

Education Funding and Taxation Committee

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Harvest Room, State Capitol
Bismarck, North Dakota

K-12 Funding Formula Options

Jerry Coleman, Director
School Finance

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K-12 Funding Formula Options

Major Assumption - unrestricted funding of the "cost of education".

Estimates are based on data supporting the 2011-12 payment year.

	Current Formula	Adequacy Formula
A. Weighted Student Units		
ADM	94,666	94,666
Weighted special needs	10,582	10,582
School district size	5,098	5,098
Weighted Student Units	110,346	110,346
Per Student Rate	\$3,910	\$7,894
B. Per Student Formula Funding		
1. Gross Funding	431,452,782	871,071,166
a. Less local contribution @ 95 mills		(223,462,676)
b. Less local in-lieu income @ 75%		(22,682,225)
c. Less tuition income @ 75%		(17,952,773)
2. Equity Adjustments		
a. Guaranteed to yield 90% of the state average	23,127,364	
b. Reduced for yields exceeding 150% of the state average	(16,145,786)	x
3. Transition Adjustments		
a. Minimum	7,719,512	26,673,607
b. Maximum	(237,823)	x
Total Per Student Formula Funding	445,916,049	633,647,099
	50%	69%
C. Local General Funding		
General Fund Property Tax		
Local mill levy effort @ 110	251,713,093	251,713,093
Local in-lieu	30,242,967	30,242,967
Local tuition levies	6,766,426	6,766,426
State MLRG program	161,983,233	-
Property Valuation Funding	450,705,719	288,722,486
	50%	31%
Total General Funding	896,621,768	922,369,585
Additional Funding		25,747,817

Notes:

The Current Formula focuses on the equitable distribution of the state funding allocated to K-12.

The Adequacy Formula is largely based on the the Picus Adequacy Report

State guarantees, on a per pupil basis, the resources necessary to educate students to state standards.

Assumes a uniform effort from local sources.

Focuses on the cost of education. Transportation, VoEd, capital outlay and extracurricular activities are not within this definition.



STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of School Finance and Organization

District Name	County District Number	Payment Month	School Year
Bottineau 1	05-001	June	2011-2012

A STATE SOURCES:

Student membership includes regular school year average daily membership (ADM). ADM for students attending school in Montana and Minnesota (NDCC 15.1-29.01), South Dakota students attending school in North Dakota (NDCC 15.1-29.02.1) under cross border attendance agreements, and students in private or out-of-state placements for purposes other than education (NDCC 15.1-29-14) are also included.

Student Membership	ADM	Weighting Factor	Weighted ADM
1 Pk Special Education	14.10	1.000	14.10
2 Kindergarten	37.44	1.000	37.44
3 Grade 1-6	239.00	1.000	239.00
4 Grade 7-8	82.68	1.000	82.68
5 Grade 9-12	213.36	1.000	213.36
6 Alternative High School	11.00	1.000	11.00
7 Total Average Daily Membership (ADM)			597.58

Other Program Membership			
8 Alt High School (from line 6)	11.00	0.250	2.75
9 Special Ed ADM (from line 7)	597.58	0.073	43.62
10 PK Special Ed ADM (from line 1)	14.10	0.170	2.40
11 Data Collection (if PowerSchool from line 7)	597.58	0.006	3.59
12 Regional Education Association (if member from line 7)	597.58	0.004	2.39
13 ELL Level 1	-	0.300	-
14 ELL Level 2	-	0.200	-
15 ELL Level 3	-	0.070	-
16 At Risk	215.73	0.025	5.39
17 Home-Education (district supervised)	-	0.500	-
18 Cross Border Attendance (MN, MT)	-	0.200	-
Summer Programs			
19 Summer School	8.60	0.600	5.16
20 Migrant Summer	-	1.000	-
21 Special Ed ESY	1.15	1.000	1.15
Isolated School District			
22 >275 sq miles and <100 ADM	-	0.100	-
23 >600 sq miles and <50 ADM	-	1.100	-

24 Total Weighted Average Daily Membership (add lines 7 through 23)	664.03
25 School Size Adjustment Factor	1.0200
26 Total Weighted Student Units	677.31
27 Per Student Payment Rate	3,910.00
28 Total Formula Payment	2,648,282.10

