

2013 HOUSE APPROPRIATIONS

HB 1013

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
January 18, 2013
17406

Conference Committee

Committee Clerk Signature

Shirley Branning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to provide for the distribution of funding for gifted and talented programs and other grants; to amend and reenact sections 15.1-02-02 and 15.1-18.1-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and the national board certification program; to provide an effective date; and to declare an emergency.

Minutes:

Attachments #'s 1-20 referenced.

Chairman Skarphol: Called the committee to order to hear HB 1013 and all members are present except Rep. Williams. He introduced the new State Superintendent of the Department of Public Instruction (DPI), Kirsten Baesler

01:41 to 6:30

Baesler: Presented testimony, See Attachment # 1.

Chairman Skarphol: Hess Corporation made a donation. How has that been disseminated?

Baesler: to our eight Regional Education Associations (REA), grant money was provided to give assistance to College and Career Preparedness programs.

Chairman Skarphol: Has a plan been put together to check the effectiveness so that it can continue this type of project?

Baesler: Yes, Hess Corporation hired a company called FHI 360 assigning people to work with each of those REAs. One of our staff is on a conference call with the REAs and FHI 360 group.

08:30 to 20:26

Carmen Grove Suminski, Superintendent of the School for the Deaf: Introduced her staff and Distributed Attachment 2. Referring to Appendix C-C1, and B.

Chairman Skarphol: Looking at your statistics on P. 4. The trend would indicate that you will serve fewer clients. Why is that decline occurring?

Grove Suminski: We did not have any positions that were designated specifically to adults until January of 2010, and now we have two. We have just begun to become consistent in making our data as accurate as possible. Continuing with PP. 5-6 of Attachment # 2.

Chairman Skarphol: It is valuable to provide accurate data.

Grove Suminski: Referring to P. 5 of Attachment # 2.

Michael Loff, Business manager for the School for the Deaf: Attachment # 2, PP 6-8

Chairman Skarphol: In your pie chart, Center Based Reduction Costs, is that associated with fewer in house students?

Loff: Partly, it reflects adult positions pulled out of that.

Chairman Skarphol: Have those savings been transferred to some other entity? Provide us with the information later?

Loff: Continuing with testimony, Attachment 2, P.6, and PP. 5-6.

28:02 to 29:50

Grove Suminski: Referring to Appendices D-1, D2, D3. Requesting completion of the Spears Building. It is not in the Governor's Budget and we request funding to make that accessible.

Chairman Skarphol: Has the state architect reviewed this plan?

Grove Suminski: Yes.

Chairman Skarphol: Accessibility to the entrance, is that in compliance with federal requirements?

Grove Suminski: We are not in compliance. Reading a letter from the North Dakota Association of the Deaf, showing support for the School for the bill.

Chairman Skarphol: This was to be drafted as a separate budget.

Joe Morrissette Office of Management and Budget (OMB) Analyst: Will do if necessary.

Rep. Martinson: No, indicating that it is not necessary.

Vice Chairman Monson: If we were to complete this connecting issue would all buildings be in compliance with Americans with Disabilities Act (ADA)?

Grove Suminski: Yes, by doing this it will allow accessibility through Spears to the gym. The accessibility to the gym is now a nonfunctional chair lift.

34:03 to 39:00

Prakash Mathew, NDUS North Dakota University System: Speaking in behalf of Section 15. See Testimony # 3.

39:00 to 49:50

Grove Suminski: Speaking in behalf of the North Dakota Vision Services/ School for the Blind. Provided testimony, see Attachment 4. Client Service Data is on P. 4 and Tami will share that with you.

Tami Purcell, Business Manager for the North Dakota Vision Services/ School for the Blind: Provided testimony, See Attachment 4 and beginning with P. 4 she discussed the Budget Requests. See Appendix B, P. 8 discussing services available and ADA requirements.

Chairman Skarphol: There are energy conservation dollars for window replacement, are you asking for a direct appropriation to do it under the energy compliance, or don't you qualify?

Purcell: We completed an energy audit but did not qualify, but we will look into that again.

Chairman Skarphol: On P. 4, your client data, has there been a change in the Braille Access Center, it doesn't reconcile that inconsistency. Has there been a change?

Grove Suminski: We anticipate that this number will grow significantly.

Chairman Skarphol: Is it a timing issue?

Grove Suminski: We are doing a lot with Braille music and those numbers are not included. There is new staff to fill a retirement position and it has been a learning process with her.

52:28 Presenting information from Allen Peterson Appendix C-1
She announced that she will retire in 2014.

55:18 to 1:06

Vince Ulstad, Fargo, ND: Provided testimony, see Attachment 5. Speaking in behalf of the quality of services for the blind and visually impaired.

Chairman Skarphol: Your loss of vision has given you the ability to recognize insight that you didn't have before.

Ulstad: You are spot on. The toughest things that we face in life bring about a perspective.

Chairman Skarphol: That lack of vision that we take for granted should not keep you from joining this assembly as a member.

Rep. Grande: Knowing this gentleman has been helpful for me in watching what I need to do.

1:10:56 to 1:40:21

Hulen Bivins, State Library: Provided Testimony, see attachment # 6 reporting on the different types of libraries and speaking of repairs needed by libraries throughout the state. And stating that \$275,000 is requested for repairs and renovation. It will be a match Other specialized libraries throughout the state, see P. 5. We are waiting for funds for libraries from Federal sources World CAT, an international library loan, there are 287M materials available. See P. 12 for the budget request and Appendix 1.

Tim Dirks, Fargo Public Libraries: Provided testimony, Attachment # 7.

Chairman Skarphol: Stepping out to be replaced by Vice Chairman Monson:

Kelly Stickler, Legislative Chair for the North Dakota Library Association: Provided Testimony. See Attachment # 8.

Vice Chairman Monson: Asking about the match to the Grant program and how it would be divided up.

1:45:47 to 1:50:04

Bivins: Continuing with testimony, referring to the needs of community libraries.

1:50:04

Baesler: Presenting students from Governor's School.

Lonnie Hass, Director of Governor's school: See Attachment 14, p.31.

1:49:19 to 1:5512

Daniel Wassim, Century High School: Provided testimony, See Attachment # 9 and speaking in favor of Governor's school.

Vice Chairman Monson: You hit all of my buttons as a former teacher, principal and superintendent.

