ways that increase efficiency and the delivery of quality education to all students is utilized in other states successfully. In Kansas there was funding for Regional Service Centers, which provided specific services for participating school districts. These districts would not have had the capacity to provide the services on their own, but collectively they could. Examples of such services were special education programs for low-incidence exceptionalities, state-of-the-art professional development, combined bulk purchasing of materials, technology infrastructure and equipment, etc. Similarly, in Michigan school districts were members of Intermediate School Districts, which served as an arm or extension of the department of public instruction. Since the ISD's were closer to the local school district, they were able to tailor their technical assistance, services and programming to the needs of the local districts that funded and governed them.

In a rural state such as ours, where economies of scale can either propel waste or savings, it is time to create incentives that enable us to be more efficient in the expenditure of the money our state invests in public education. Our district supports this legislation as a positive first step in this direction.

Sincerely,

David Flowers
Superintendent

sj



OFFICE OF THE SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1

A Great Place to Grow and Learn!

Grand Forks Education Center
P.O. Box 6000 (58206-6000)
2400 47th Avenue South (58201-3405)
Grand Forks, ND
Phone (701) 746-2200 ♦ Fax (701) 772-7739

Dr. Mark S. Sanford, Superintendent
mark.sanford@gfschools.org

January 18, 2005

Honorable Layton W. Freborg
Chairman, Senate Education Committee
State Senate
600 E. Boulevard Ave.
Bismarck, ND 58505

Dear Senator Freborg:

Joint Powers Agreements provide options and encouragement for school districts to cooperate in a variety of areas that meet their needs. Utilized properly they can directly enhance opportunities for students, staff, and communities.

While not currently participating in a formal Joint Powers Agreement, our district participates in working arrangements that benefit several districts and their students. We cooperate with Thompson School District in the provision of Special Education, all of the districts of Grand Forks County in the areas of Character Education and Career & Technical Education, and Grand Forks Air Force Base in a full range of services. These arrangements have been good for all of our individual districts and for our region. They demonstrate daily the power of cooperation centered around common goals. Joint Powers Agreements would encourage consideration of extending these successful experiences.

Regionalization of education efforts has been a topic of two of our most recent community forums. On this topic, our citizens have widely supported the use of a broader view and stated they would be interested in expanded arrangements that make sense.

Our district has enjoyed and gained much from our cooperative arrangements. This legislation appears to be tailored for population and area differentials; it emphasizes meaningful ventures, and establishes expectations for participants. This framework, if enacted, would receive interest and consideration from our district.

Thank you for the opportunity to share these comments.

Sincerely,

Dr. Mark S. Sanford
Superintendent of Schools

Joint Powers Agreement Data

School District	Square Miles	ADM	Expenditures
North Border	551.70	559.53	4,746,424.00
Cavalier	338.90	570.45	4,007,170.00
St. Thomas	115.00	134.85	1,119,995.00
Valley	135.70	157.16	1,401,030.00
Drayton	191.50	195.41	1,852,268.00
Edinburg	152.40	142.21	935,595.00
Nash	31.40	24.12	220,663.00
Park River	222.40	436.08	2,941,606.00
Grafton	176.30	956.24	4,865,317.00
Fordville-Lankin	205.60	140.15	1,182,836.00
Minto	157.90	230.20	1,461,903.00
Midway	297.00	285.14	2,078,442.00
Subtotal	2,575.80	3,831.54	26,813,249.00
Manvel	135.70	200.46	1,442,558.00
Larimore	329.50	548.90	3,584,970.00
Emerado	103.80	93.81	1,055,773.00
Grand Forks	77.40	8478.42	56,490,252.00
Northwood	256.70	319.84	2,242,552.00
Hatton	153.00	265.29	1,792,491.00
Thompson	117.40	483.73	2,383,438.00
Dakota Prairie	908.90	338.76	3,107,377.00
Cental Valley	243.00	289.04	1,930,766.00
Total	4,901.20	14,849.79	100,843,426.00

Testimony in Support of Senate Bill 2168
Paul K. Johnson, Superintendent
Bismarck School District
January 19, 2005

Mr. Chairman and Members of the Committee,

My name is Paul Johnson and I am superintendent of the Bismarck School District. I am testifying in support of Senate Bill 2168. JPA's are thought of as collections of small school districts working together to provide services more economically and effectively. There are some benefits to large districts such as the following:

- We form and maintain positive relationships with area districts.
- We contract out our specialists. Being able to contract out some time might make it more feasible to hire a specialist in an area.
- We are hopeful of the opportunity for more cost-effective per student contracts with software vendors such as Northwest Evaluation Association, Atlas Curriculum Mapping, or Tetra Data.
- Our staff can take advantage of staff development or other improvement activities organized by the JPA Coordinator.
- Participation of students from area communities may make it possible for us to offer specialized programming for students. One example is Career and Technical Education programming which is often expensive because of specialized equipment and facilities.

There are other reasons less concrete than the ones I listed above. I think we have an opportunity to provide excellent educational opportunities for students wherever they choose to live. We'd like to be a part of that effort.

Thank you.

*Submitted to House Education
Committee on Mar 7, 2005*

SB 2168

1725 N. 5th Street
Bismarck, ND 58501
March 3, 2005

Rep. Kelsch and Education Committee,

My name is Sophia Preszler. I am a concerned citizen from Bismarck, District 35. I speak in opposition to house Bill 2168 concerning "Joint Powers Agreement."

As I listen to testimonies, I often hear the word "assessment" and "No Child Left Behind". We assess animals, land and property. It angers me when we assess children and use "No Child Left Behind" to promote selfish ends: "Joint Powers."