Equalization Adjustments		
29 High Valuation Offset (from line 59)		108,179.02
30 Subtotal (subtract line 29 from line 28)		2,540,103.08
31 Transition Maximum Adjustment (maximum funding from line 95)	3,004,147.55	-
32 Equity Payment (from line 70)		-
33 Subtotal (add lines 30, 31, and 32)		2,540,103.08
34 Transition Minimum Adjustment (minimum funding from line 92)	2,380,047.02	-
35 State Formula Aid Payment (add lines 33 and 34)		2,540,103.08

Estimated Adequate Funding Per Student Based on 2007-08 Picus Study Estimates

School Year	3 Yr Ave CPI-U-All \1	3 Yr Ave CPI-U-Ed. \2	Estimated CPI-U-All \3	2% Annual Inflator \4
2007-08	\$7,293 \5	\$7,293 \5	\$7,293 \5	\$7,293 \5
2008-09	\$7,418	\$7,670	\$7,271	\$7,439
2009-10	\$7,544	\$8,066	\$7,387	\$7,588
2010-11	\$7,673	\$8,483	\$7,609	\$7,739
2011-12	\$7,804	\$8,921	\$7,769	\$7,894
2012-13	\$7,937	\$9,382	\$7,979	\$8,052
2013-14	\$8,073	\$9,866	\$8,210	\$8,213
2014-15	\$8,211	\$10,376	\$8,407	\$8,377

\1 Calculated using CPI - All urban consumers - All items; Average 2008 through 2010=1.7%

\2 Calculated using CPI - All urban consumers - Education; Average 2008 through 2010=5.2%

\3 Calculated using CPI -All urban consumers - All items, actual CPI and estimates provided by Moody's Analytics; 2009=-.3%(actual), 2010=1.6%(actual), 2011=3.0%, 2012=2.1%, 2013=2.7%, 2014=2.9%, 2015=2.4%

\4 Calculated using 2% annual inflation rate

\5 Estimated 2007-08 school year amount from state and local sources required to achieve adequacy in educational funding (January 2009 report, page 26).

PICUS Adequacy Report

- Three prototypical school districts
 - i. 3,828, 600, and 185
- **\$7,293 base cost figure for 2007-08**
 - Core class sizes (15 K-3, 25 4-12).
 - Specialists and elective teachers @ 20% of core K-8, @33% of core 9-12).
 - Instructional coaches for PD at 1 FTE coach per 200 students.
 - Tutors for extra help @ 1 FTE per prototypical school in base.
 - Substitute teachers @ \$10 sub days per year for all teachers.
 - Gifted and Talented @ \$25 per ADM.
 - Guidance counselor @ 1 FTE included in the base.
 - Non-instructional aides, 2 K-8, 3 9-12.
 - 1 Librarian
 - Principal and assistant principal @ 1.5 K-8, 2.0 9-12.
 - Secretarial support @ 2 K-8, 4 9-12.
 - *Professional development @ 10 development days per year.*
 - \$250 per ADM for technology
 - Instructional materials @ \$170 K-8, \$250 high school.
 - Central office staff @ \$600 per ADM.
 - Operations and maintenance @ \$851 per ADM.

NOTE: CTE was outside the scope of the study.

Categorical weights

Extra Need Category	Weight Relative to Per Student Payment (\$3,250)	Weight Relative to Adequate Spending Level (\$7,293)
Tutors ^a	0.130	0.058
ELL ^b	1.000	0.446
Extended Day ^a	0.132	0.060
Summer School ^c	0.600	0.267
Additional Student Support ^a	0.130	0.058
Special Education ^d	0.170	0.070
<i>Alternative HS</i>	<i>0.25</i>	<i>0.11</i>

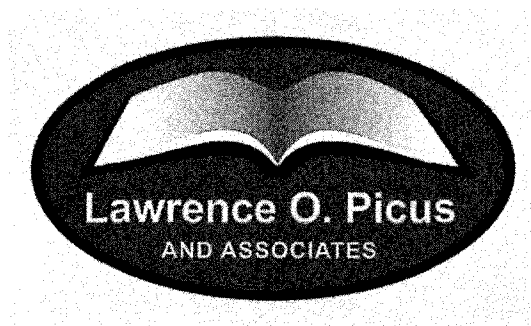
^aWeight applied to At-Risk student count
^bWeight applied to immigrant ELL student count
^cWeight applied to summer school ADM
^dWeight applied to regular ADM