Brandi Arndt, Student: See Testimony Attachment # 10

Amber Parker, Student : Provided testimony, see Attachment # 11.

Vice Chairman Monson: What do you plan to do with an English major?

Parker: I don't know, maybe go into journalism.

Rep. Boe: How did you hear about it?

Parker: From my friend. I got pamphlets from the counselor.

Vice Chairman Monson: Tell us how old you are and where you are from.

Hass: Freshmen who are applying for Governor's school right now are being nominated. Legislators were sent cards to nominate students.

Sabrina Goetz-Podilla, Century High School, Bismarck: Provided testimony related to the experience she had in Governor's School. Testified that she went for science.

2:07

Katie Gervig, New Salem: Provided testimony related to the experience she had in Governor's School. Stated that she went for performing arts.

2:08:44

Vice Chairman Monson: Can you go only once?

Gervig: You can go again but not after you graduate.

Chairman Skarphol: How can we change education to improve it?

Gervig: Students talk a lot during class and don't really pay attention.

Ryan Neiman, Events Coordinator for Governor's School: Spoke in favor of Governor's School.

Chairman Skarphol: I got the post card asking me to nominate someone. How much effort is out there making students aware of this?

Ryan Niemann, Academic Special Events Coordinator: We send out posters, information in the spring.

Chairman Skarphol: What kind of feed back do you get?

Neiman: Great feedback, I have 175 students who have been nominated to attend Governor's School. We send notices to parents notifying them of the nomination.

Chairman Skarphol: How many students are allowed on an annual basis

Hass: We target to have 20 students each of the five disciplines, that being 100 for this coming summer. This will be the 24th summer, still somewhat secretive.

Vice Chairman Monson: I knew about Governor's School and did nominate students. Who do you send the nomination card to?

Neiman: To principals, counselors, we try to get the word out.

Vice Chairman Monson: What is the deadline? Get a card for me.

Neiman: The deadline for application is February 22.

Hass: If any program is not filled, we extend the deadline.

Chairman Skarphol: If you are interested in science, heck out a web site called Jason: org.

2:19:38

Stephanie Gullickson, Assistant Director of Fiscal the Management Unit for DPI: Provided testimony, see Attachment #s 13 and 14. Continuing with testimony P.13.

Rep. Streyle: How much is new money?

Gullickson: We will get to that in the budget book, Attachment # 14. Beginning with P.1-3

Rep. Streyle: Of the proposed \$170.14M in the Governor's budget, how much of that is actual new money?

Gullickson: Most of the new money is going to be for the integrated formula for state school aid. There a few things as optional requests that I will cover later.

Rep. Streyle: How much of the \$170,14M is new money in the budget?

Gullickson: We will break that out for you and get it to you.
Continuing with P. 16-18 of Attachment # 14. P. 26 lists flow through grants. Moving on to Optional Package # 1 for General Fund Salary, P. 18, 16 and 17.

Chairman Skarphol: The department has 24 employees who could possibly meet the rule of 85. Are you getting any indicators of retirement? Does your department have the resources to meet the payouts required of long term employees?

Gullickson: For the money part, we don't. We cannot fill the positions.

Chairman Skarphol: If you don't have the resources, how do you deal with it?

Gullickson: We will be short of staff, that burdens other staff but we have to save on salary money.

Chairman Skarphol: If they retire in May and you have to pay and don't have the money in this biennia, you would retain salary dollars to recover those costs.

Gullickson: We don't fill positions, we leave them open for an extended amount of time.

Rep. Streyle: If you have 24 open positions, isn't there money available there because they are not filled?

Gullickson: The 24 are those who could potentially retire.

Addy Schmaltz, Director of Human Resources for DPI: We currently have 4½ positions open.

Chairman Skarphol: Are you able to pay out those people who have retired

Schmaltz: Yes, but we have left vacancies open.

Chairman Skarphol: Do you anticipate that your needs will be fulfilled of that pay out by the end of this biennium by leaving the positions vacant that you have now?

Schmaltz: No, we would not have the funds available.

Vice Chairman Monson: If you have someone retire, you have 2 years' worth of salary line item that you have been appropriated that you could be borrowing forward.

Schmaltz: Yes

2:33:59 to 2:36:03

Gullickson: Referring to P. 17, 19

Rep. Streyle: What is the breakout on the 7.4% increase?

Gullickson: The majority is the Governor's formula for state employee compensation. The HayGroup Study showed that we are the second lowest paid agency on average statewide. The Governor's budget shows \$402,651 in salaries and \$109,000 in benefits that would be general funded. There are temporary dollars that are in the Governor's budget and a little bit of funding for a deputy superintendent. The rest of the \$2.2M is federal funding.:

Vice Chairman Monson: The State Tracking and Recording System (STARS) updates, PP. 19-20, we may have questions.

2:39:02 to 2:52:06

Baesler: Provided testimony, see Attachment # 15 PP. 1-5.

Vice Chairman Monson: Are you still doing Accreditation reports or just the approval?

Baesler: After the 2011 session, there is no accreditation process just School Improvement.

Vice Chairman Monson: What are those schools doing that are not involved in National Crediting Association (NCA) doing?

Baesler: They are using the paper pencil model of school improvement. We have moved to Advanced Ed System and this is electronic, not a check mark list.

Vice Chairman Monson: \$606,000 will allow a time and manpower saving.

Baesler: It would allow every school in North Dakota to participate reporting and school improvement process.

Chairman Skarphol: Quantify for us the amount of time that could be saved and what use will be made of that time.

Baesler: Time would be transferred from paper pencil to supporting our schools with ideas of implementation instead of just monitoring.

Chairman Skarphol: Will the \$606,000 be an ongoing expense after this implementation? Or a one time?

Baesler: This is start up and then there is an ongoing contract. This will help make school more enjoyable.

Rep. Dosch: Is every school, public and nonpublic, doing this?

Baesler: Nonpublic are interested but no public funds can be expended for private schools. Advanced Ed is very interested in having those schools involved.

Chairman Skarphol: Would this help to buy down the cost of the private schools so that they could participate more cost effectively?

Baesler: Yes, we are very interested.

Vice Chairman Monson: Buying the license, is that for a set number of students or districts or how is it divided up?

Matt Strinden, Director of Teacher and School Effectiveness Program: It would provide Advanced Ed coverage for all of our individual schools. Schools would be able to do the single school model.