The people of North Dakota on December 5, 1989, overwhelmingly voted down the State Legislative Program—Advisory Commission on Intergovernmental Relations (SLP-ACIR 1-10) in a vote of 71,732 to 174,919. We were saying "No" to the SLP-ACIR, and we are still saying "No". We were then, and we are still saying "Yes" to the Course of Study. We are insisting on a Course of Study.

Mr. Sanstead from the D.P.I. implemented the program and the commission the next day against the vote and the consent of the people. "Joint Powers", no doubt, is part of this infamous mandate that masquerades as a voluntary program and commission. (December 5, 1989, Measure No. 1 S.L. 1989 ch. 794, HCR 3046 S.L. 1991. ch. 749)

According to ND Education VIII it is your responsibility to provide North Dakota with a Course of Study. We can no longer afford the "so called" voluntary SLP-ACIR which is outside of constitutional bounds. It is dissolving the U.S. Constitution.

It is like an extremely costly run-away train that must be stopped and expelled from government before it further bankrupts our children's minds and the pocketbooks of the citizens of North Dakota. This problem needs to be corrected, it will only get worse if we don't.

You are welcome to use my 10 volumes of the SLP-ACIR for research.

Sincerely,

Sophia Preszler

Sophia Preszler
255-0269

Testimony
Senate Bill No. 2168
Joint Powers Agreements
By Frank Schill
Superintendent of Cavalier Public School

Members of the Senate Education Committee:

I am Frank Schill, Superintendent of Cavalier Public School. I am here to testify in favor of SB 2168 which would offer incentive monies for neighboring school districts to form Joint Powers Agreements.

The trend of decreasing enrollment among North Dakota schools leaves individual districts with tough choices. The least popular is consolidation whereby certain schools within the consolidation close their school to join with a neighboring school. Citizens view closure of their school as the death of the community.

Many school districts have made the choice to continue to provide education to their youth. This choice is made even though many class sizes are decreasing below ten students. These individual districts continue to pay the fixed costs of running an educational system while enrollment and foundation aide payments decrease.

A third option for districts is to share resources among neighboring schools. This option alleviates the fixed educational costs and in many cases increases the services for students by sharing staff with neighboring districts. The adoption of JPA's by districts allows for the continued existence of individual districts while possibly improving educational opportunities for youth and possibly decreasing costs for districts.

In June of 2004 I interviewed for the Superintendent's position of Cavalier Public School. During the interview, I stressed the need for Cavalier to develop relationships with neighboring districts in the northeast. The interview committee and community agreed that the time had come to cease their existence as an individual education island and begin dialogue and long-term planning for education in Pembina County. The formation of JPA's is a way to begin that dialogue and long-term planning.

As superintendent of Cavalier Public School, I urge you to support SB 2168. Thank you for the opportunity to submit this testimony. If I can respond to any questions, or if I can provide any more information that may be useful to you, I would be most happy to do so.

Testimony

SB 2168

Provides financial assistance for qualifying JPAs

By David Hartz
Cavalier School Board Member
North Dakota School Board Governmental Affairs Committee

Mr. Chairman and members of the Senate Education Committee:

I am David Hartz, member of Cavalier School Board and North Dakota School Board Governmental Affairs Committee, and I am in favor of SB 2168.

"It is through cooperation, rather than conflict, that your greatest successes will be derived" quote by author Ralph Charell.

With declining enrollment and dwindling resources how do we keep up providing the quality of education our students need and deserve in order to achieve the academic knowledge they need to succeed in the future. I personally feel the Joint Power Agreements is a way to do that. By sharing resources we would be able to provide the quality and divers education that larger schools may still be able to provide. By utilizing Interactive Video Networking IVN, we could maintain and possibly offer more vocational and specialized classes to our students, classes, which unfortunately would be some of the first things we would need to consider cutting with out resources.

As an example for IVN: maybe one school offers Spanish and another offers German or even Japanese, foreign language is important for many students entering colleges and universities, by sharing resources we would be giving our students a choice thus providing more of a quality educational experience.

The farm economy is not what it used to be, there are fewer farmers to pay the taxes, higher paying jobs are not as prevalent and unfortunately many of the small business owners in our rural communities struggle themselves to stay afloat. We need to work together as a community, as a whole, to ensure the educational success of our children, our students, and our future. We need to do more than say "we are doing the best we can". we need to act. In my opinion the joint powers agreement is a way for our schools & communities to succeed.

I think a quote by Henry Ford best sums this up: " coming together is a beginning, staying together is progress, and working together is success.

Senate Education Committee

Re: SB 2168 Education associations governed by joint powers agreements.

Date: January 19, 2005

The Honorable Layton W. Freborg
State Senator
State Capitol Building
600 East Boulevard
Bismarck, ND 58505-0360

Mr. Chairman and Members of the Senate Education Committee:

I am Paul Stremick, Superintendent of Grafton Public Schools and a member of the Walsh-Pembina Consortium. I am here to testify in favor of Joint Powers Agreements as outlined in SB 2168. Joint Powers are a great way to encourage sharing and cooperative efforts among school districts. This is something that has been done in Walsh-Pembina since 1980.

However, SB 2168 increases the area requirement (square miles) so Walsh-Pembina would not qualify as a Joint Powers Agreement. Please see attachment. Walsh-Pembina has always promoted itself and encouraged new membership. The current size of Walsh-Pembina is appropriate and the organization functions very well.

We understand the area requirement may be appropriate in certain parts of the State where the school districts are larger, but on the eastern edge the school districts are smaller in area. We ask that the area requirement return to what is in the existing law (2,500 square miles and at least six districts and/or an ADM of 2,500).

Thank you for the opportunity to submit this testimony. If I can respond to any questions, or if I can provide any more information that may be useful to you, I would be most happy to do so.