EXECUTIVE SUMMARY

Funding Schools Adequately in North Dakota: Resources to Double Student Performance

Final Report

Prepared for the
North Dakota Education Improvement Commission



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July 31, 2008

Funding Schools Adequately in North Dakota: Resources to Double Student Performance

North Dakota's education and school finance systems are at a crossroads. During the last biennium, the state focused on the equity of the school finance formula and enacted substantial reforms in the funding system. Given the curriculum standards the state has decided all students should be taught, the desire to increase high school graduation requirements to include at least three years of both mathematics and science, the knowledge needs of the emerging global economy and the performance levels to which all students need to achieve in order to participate effectively in that economy, the state is now focused on the adequacy of the school finance system. This focus comes at a time when state revenues have grown substantially due in part to the high prices of agricultural products as well as, oil, gas and coal.

The goal of adequacy North Dakota is to identify the resources needed to ensure that all students are taught the state's curriculum standards and that strategies are deployed using those resources in ways that will lead to a doubling of student performance on state tests over the next 4-6 years. Our analyses shows that while North Dakota's students perform well on state tests, only about 30-40 percent of students perform at or above the rigorous proficiency standard measured by the National Assessment of Education Progress. This suggests that the state's students need to achieve at much higher levels to be sure they are fully prepared for college or work, and so they can engage successfully in economic, civic and family life in the 21st century. Estimating revenues adequate for districts to attain these goals, specifically to double student performance, is the prime objective of this school finance adequacy study. The cost estimate derived from this work establishes a target for an adequate level of K-12 education funding through a combination of state and local funds.

This adequacy study is the second step resulting from an agreement between the State and litigants who have sued North Dakota challenging the old funding system.¹ The intent of this agreement is to establish a more equitable and adequate funding system without a disruptive court trial. The 2007 Legislative session produced a new school finance structure that rescinded most features of the old system and created a new, simpler and more transparent funding structure. The new system continues to be based on average daily membership (ADM), but shifts funding from a series of categorical programs to a weighted pupil system in which students that need extra educational services are "weighted" so they generate the additional dollars required to provide the services the need.

To determine state aid, the number of Weighted Student Units is now multiplied by the Per Student Payment. For 2007-08, the Per Student Payment was \$3,250. The formula is thus designed to provide a set level of state aid to all school districts for each Weighted Student Unit.

Total state aid is then adjusted by several factors. These adjustments are made on the basis of Imputed Taxable Valuation Per Pupil (ITVP), computed using un-weighted ADM. ITVP includes some non-property tax revenues from minerals and tuition payments in the local

¹ *Williston Public School District No. 1 v. State.*

measure of wealth. The key adjustment for adequacy is the Equity Payment. The general notion is that in addition to the Per Pupil Payment that comes from the state, each local school district should be able to raise a minimum amount of local revenues from a 185 mill general levy. There are many other specific and detailed aspects of the new formula pertaining to special education student placement, tuition payments, etc.

The formula is designed under the assumption that all districts will have adequate funds to operate their district at a levy of at least 185 mills, and be guaranteed a specific yield from that levy. If applied to a state average Imputed Valuation Per Pupil, estimated to be approximately \$24,000 per pupil, the levy would produce a local tax minimum yield of \$4,440 per pupil if equalized to 100 percent. However, the equity payment equalizes to 88.5 percent of the state average ITVP in 2007-08 and 90 percent of the state average ITVP in 2008-09, or for purposes of discussion \$3,774 in 07-08 and \$3,996 in 08-09. Added to that for 2007-08 is the \$3,250 Per Student Payment from the state. Combined the total produces an average revenue of \$7,024 per pupil.

In the adequacy context, we view the goal of providing a minimum yield from a 185 mill rate to the state average ITVP plus the Per Student Payment as the figure that needs to be “adequate.” Thus, we calculated the cost of our core recommendations and compared it to the sum of the Per Student Payment and the yield of 185 mills on 88.5 percent of the state average ITVP, which is approximately \$7,024 for 2007-08. Our estimate, based on North Dakota cost factors is that an adequate level of funding requires an average of \$7,293 per pupil.