Vice Chairman Monson: If it were for a license for each school, DPI must approve those schools if they are private schools..

Baesler: Public schools have to meet six factors or indicators, private schools must meet five. Currently they are not required to meet the school improvement process. They would fall under the state licensing and would not be charged additionally. Considering that the data is valuable for us we would like to include that data and idea sharing.

3:01:06 to 3:03:45

Continuing with Attachment 15, P. 8-9

Deb Gebeke, Assistant Director NDSU Extension Service: Provided Testimony, See Attachment # 16

Vice Chairman Monson: Are you in both the extension Budget and this the DPI budget?

Gebeke: No, just this one. Continuing

Chairman Skarphol: Are you able to get to the unresponsive families?

Gebeke: Socio economic issues do not always indicate school readiness.

Chairman Skarphol: We fear pilot projects because we don't always help the neediest but help everyone.

3:14 to 3:18

Ron Fischer, Director of the Northern Plains Writing Project (NPWP): My colleague is Kelly Sassi who is director of the Red River Valley Writing Project. See attachment # 17, Asking for \$35,000 because in 2010 all of the writing projects received \$47,500. The state funding is not quite a match which comes out to \$41,500. What we get now is \$20,000.

Chairman Skarphol: Do you allow repeats?

Fischer: Yes, those who come back only get \$1,000. They can take it for graduate credit for \$50.00.

Kelly Sassi, Professor of English at North Dakota State University: The High Needs School Grant was given to Standing Rock and we are working with them doing an extensive institute to 12 students. The other one is at Sitting Bull Tribal College to address the huge gap between the level of text complexity and writing level between the end of high school and the beginning of college. Working also with K-12.

Chairman Skarphol: Recess the hearing to be heard at another date.

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HB 1013
January 28, 2013
17798

Conference Committee

Committee Clerk Signature

Shirley Branning

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to provide for the distribution of funding for gifted and talented programs and other grants; to amend and reenact sections 15.1-02-02 and 15.1-18.1-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and the national board certification program; to provide an effective date; and to declare an emergency.

Minutes:

Attachment # 1-3

Chairman Skarphol: Called the committee to order to hear HB 1013 and noting that all members are present except Rep.Boe We will discuss Ancillary entities to begin with. Referring to Attachment # 1 p. 26, of the Department of Public Instruction (DPI).

Stephanie Gullickson, Assistant Director for Fiscal Management for DPI: Referring the committee to PP. 26 and 27 beginning with line 11. Details can be found on subsequent pages.

Chairman Skarphol: Do you have an opinion about the utilization of each of the increase.

Gullickson: P. 27 has all of the detail on travel and inflationary increases.

Chairman Skarphol: Is this an increased cost because of inflation?

Rep. Martinson: Museum of Art, a hand out will be distributed.

Rep. Grande: Do we have a breakdown on the number of schools or students that have received the services of this entity?

Chairman Skarphol: The Red River Writing Project.

Gullickson: There is a need for further funding because they are two separate projects, and some of their federal matching funds were diminishing for both of the projects. See PP.

27-28 and 33 of Attachment #1, We the People, see P. 29 for the narrative; they are turning back some funds giving back a \$2,000 decrease in their budget.

Young Entrepreneur Education Program, page. 29 and asking for an \$80,000 increase with the Governor's recommendation for no increase.

Chairman Skarphol: There was an entrepreneur program discussed last week on the floor where the funding came out of Market Place for Kids funding within this budget. North Central Council for School Television did receive a \$50,000 increase.

Vice Chairman Monson: It was a program, where a license was required for the videos that teachers could download at the cost of about \$400,000 a year to keep the school out of copyright infringement lawsuits. They are doing down streaming with the videos off the internet and providing support services that goes along with North Dakota history material for fourth grade, eighth grade and 11th to 12th grades. Reference is made to Attachment # 3 provided by Beverly Pearson.

Chairman Skarphol: Referring to P. 31 of Attachment 1, and asking Legislative Council to draft a list of spending requests and the total it amounts to for preK, early childhood. The North Central Council of School Televisions provides the technology.

Vice Chairman Monson: Teachers can go straight to the website from all over the United States with video clips to supplement. See the last item on testimony, Attachment # 3, p. 2.

Kirsten Baesler, Superintendent of Public Instruction: Describing The young Entrepreneur program. It is a weeklong immersion camp for nine to 13 year olds to develop ideas for businesses and market it to people attending those camps, at the end discussing why some businesses failed or succeeded.

Chairman Skarphol: How are they chosen?

Baesler: There is an application process that they have to fill out to accommodate as many as apply. Will get number of students who attend.

Chairman Skarphol: Going through the list of programs PP 31-34.

Rep. Grande: What are the variations of writing projects and why are there so many if we have to start picking up the federal funds.

Gullickson: They are geographically divided.

Chairman Skarphol: Education Standards and Practices Board (ESPB), what are the costs associated, level funding is requested.

Rep. Dosch: Referring to # 19. Paying teachers to mentor other teachers, this is ridiculous. Can't school districts take new teachers under their wing and show them the ropes without having to pay them?

Baesler: That naturally occurs in bigger schools. In smaller schools, there is deeper professional development showing them the standards and the curriculum, most often the mentor program covers the costs to pay subs if they have to go to another school district. Teacher mentor programs help with teacher retention.

Rep. Dosch: They would get taught when they are in college.

Baesler: I would like to say that that were true but there isn't a lot of preservice time in the classroom. In theory everything is perfect but it is not always the way they read about it in the textbooks.

Rep. Streyle: Are they going to large or small schools. If to larger I would recommend a decrease in funding.

Baesler: We naturally mentor in the larger schools but Regional Education Associations (REA) spend a lot of time creating that mentorship.

Rep. Grande: Describes the student teaching experience, are students gathering information? This is adequate training, are they not gathering those types of things? Granted, schools are different.

Baesler: Describes observation, pre service teacher training. This program was started because teachers are leaving the profession. This program has proven to make more successful teachers.

Vice Chairman Monson: Using his own example of what it is like to get into the real world, going from training in Grand Forks to Hankinson and it was different. There was no support and after three years he thought he would become a farmer. He went back to a small school where there were in-service days during the school year. We did it with no money but it is a good thing.

Rep. Williams: In small schools you don't pick up on how to handle behavioral problems.

Rep. Streyle: Are there numbers to show that it is used fully?

Gullickson: Last biennium was the first time it was used, right now they spent roughly \$1.1M of the current \$2.3M for this biennium as of about two weeks ago.

Chairman Skarphol: Get information to us on how it has been utilized, different from the description on p. 35. Let us know how much has gone into the mentoring program, if it has been utilized. With \$125,000 for Board certification, is this new?

Gullickson: The \$500,000 invested at the Bank of North Dakota was to pay for these tests, there was no base because no interest was earned. Last session the fund was broken up and partially used to pay for this National Board Certification. Whoever wants to take advantage of the opportunity can use it.

Rep. Dosch: Referring back to teacher retention, this characteristic should be easily detected. Keep the good teachers and get rid of the poor teachers. The mentality of the Teachers Union is that everyone is treated equally and that discourages the good teachers.

Baesler: The teacher evaluation process is valuable. Mentorship could still be beneficial. This can become a board against the union issue and the pay scale was handed over to them so it alleviated the board against union issue.

Chairman Skarphol: Pay for performance and utilizing assessments to accomplish some of what has been referred to, there is nothing in this session to address that.

Baesler: Support was coming from Foundation Aid and the administrators fell out of it because it would have come from their foundation aid formulas. They didn't want to take away from students to pay for bonuses.

There will be a meeting to discuss the importance of teacher and principal evaluations today. It is the right thing to do.

Chairman Skarphol: Should that have been moved forward?

Baesler: There was not enough support from school personnel to make it effective. Hoping it can be supported by all entities next biennium if it comes forward.

Rep. Williams: Would it be better if there were a set aside and not taken out of foundation aid with your superintendents.

Baesler: It would make a critical difference; the appropriation was about \$300,000.

Rep. Williams: It is unfortunate when they took it out of foundation aid, similar to the equity fund in higher education.

Chairman Skarphol: If it is a proposal that has merit, we could go into policy to get a legitimate proposal that should again be discussed.

Rep. Williams: Rep. Dosch is correct on that one.

Baesler: There is \$400,000 included in the Governor's executive budget for statewide teacher and principal evaluations. That is Step I that it be a system in place across the board with support from education leaders.

Rep. Grande: Concern that discussions are not open, there is push back, will there be PTA involvement, student governments, input from people who are effected by ineffectiveness? Parents are pushed out of the system completely.

Baesler: It depends on the leaders you elect. As a school board member, make recommendations for 360 degree evaluations.

Rep. Grande: It really can fall on the school board.

Baesler: There is no state mandate, but it stops at the school boards door. This is for non-renewal purposes. There is a timeline for when principals must evaluate their teachers.

Rep. Grande: Discussing parental input.
52:38

Baesler: Steps need to be taken this will happen in school approval and that is when money is involved..

Vice Chairman Monson: Speaking from personal experience and stating that as an administrator he was evaluating every day.

Rep. Williams: Some principals are not doing evaluations. The Policy Handbook has to be followed.

Baesler: We discovered that most schools do not have a policy in place. A survey indicated that not all schools have teacher evaluations except for non-renewal purposes. Evaluations should be for growth.

Chairman Skarphol: The \$400,000 is for training and support? How do we move forward with what Rep. Dosch is recommending, to reward the best teachers and address the retention of the poorer teachers?

Baesler: Rewarding that excellence, the first step is training superintendents and principals to recognize excellence. Typically, they are trained to recognize deficiencies and how to be punitive. Evaluation models like, Morzino and Danielson that have excellence rise to the top. Principals have to be trained to recognize good teaching practices and then they can begin to reward.

Chairman Skarphol: Do the models have reliable rankings that would be made by students?

Baesler: Models are addressing that.

Chairman Skarphol: How do we begin the process?

Baesler: Approving the \$400,000 request would move that forward. This is one of my passions.

Chairman Skarphol: Last session there was a \$7.5M proposal for bonuses for teachers and teacher effectiveness and it disappeared. How do we set a long term goal to accomplish that? How can we put that into words that would adequately predict that this would happen?

Baesler: Give me time to give that thought.

Chairman Skarphol: The North Dakota Leadership and Educational Administration Development (LEAD) Center, close-up programs like spelling bees...

Baesler: The Close-up still has a strongly supported program and they do their job well.

Rep. Martinson: The name changed to Global Bridges, This has been an excellent program for teachers who have gone to Germany for a ten day mission, very intensive but they are changing some of their focus. Atlantik Brucka is bridges of the Atlantic, some are going to China and Senator Holmberg went last fall and had quite an experience with their delegation in China. They are very interested in legislative exchanges and that is the part that I would like to have in the minutes that we talked about that. They are bringing a delegation from Germany to North Dakota this fall for about a week, of business leaders and government officials and their legislative people. They would like us to send some legislators to Germany to their Bundestag. We would like to have that be a part of the mix, also.

\$150,000 would be better than \$105,000. I have talked to Rep. Carlson about legislators. If it could be a combination of legislators and government officials it would be a very intensive These are not tourism groups. If you get an afternoon during the week to do something on your own that would be it. They go basically 7:30 or 8:00 in the morning until 8:00 to 9:00 pm.

Vice Chairman Monson: In the other bill there was a section in the Governor's budget, there was an appropriation in there for \$150,000. Since it was also in here, when we made some revisions to the Governor's Education Formula bill, we took that section out. That is the only one in here. It was in two places.

Several legislators were asked to go on the trip but didn't stay the whole time. I would highly recommend it; it was a phenomenal five day trip.

Chairman Skarphol: It is a good program and there is strong motivation to get it set up. Moving on to Gearing up for Kindergarten, it is on the list that I am asking Sheila to put together.

Baesler: It is a good program, statistical and anecdotal data show that it has good results. Children begin learning on day one and don't worry about procedures, parents are included in this program and makes it more successful. Funding for this is encouraged.

Chairman Skarphol: There is a limit to when children should begin school. There is a limit to what is reasonable.

Baesler: 52% of 4 yr. olds are in some type of formal day care center and 78% of our mothers of zero to five year olds are working outside the home full time. There is still that 22% that are still at home but this is optional, if they are already in a setting we can capitalize on it.

Rep. Grande: This is not a day care setting, for several sessions I have had to battle back mandating full day kindergarten and now we are going lower and lower.

Rep. Martinson: The values of early education far surpasses later education. If you really want to educate children educate them early. You can't argue with the statics of early education.