The weights in the current formula are applied only to the Per Student Payment. So for 2007-08, the weights produce an additional amount of revenue per pupil equal to the extra weight times \$3,250. In the adequacy context, we calculated extra weights both in relation to the Per Student Payment of \$3,250 and the \$7,293 figure that we calculated to be the adequate general expenditure per pupil level.

In most states, these goals would be attained through a foundation program, where the base expenditure level would be set at \$7,024, or our adequacy estimate of \$7,293, with a required tax rate of 185 mills. If the district did not raise the \$7,024 or \$7,293 per pupil at that mill rate, state aid would make up the difference. The adequate base spending level identified by our analyses could be used as the adequate foundation expenditure level, and pupil weights could be applied to that foundation level, if the state of North Dakota decides to revamp its current system and adopt a foundation approach to school funding.

We used the Evidence-Based approach to school finance adequacy to conduct our North Dakota study. The Evidence-Based approach identifies a set of school-level programs that research and best practices shows are required to deliver a comprehensive and high-quality instructional program that can double student performance over a 4-6 year time period.

We reviewed a wide range of literature on each individual program to determine its effectiveness. In addition, to show how the full set of these programs can be deployed, we have studied schools across the country that have doubled student performance, and found that the resources in the adequacy model provide the resources used by such schools. We also studied

several high and improving performance schools in North Dakota, and found the strategies they deployed required a similar set of resources.

The report makes a clear distinction between the use of the word “school” and the word “district.” We use the word “school” largely to refer to a building where students are educated, like an elementary school, or a middle school or a high school. We use the word “district” to refer to the entity that would include all schools in a district plus the central office and any other service unit such as operations, maintenance and transportation. This report references schools as distinct from districts. We make recommendations for various kinds of school-based staff, and we also have a recommendation for staff in the prototypical district. At the end we also identify the numbers of staff all our recommendations would provide for the three different sized *districts*: 3,828, 600 and 185 pupils. The final model which is also summarized in Table S-1, includes the following resources for North Dakota schools and school districts (note that items marked with an * are included in the base cost figure of \$7,293):

1. *Core class sizes (for reading/English/language arts, mathematics, science, social studies, and world language) of 15 students for grades K-3, and 25 for grades 4-12. Full day kindergarten is also included.
2. *Specialist and elective teachers (e.g., art, music, physical education, health, etc.) at the rate of 20% of core teachers for grades K-8 and 33% of core teachers for high school grades 9-12.
3. *Instructional coaches for professional development at the rate of 1 FTE coach position for every 200 students.
4. Tutors to provide extra help for struggling students at the rate of one tutor FTE position for every prototypical school plus an additional one FTE position for every 125 at-risk pupils. The first tutor is part of the base program. The cost of the latter part of this recommendation is about \$422 per each at-risk pupil, which equates to an extra weight of 0.13 in the 2007-08 year relative to the Per Student Payment of \$3,250, and a weight of 0.058 relative to the adequate expenditure level of \$7,293.
5. An increase in the weight applied to the per student payment for new immigrant ELL students to 1.0, which equates to a weight of 0.453 for the estimated per pupil adequacy level of \$7,293.
6. An extended day program that provides one teacher position for every 15 eligible students (defined as 50 percent of the at-risk pupil count) and paid at the rate of 25 percent of the position’s annual salary to offer a 2 ½ to 3 hour extended-day program 5 days per week. The cost of this recommendation equals about \$440 per each at-risk pupil, which equates for the 2007-08 year to an extra weight of 0.132 for extended-day instructional support for each at-risk student relative to the Per Student Payment of \$3,250, and a weight of 0.06 relative to an adequate expenditure of \$7,293.