Rep. Grande: Play is learning, children should not be forced into learning settings too early except through a fun learning setting.

Baesler: Bringing in low socioeconomic students has brought down the grade expectancy standards to lower grades and that is being brought about by the world economy. Bringing in the neediest students has lowered the achievement gap, it has never occurred. Gearing up for Kindergarten is a parent program, it is play structured toward a goal of learning.

Break to 10:30

Chairman Skarphol: Moving on to the Green Sheet on the State Library.

Cynthia Clairmont-Schmidt, Assistant State Librarian: It is a new program that our state librarian had done in another state and it helps out with the renovation and repair for city and county libraries. There is a one to one match for small libraries. For larger libraries they have to provide a two to one match. It is for repair, roofs, maintenance. Done in other states. We have numerous librarians who said they would be interested so we started with this number, we don't know if we will be using it all. They will be assisted and we will have people who will monitor them and they will be doing the work..

Joe Morrisette, Office of Management and Budget Analyst: In Section 12 of HB 1319 there is language that would help carry over unused moneys. Maybe it wouldn't be granted out or awarded but not used so it could be carried over.

Chairman Skarphol: For purposes of understanding have we had local libraries that have requested funding or have we decided to do this as a state?

Morrisette: It was funded at the request of the state library so the contact from the local libraries would be to the state library, not our office.

Chairman Skarphol: How did this start, did local libraries tell you that they have need?

Clairmont-Schmidt : We wanted to work way closer with the county and city libraries and one of the needs is for repair and maintenance. To do this they would have to go to local funding agencies for the money they get through a mill levy and some are up to 14 mills. I will get a list of mill levy's for local libraries.

Vice Chairman Monson: 50% match?

Clairmont-Schmidt : One to one in smaller communities like 5000 and lower, it would be two to one in larger communities.

Chairman Skarphol: A new initiative increases on line funding for on line library resources by \$200,000. Is that new?

Clairmont-Schmidt : It was an audit finding. We have budgeted money in our grants line item because we have used our federal funds for grants and on line library resources. The

Auditor said we should pay for on-line out of operating funds. We increased the operating by \$200,000 in case we want to continue offering on line library resources and kept the grant line money as grants.

Chairman Skarphol: This is a portion of the federal funding that you have received and you have committed this to \$200,000 to on line library resources. Somewhere there is a reflection that you have decreased the on line grants line.

Clairmont-Schmidt : We won't get \$200,000 in new federal money but we can do grants in the biennium or pay for on line resources I don't think we will get \$200,000 in federal funds.

Vice Chairman Monson: This \$200,000 of new money, is this federal funding and it is just in case?.

Clairmont-Schmidt : The auditor said pay for it from operating.

Vice Chairman Monson: Could you add language that would move it from one to the other.

Morrisette: We could move the language around.

Chairman Skarphol: Under the operating expenses it shows \$200,000 for supply material as an increase. Where do I see a commensurate reduction in Budget Analysis Reporting System Bars for that?

Morrisette: It is overstating their federal authority by \$200,000. If you were to see a reduction it would be in the grants line.

Vice Chairman Monson: We could save \$200,000 if we give them the flexibility to move it.

Chairman Skarphol: Aid to other libraries, how is that distributed?

Clairmont-Schmidt: A formula is in statute, \$1.00 for city libraries per capita, \$1.00 for County libraries and \$5.00 for square mile. That was the formula when it was begun in 1979 but it was never funded to the fullest extent and we have asked every year to reach that amount.

Chairman Skarphol: What would it take to be at the full level in this biennia.

Clairmont-Schmidt: About \$2.2M for the biennia.

Vice Chairman Monson: We are about \$500,000 short of being where we need to be even with the \$266,000.

Chairman Skarphol: Looking for additional federal funds for library.....

Clairmont-Schmidt: Federal funds have been good, if we don't get the funds we don't buy library resource, we don't do a program that we are doing and we will know soon what our funding will be.

Chairman Skarphol: Your budget is flat except for salary increases. Moving on to discussion on School for the Deaf and Vision Services. Vice Chairman Monson visited the School for the deaf a long time ago.

1:32:40 to 1:38:44

Vice Chairman Monson: Funds received last time were used to demolish and clean up. Now there are buildings that are solid, there is no need for them and they don't meet Americans with Disabilities Act (ADA) requirements the second floor is not accessible. The dilemma is what to do with them. The Smith building does not meet code. The Trades building has been used as a museum, a connection between the two buildings would provide better usage of the two buildings. The campus has well maintained buildings; all heat comes from the main heat plant.

Chairman Skarphol: Referring to the green sheet and the detail, # 2 was that for tearing down the building?

Morrisette: Yes and there was some work done on the Smith building to add a sprinkling system and improve their HFAX system.

Chairman Skarphol: \$800,000 in funds where did that come from?

Morrisette: Carried forward from the '09-'11 biennium for remodeling of the Trades building because it didn't come to fruition and they used it for extraordinary repairs projects. Some work was done in their main administration building.

Vice Chairman Monson: Work was done in dormitory as well with doors, new carpeting.

Chairman Skarphol: One time funding for extra ordinary repairs for \$1.002M.

Morrisette: Were able to fund repairs without general funds because these are what you might call deferred maintenance.

Chairman Skarphol: On # 4, provides money for extraordinary repairs, a general fund appropriation that delineates what that is for.

Morrisette: It is from the general fund, just the funding source.

Chairman Skarphol: On P. 2 of the green sheet, special funds. Enlighten us on the source of funds and which entity is involved in the travel.

Morrisette: It is to take students home for the weekend, ground travel, teachers go out to do more outreach around the state and travel costs have increased. The sources of funding, most from head start program for rental of the building. Money is received from the Land department trust fund.

Chairman Skarphol: Continuing on, #9, is for .67 FTE and the \$75,000 in special funds.

Morrisette: It is not .67 FTE it is a salary cost for teachers who work year around, not a benefit package.

Chairman Skarphol: Most of the change is special funding, it must be self-sustaining. How will the \$2.575M get split up?

Morrisette: They do get a small amount of federal funds that come through DPI for the deaf and blind.

Vice Chairman Monson: Devils Lake High School also pays rent. If this facility could meet ADA, the college could utilize some of that space.

Chairman Skarphol: \$230,000 in federal funds can be seen here.

Morrisette: That is correct, they get about \$340,000. That is what is budgeted and about \$230,000 is for the Deaf-Blind project.

Chairman Skarphol: They are able to raise about \$2.2 M in rental and what?

Morrisette: \$1.1M in accumulated balance. The estimated revenue for 2013-2015 is expected to be \$1.2M.

Chairman Skarphol: If they built the new access, how would that increase their revenue?

Morrisette: It would be more feasible to get tenants in the Trades Building. I could visit with John Boyle to come up with what that size of space would rent for.

Rep. Williams: Are there substantial special fund dollars, basically special fund dollars?

Morrisette: The moneys are really their own special fund moneys from their rental.

Chairman Skarphol: The optional budget request for the entrance that would make it ADA accessible, what is the price tag on that? If we are going to give that project consideration we will need to have an estimate of what the revenue would be. \$1.845M is the revenue for that. It makes the building more useable for rental.

Would we want David Zimmerman, an instructor at the School for the Deaf to come to us again?

Vision Services, elevator installation, window replacement, will this list for \$189,000 complete the job?

Morrisette: The interior and exterior wall panels should be replaced, when they are framed in and insulated new energy efficient windows will be put in. This building would be rentable to other entities.

The elevator installation would make it more rentable and provide accessibility to the second floor. Higher Ed rents some of the upper floor but the space is not handicap

accessible. Higher ed intends to vacate that space and it could be used for client services if they could get to that floor.

1:55 to 1:57:05

Vice Chairman Monson: Higher Ed is using it for their IT but when their center is finished, it will make that available for rent again.

Outreach programs have grown and housing students is not an issue.

Rep. Dosch: If it is becoming an outreach should we be spending money on renovating. Wait until we have a lessee, and then do the renovation.

Chairman Skarphol: Services for the blind is outreach but onsite services are provided at the school so there is a need to keep a facility.

Vice Chairman Monson: I agree.

Chairman Skarphol: Addressing Gullickson, I believe HB 1013 is incorporated and into the Governor's model for proposed changes to the funding formula for K-12. if that were significantly modified and the change doesn't happen, what would it look like in comparison? Or is the Governor's scenario the only scenario?

Morrisette: On p, 1, line 21 of the bill the only change that is needed is the amount that is appropriated for school aid program. Line 22, the Integrated formula payment, changes those two lines and would take care of that.

Vice Chairman Monson: The original bill that has the formula for it, some were direct appropriations. Sections were taken out. What are those amounts?

Morrisette: In an earlier version of HB 1319 there was an appropriation for the rapid enrollment grants and it was also in this bill so HB 1319 no longer has the appropriation but it has the formula.

Chairman Skarphol: Continue discussion on Tuesday morning.

Steve Snow, Director of the MIS unit within DPI: The request was \$893,000 in three sections. The first \$529,000 goes to contractor support to maintain the STAR system, teacher licensure application, student scholarship application. The \$190,000 is to improve data collection systems, to automate some of the federal reporting that we do, up to 100 federal reports that we submit every year. There are requirements to track students who are college bound. to meet federal standards.

We have full time staff who process this, DPI has a lot of paper work, we will set up an intranet so we have a place to post all of the information as it flows. We will be more mobile and go out to the school districts. It will be held by Information Technology Services (ITD)

Rep. Streyle How many staff do you have in the IT section of DPI?

Snow: It is made up of three sections, there is the internal support which does the desk top support. Three people do the servers, the multi media, the website and the desktop support. Six staff do the programming, one does the federal reporting. There are four researchers who verify and validate.

Rep. Streyle: 14 including you, this would reduce staff if it were automation and not paper.

Snow: Anticipate that contractor support required now would be decreased. Right now that \$529,000 is strictly for contract dollars. As we get more staff we will become more efficient internally and it depends on what federal regulations come forward.

Rep. Streyle: Could IT staff be rolled into ITD?

Snow: There are roughly 100 desk tops network printers and three staff in Fargo, two staff in Minot, and staff in Mayville. One in the office is multimedia support who generates fliers, web site and server support.

Vice Chairman Monson: What IT requirements are you needing for the State Library, the School for the Deaf, School for the Blind or are they on their own?

Snow: They are on their own, we do some for the library but they are all independent.

Chairman Skarphol: Help us understand Teacher assessments, federal requirements with regard to payment for performance.

Snow: I am the data guy, I will find a way to collect the data and they decide what they will do with it. With the federal report, they want to know what our rating scale is and how many fit into each scale. Also reported is the number of teachers, very aggregated data.

Chairman Skarphol: There are five categories that teachers need to fit into, based on whether they are highly qualified to low?

Snow: First we decide how many categories we have, and how many teachers and principals fit into each category. We submitted a narrative because we don't have a state wide evaluation system this year. Ed Facts is always submitted a year later.

Chairman Skarphol: We are being told to develop an assessment process and they will look at what we develop and then decide whether or not it needs to be refined.

Snow: The No Child Left Behind Federal weaver application would tell the Federal System what North Dakota is going to come up with. If they approve the application with the weaver in it that will determine our evaluation system. The schools would still do their evaluations as long as they fit into the criteria that we submitted on the weaver, then we aggregate those numbers into a state wide pooling.

Chairman Skarphol: Recess until tomorrow morning.

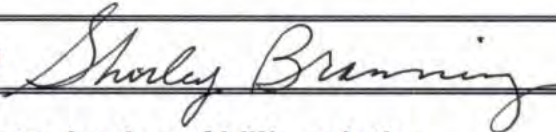
2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
January 29, 2013
17881

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to provide for the distribution of funding for gifted and talented programs and other grants; to amend and reenact sections 15.1-02-02 and 15.1-18.1-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and the national board certification program; to provide an effective date; and to declare an emergency

Minutes:

Attached testimony #s 1-5

Chairman Skarphol: Called the Committee to order and stated that all members are present except Rep. Boe: who is at a funeral today. We will take up the budget on The Department of Public Instruction (DPI).

Stephanie Gullickson, Assistant Director for Fiscal Management for DPI: Calling attention to adjustments on Attachment # 1, P. 1

Column 4 line 17, changing a \$50,000 increase. Column 5 has a \$50,000 increase, that also changed line 37, columns 4 and 5, a \$50,000 offset.

P. 3 did not change. The next is P. 16, line 3 for Management Information Studies (MIS) State Automated Reporting System (STARS) maintenance and development is \$893,000, Column # 5 for a total for a total requested budget change and also Column # 7 to \$719,000 for total Executive Budget recommendation. New handouts will replace those lines.