7. Retention of the current summer school student weight of 0.6 applied to the Per Student Payment. If applied to the adequate expenditure estimate of \$7,293, the summer school weight would be 0.27.
8. Retention of the current weight of 0.25 applied to the Per Student Payment for Major Alternative School ADM. If applied to the adequate expenditure estimate of \$7,293, the Major Alternative School weight would be 0.11.
9. *Retention of the census approach to funding resources for special education but increasing those resources to 1 teacher position and 1 aide position for every 150 ADM which relative to the Per Student Payment equates to an extra weight of 0.17 applied to each school's ADM and an extra weight of 0.07 applied to the adequate base spending of \$7,293, and continuation of the state's current program of full funding of costs of services for the top 1%.
10. *\$25 per district total ADM for extra services provided to gifted and talented students.
11. Career and vocational education: no recommendation – not in scope of study.
12. *Substitute teachers at the rate of 10 substitute days per year for all teachers with costs estimated at the rate of \$125 per day, plus social security and state retirement benefits, for a total of \$134.56.
13. *One guidance counselor for each prototypical elementary school and 1 guidance counselor for every 250 students for students in prototypical middle and high schools. In addition, one FTE pupil support position for every 125 at-risk students (to be allocated for social workers, nurses, psychologists, family outreach persons, case workers or guidance counselors however a school decides). The cost of the first guidance counselor is included in the base program. For the additional pupil support staff recommendation, the estimated cost is about \$422 per each at-risk pupil, which equates for the 2007-08 year to an extra weight of 0.13 for additional pupil support for each at-risk student relative to the Per Student Payment of \$3,250, and a weight of 0.058 relative to the adequate base spending of \$7,293.
14. *2 non-instructional aides for each of the prototypical elementary and middle schools, and 3 for the prototypical high school.
15. *One librarian position of each of the prototypical schools.
16. *1 Principal for the elementary school, 1 principal and 0.5 assistant principal positions for the prototypical middle school and 1 principal and 1.0 assistant principal positions for the prototypical high school.
17. *2 secretarial positions for the prototypical elementary and middle schools, and 4 secretarial positions position for the prototypical high school.

18. *For professional development, in addition to the instructional coach positions identified above, an increase in the teacher work year of 8 days to provide for a total of 10 professional development days over the course of the work year, and \$100 per pupil for the costs of training and other expenses.
19. *\$250 per ADM for technology: computers, software, hardware and supplies.
20. *Instructional materials to include funds for formative and benchmark assessments, at the rate of \$170 per elementary and middle school ADM, and \$205 for high school ADM.
21. *Pupil activities funds at the rate of \$200 per elementary and middle school ADM, and \$250 for high school ADM.
22. *\$600 per ADM for central office staff and services.
23. *\$851 per ADM for operations and maintenances of schools and the district.

* Included in the base or adequate cost figure, others either provided through categorical programs or were not part of this study

To indicate the relative level of resources in schools, we show in Table S-1 how the recommendations provide resources for prototypical school units of 432 elementary students (grades K-5), 450 middle school students (grades 6-8) and 600 high school students (grades 9-12). We estimated the costs of our recommendations for prototypical schools in a prototypical district of 3,828, which would be a district with four 432 student elementary schools (K-5), two 450 student middle schools (grades 6-8) and two 600 student high schools (grades 9-12). This assumes that there are about 288-300 students at each grade level. To make our findings more relevant to the experience of educators in North Dakota, we also provide pro-rated staffing estimates for a 600 student school district. We also estimated the costs of our recommendations for a district with 185 students, which now receives a district small school weight of 1.25, and compared our proposed costs for the 185 district to that of the prototypical district to determine whether the current 1.25 weight was adequate

Using data from the 2006-07 school year, which are the data used to calculate state aid for the 2007-08 school year, we estimate that our recommendations would result in a base adequate spending level of \$7,293 per ADM as shown above. This figure is modestly larger than the current figure of \$7,024 that is the implicit guarantee of the current funding system with a minimum 185 mills of tax effort.

In addition to the \$7,293 per ADM, the funding system would provide districts with categorical funds for students with extra needs on the basis of the weighting factors identified in the resource list above. Those weights are also summarized in Table S-A below using both the Per Student Payment of \$3,250 and the adequate spending level of \$7,293 as the basis for computing the weights.

Table S-A
Summary of Weights Applied to the 2007-08 Per Student Payment Base
and the Estimated 2007-08 Estimated Adequate Funding Level

Extra Need Category	Weight Relative to Per Student Payment (\$3,250)	Weight Relative to Adequate Spending Level (\$7,293)
Tutors ^a	0.130	0.058
ELL ^b	1.000	0.446
Extended Day ^a	0.132	0.060
Summer School ^c	0.600	0.267
Additional Pupil Support ^a	0.130	0.058
Special Education ^d	0.170	0.070

^aWeight applied to At-Risk student count

^bWeight applied to immigrant ELL students

^cWeight applied to summer school ADM

^dWeight applied to regular ADM

The estimated costs of the Evidence Based adequacy model are based largely on the allocation of personnel to schools and districts. To facilitate understanding of how personnel are allocated to schools, Table S-2 shows these staffing levels for four prototypical options. The first column shows the staffing for a prototypical district of 3,828 ADM, while the second displays the proportional levels of staffing resources for a 600 student prototypical district. The personnel counts displayed in that column are computed by prorating the resources in the 3,828 student prototypical district to that for a 600 pupil district, using the ratio of 600/3,828.