Rep Streyle: We had Information Technology Department (ITD) in yesterday, and they didn't see a need once that is done, so what is that?

Steve Snow, MIS Director: The reason we need the amount is for STARS maintenance, it is the ongoing cost of keeping the system up with minor changes to clean up the data tables and such. Most of MIS staff keeps the STARS program up but as the system has expanded for teacher licensure we had to hire contractors to maintain those systems.

STARS is the main data collection system for North Dakota, it is where we collect all of our data such as enrollment, finance. The schools input the data for state reporting. We added an automated scholarship system, where students can apply for a scholarships on line, we

have links with Department of Human Services, with post-secondary, there is a lot of expansion with data systems that has gone past what my staff is able to do so we have contractor support for that.

Rep. Streyle: That is an estimate on what you think you will need for contractors.

Snow: It is based off the first part of this biennium, from invoices, we tried to account for some of these changes, predictions of changes, possible scholarships applications changes, foundation aid formula changes, all based off what we have seen in the past biennium.

Rep. Streyle: Does ITD do some of the contracting?

Snow: ITD does some of the contracting for the Foundation Aid formulas, the other goes to outside contractors, commercial vendors.

Chairman Skarphol: Give us a sheet with historical data and how its applications have been added. Does the number in here reflect a change in how this is going to be utilized that would be discretionary or do you expect the figures to be required actions based on legislative actions?

Snow: A combination of both, there is the ongoing maintenance of the data system to clean up the data system, clean up the tables. There are federal and state changes, different requirements that come up. I broke the \$893,000 into smaller parts so really, \$529,000 is what is asked for the data maintenance system.

Chairman Skarphol: What we do here by granting dollars, leaves the impression that it has been approved somewhere else, rather than just by the agency.

Kirstin Baesler, Superintendent of DPI: I reviewed the budget request quite thoroughly and found out what was going on. I feel confident that the ongoing maintenance is necessary. As we look at more reporting, presenting the most accurate data there are tables that need to be cleaned up. There are 181 schools that report and 400 school buildings that report multitude of data. STARS provides some continuity and consistency but there is still data cleanup to do. In order to provide very accurate and consistent and apples to apples data it is important that the output is accurate and complete and clean.

Chairman Skarphol: My concern is that things that we authorize have been approved by the policy people elsewhere, Education for example. Tell me what you mean and what cleaning up the data really means. How did it get contaminated?

Snow: Information is collected for a single purpose such as enrollment based. We have to add new elements to answer question B and different elements have to be added. We have to know how the data is actually used.

Chairman Skarphol: Do you retrieve or input the data to whomever entered it should to make sure it was accurate?

Snow: We have schools re input the data so it comes from the source that originally put it in. We incorporate data into other sources and need to match data sets across tables. This gives us a more widespread longitudinal type view of information.

Baesler: In Mandan we discovered that there were some added mandates that were required. We discovered that of the seven people inputting data, there were at least six different methods of computing at those buildings.

Chairman Skarphol: Does cleaning up the data mean going back to those entities and making sure it is consistent, is that part of the cost associated here?

Snow: This is part of our audit system. We try to catch it at data entry point where there are checks and balances,

Chairman Skarphol: We will get into the area of utilizing assessments so that we can develop the best system possible and if it is achievable, at what cost?

Baesler: It is achievable and DPI can take the lead.

Chairman Skarphol: That is the \$400,000 request.

Vice Chairman Monson: Where do you provide the support staff for the technology, in the schools or in your office? You must be providing a lot of support in the schools.

Snow: We are looking for any duplication that we could eliminate to streamline what MIS does. I divide it up into three larger groups, programmers are the ones who maintain the systems themselves. The program units interface with their program units, MIS interfaces with the IT units in the schools. We have five programmers who are in charge of federal reporting; staff to input the data, research staff makes sure that the data gets pulled out correctly so they work with the business units at DPI to extract data to make the transportation reports, financial reports, employee compensation reports. Also, to any data requests from data research entities interested in state data. Newspaper reports, the smaller staff is the internal support who do desktop support, server support, the exchange, the active directly, the web developer. We have IT purchases that fall into that section.

Vice Chairman Monson: How many different programs do you guys see that our business managers are using, different companies?

Snow: The student information system is Power School. There are four or five different data systems and we pull from four or five. The schools extract the data and send it to us. Power School is not used by all schools for their school lunch programs. They have different lunch systems, different library systems that we don't pull data from.

Vice Chairman Monson: Business managers have to contact their software companies and get their numbers and get it to you. It makes no difference which software they are using, you are able to extract that data.

Snow: We use a data extract system that they input based off a file format. They give that back to their contractor to build an extract out of their system that we then import into our system based on our import specifications. If we were at a point where there was a consistent reporting system, we could potentially pull data out of their finance system, like we do with Power School.

Vice Chairman Monson: If you could get them to all agree to use the same system you would have more consistent data.

Snow: We look at data fields; it is a business issue rather than a technology issue. We are trying to decrease the input.

Chairman Skarphol: Referring to Attachment # 2, it has to do with the costs in Fargo for English Language Learner (ELL) program. There must be substantial cost to the West Fargo School District. They have 647 students requiring various levels and their costs must be in excess of \$1.7M and we are giving them \$152,000 based on the weighting factors within the formula. Is that typical?

Jerry Coleman, Director of School Finance and : The factor in the formula is what generates the \$152,000 and that is what the legislature has put into the statutes for that factor.

Chairman Skarphol: Fargo is the most affected by the costs associated with this.

Coleman: West Fargo has a population that has an impact on this program.

Baesler: Grand Forks also with migrant workers.

Coleman: The factor is there and is in HB 1319.

There are only changes to factors are an increase in the special education factor and an adjustment to the Power School that affect the cost.

Vice Chairman Monson: When there is an increase in the per pupil payment, do we cut the factor in half when the per pupil payment doubled?

Coleman: Those two that I mentioned are the only ones that changed. Under the integrated formula the amount of money generated is driven by that per student payment rate. It will go from \$3980.00 to \$8810.00 that will generate a lot more money but it is all in this mix because school districts will be seeing significant reduction in property taxes.

Chairman Skarphol: Will Rep. Wieland's constituency be seeing a significant because of this or as the factor changes held that stable?