Table S-2 also has two columns showing the prorated resources for a 185 student district. The first 185 student column retains a full 1.0 principal and librarian. The second 185 student column of Table 2 presents a somewhat more generous staffing proposal for small districts. In our discussion with the Professional Judgment Panels and the Education Improvement Commission at its May 6, 2008 meeting, it seemed that the second column was preferred. Our cost analysis showed, moreover, that the additional weight needed to produce the resources for the second 185 student column is 0.2557, which is almost the same as the state's current 1.25 weight for districts with 185 ADM. Based on this result, we would suggest that the state's current small district weight works well if the weights are applied to the adequate spending level of \$7,293 and not just the Per Student Payment amount of \$3,250.

Table S-1
Recommendations for Adequate Resources for
Prototypical North Dakota Elementary, Middle and High Schools

School Element	Elementary Schools	Middle Schools	High Schools
School Characteristics			
School configuration	K-5	6-8	9-12
Prototypic school size	432	450	600
Class size	K-3: 15 4-5: 25	6-8: 25	9-12: 25
Full-day kindergarten	Yes	NA	NA
Number of teacher work days	192 teacher work days, an increase of 8 days.	192 teacher work days, an increase of 8 days.	192 teacher work days, an increase of 8 days.
% At-Risk (free & reduced lunch)	41.3 %	41.3 %	41.3 %
% ELL	5.2 %	5.2 %	5.2 %
Personnel Resources			
1. Core teachers	25	18	24
2. Specialist teachers	20% more: 5.0	20% more: 3.6	33% more: 7.9
3. Instructional Coaches	2.2	2.3	3.0
4. Tutors	1.0 and an additional 1.0 for every 125 at-risk students: 2.4 At-risk weight: 0.13	1.0 and an additional 1.0 for every 125 at-risk students: 2.5 At-risk weight: 0.13	1.0 and an additional 1.0 for every 125 at-risk students: 3.0 At-risk weight: 0.13
5. Teachers for ELL students	Increase weight for new immigrant ELL students to 1.0	Increase weight for new immigrant ELL students to 1.0	Increase weight for new immigrant ELL students to 1.0
6. Extended Day	1.5 At-risk weight: 0.135	1.5 At-risk weight: 0.135	2.1 At-risk weight: 0.135
7. Summer School	Keep current summer school weight: 0.6	Keep current summer school weight: 0.6	Keep current summer school weight: 0.6
8. Alternative Schools	NA	NA	Keep current weight of 0.25 for Major Alternative School ADM
9a. Learning and mild disabled students	1 teacher position and 1 aide position for every 150 ADM 0.17 ADM weight	1 teacher position and 1 aide position for every 150 ADM 0.17 ADM weight	1 teacher position and 1 aide position for every 150 ADM 0.17 ADM weight
9b. Severely disabled students	100% state reimbursement for top 1% minus federal funds.	100% state reimbursement for top 1% minus federal funds.	100% state reimbursement for top 1% minus federal funds.

Table S-1 (continued)
Recommendations for Adequate Resources for Prototypical North Dakota
Elementary, Middle and High Schools

School Element	Elementary Schools	Middle Schools	High Schools
School Characteristics			
10. Services for gifted students	\$25/student	\$25/student	\$25/student
11. Career/Technical Education	NA	NA	NA
12. Substitutes	10 days per teacher	10 days per teacher	10 days per teacher
13. Pupil support staff	1 Guidance Counselor Plus 1 Pupil Support Staff Position for every 125 at-risk students:2.4 At-risk weight: 0.13	1.0 Guidance Counselor per 250 students Plus 1 Pupil Support Staff Position for every 125 at-risk students: 3.3 At-risk weight: 0.13	1.0 Guidance Counselor per 250 students Plus 1 Pupil Support Staff Position for every 125 at-risk students 4.4 total At-risk weight: 0.13
14. Non-Instructional Aides	2.0	2.0	3.0
15. Librarians/media specialists	1.0	1.0	1.0
16. Principal	1	1 plus 0.5 Asst. Principal	1 plus 1.0 Asst. Principal
17. School Site Secretary	2.0 Secretaries	2.0 Secretaries	4.0 Secretaries
18. Professional development	Included above: Instructional coaches Planning & prep time 10 summer days Additional: \$100/pupil for other PD expenses – trainers, conferences, travel, etc.	Included above: Instructional coaches Planning & prep time 10 summer days Additional: \$100/pupil for other PD expenses – trainers, conferences, travel, etc.	Included above: Instructional coaches Planning & prep time 10 summer days Additional: \$100/pupil for other PD expenses – trainers, conferences, travel, etc.
Dollar/Pupil Resources			
19. Technology	\$250/pupil	\$250/pupil	\$250/pupil
20. Instructional materials, formative assessments	\$145/pupil \$25/pupil	\$145/pupil \$25/pupil	\$180/pupil \$25/pupil
21. Student Activities	\$200/pupil	\$200/pupil	\$250/pupil
22. Central Administration	\$600 per pupil	\$600 per pupil	\$600 per pupil
23. Operations and Maintenance	\$851 per pupil	\$851 per pupil	\$851 per pupil

Table S-2
Personnel Generated through 3,828, 600 and 185 ADM District Prototypes

Personnel Resource Category	3,828 Student District	600 Student District	185 Student District (prorated)	185 Student District
School Enrollment	3,828	600	185	185
Core Teachers	183.8	28.8	8.9	12.0
Specialist Teachers	43.0	6.7	2.1	4.0
Instructional Coaches	19.1	3.0	0.9	1.0
Teacher Tutors	16.0	2.56	0.8	1.0
ELL Teachers	2.0	0.3	0.1	--
Extended Day Program	13.1	2.1	0.6	0.6
Summer School	13.1	2.1	0.6	0.6
Substitutes	10 days for each ADM generated teacher positions at \$125/day plus benefits for total of \$134.56			
Supervisory Aides	17.5	2.8	0.9	1.0
Counselors	8.4	1.35	0.4	1.0
Other Pupil Support	16.0	3.8	1.2	---
Librarian	8.0	1.3	1.0	1.0
School Administration	8 Principals 3 Asst. Principals	1.3 Principal 0.5 Asst. Principal	1.0 Principal	1.0 Principal
Secretaries	20	3.2	1.0	1.0
Special Educ. Teachers	25.5	4.0	1.2	1.0
Special Educ. Aides	12.75	2.0	0.6	1.0

Bold sections are actual wording of the bill.
Below is the re-write.

3 c. The official, coach, or athletic trainer is notified that the student has reported or exhibited any sign or symptom of a concussion by a licensed, registered, or certified health care provider whose scope of practice includes the recognition of concussion signs and symptoms.

The official, coach, or athletic trainer is notified that the student has reported or exhibited any sign or symptom of a concussion by a health care provider as defined in Section 5.

4. The concussion management program must require that any student who is removed in accordance with subsection 3 must be examined as soon as practicable by a licensed, registered, or certified health care provider whose scope of practice includes the diagnosis and treatment of concussion.

The concussion management program must require that any student who is removed in accordance with subsection 3 must be examined as soon as practicable by health care provider as defined in Section 5.

5. A student who is removed in accordance with subsection 3 may not be allowed to return to practice, training, or competition until the student or the student's parent obtains written authorization from a licensed, registered, or certified health care provider whose scope of practice includes the diagnosis and treatment of concussion and provides that authorization to the student's coach or athletic trainer.

A student who is removed in accordance with subsection 3 may not be allowed to return to practice, training, or competition until the student or the student's parent obtains written authorization from a health care provider who is licensed, registered or certified by their state medical organization to provide medical treatment; who is trained and experienced in evaluating and managing concussions and is practicing within the person's medical training and scope of practice; and provides that authorization to the student's designated administrator or coach.

6. The concussion management program must require that each official, coach, and athletic trainer receive biennial training regarding the nature and risk of concussion.

The concussion management program must require that each official and coach receive biennial training regarding the nature and risk of concussions. Health care providers that are providing return to play authorization for students must receive biennial training within their scope of practice regarding the nature, risk, and management of concussions