Coleman: It should be about the same looking at state and local money. The new formula changes probably are not going to make much difference.

Baesler: Time is needed to reevaluate the weighting factor of all of our districts.

Chairman Skarphol: Are there other types of unique factors that are not addressed in a similar situation or is this unique?

Baesler: There is also the need in special education and to look at weighting factors as a whole.

Chairman Skarphol: Are there other individual schools that have unique circumstances such as an ELL issue?

Baesler: In the western part of the state are experiencing more special needs but they are not qualifying because Title is based on socioeconomic.

Chairman Skarphol: Western area legislators on the oil tax distribution formula there would be a fair amount going to those western schools that should give them the capability to meet those needs. We have a responsibility to meet the requirements of the schools.

Baesler: There are pockets, such as autism spectrum disorder is growing.

Coleman: The new integrated formula is the target level for that \$8810 that came from the FICA study that was done in 2007. In their adequate funding level for schools report there are add-on factors. There is a report that has information on how all of this might work. The at risk and ELL factors that they rely on are higher than we have in our formula.

Chairman Skarphol: Rep. Wieland said there are 47 different languages, how do we responsibly address this?

Vice Chairman Monson: In HB 1319 there is a factor that kicks in only when there is a weighted per pupil unit. The fix is quite simple, we increase the factor and put more money into it. In special ed, it is leveled out.

Chairman Skarphol: If we were to change the factor without changing the money, West Fargo would get a little bit of money and it would cost the other schools the money.

Coleman: If you don't fund changes that cost money in the formula you would get the reduction in the per student rate.

Chairman Skarphol: Green sheet Department 201, Temporary salary increase of \$200,000 for temporary salaries, is that an additional need or is it new?

Baesler: It is for temporary salaries and it is new, for the deputy superintendent, Bob Christman, to provide better communication to schools.

Chairman Skarphol: Would it become permanent?

Baesler: As we reorganize and see new efficiencies, that may not be true.

Chairman Skarphol: One time funding, operating expenses, programming changes that is part of the \$384 that Mr Snow talked about addressing decreases. Another decrease in

federal funds for Education Standards and Practices (ESPB) and another decrease for Workkeys testing.

Gullickson: We had a \$500,000 National Board Certification fund that was investment at the Band of North Dakota and did not earn any interest to pay for the National Board Certification. Last session that item was repealed and it was put into three separate items in our budget. \$200,000 is one of them to pay for testing for National Board Certification for their testing. \$100,000 was to pay for ACT Work Keys testing. \$15,000 will be returned to the general fund. We only used \$100,000.

Vice Chairman Monson: National Board Certification, is that done through you guys or through ESPB?

Gullickson: ESPB does all of that, the funding comes through our budget. There are teachers taking that test. We flow it through to ESPB.

Chairman Skarphol: That is \$120,000. On # 6 you have the request for increased funding for \$867,300 to pay for WorkKeys.

Gullickson: Going into the biennium with a shortfall and we found the cost of the test has gone up. There will be more Juniors taking the test by enrollment numbers so this is to show a shortfall.

Chairman Skarphol: Discussing # 7

Gullickson: That is for travel and IT cost, inflationary increases.

Chairman Skarphol: What percent is the inflationary increase?

Gullickson: We asked for \$61,550 but this is an offset because of the \$20,000 removal of the Early Childhood Learning Council, so our optional package is \$61,550. The \$200,000 is the matching federal portion.

Vice Chairman Monson: Going back to # 6, the cost per test went up, how do you estimate how many students are going to take the test?

Gullickson: By looking at the growth in the Junior year population plus increase cost of the test.. The combination of the two is how we came up with the \$88,900.

Chairman Skarphol: #s 8 and 9 What happens if the Governor's Budget does not pass? How much new money is going into K-12 education?

Coleman: The Executive Budget recommendation is dealing with a number of different things at the same time. Switching the funding model to an adequacy approach and accomplishing some major property tax reform by how all of their levies will be recapped. I would need to be told how much goes where.

Chairman Skarphol: Comparative Estimate, how much money would we have to put into the existing formula.

Rep. Dosch: Would it not be the combination of line #s 10, 11, 12?

Coleman: This is relatively close, we have integrated payment of \$1.787M that is the combination of the \$918M and the \$341M, and the increase in the Executive Budget is \$527M for the increase in state dollars.

Rep. Williams: Of the \$500M what amount would be the property tax relief?

Coleman: \$27M is the cost to continue, \$9M is included to carry forward. The larger enrollment... \$53.5M to fund new kids, increase in per student payment \$73.6M, increase in reduction of property tax relief is \$372.4M, that includes moving forward in our current mill levy reduction program at 75 mills and an additional amount for what 60 mills would cost us. \$320M would be the additional relief and the difference is what it would cost for the existing mill levy reduction program of 75 mills. That is about \$50M.

Rep. Williams: The \$372M is not new money for schools, it is property tax relief. How much new money for school districts

Coleman: \$150M, moving it forward.

Rep. Williams: How much new money out of the old formula did we give the school districts in the last biennium?

Coleman: About \$100M.

Vice Chairman Monson: Did it include an increase in students?

Coleman: Not as dramatic but not as many as we will see in the next biennium.

Vice Chairman Monson: If we didn't see a growth in students we could subtract \$150M. To continue the old formula it will cost \$27M. So there is \$73.6M increase for the cost of living.

Rep. Dosch: He showed a chart put out by Legislative Council and asking for a chart that shows what new money, the cost to increase, total funding from biennium to biennium.

Chairman Skarphol: There is \$500M move from one biennium to the next. The \$370M is attributable to switching to the new funding model that reduces the local requirement for funding by \$320M with a 60 mill reduction. Plus the \$50M additional cost for the previous 75 mill reduction.

The dramatic number change from \$1.3M to \$1.8 is a result of the Governor's new model.

Rep. Dosch: What is the total amount that K-12 is costing us? What is the budget for K-12.

Chairman Skarphol: What is the total cost of all K-12 including everything, one lump sum number. Asking Coleman to produce such a document.

Coleman: Stating that he is in the process of preparing a fiscal note for 1319. If you look at the total picture for total schools district budgets, financial data that is received is up to two years old. They get funding sources from a wide variety of places.

Rep. Dosch: If North Dakota paid the total bill for the cost of education, what would that bill be at the end of the year.

Baesler: The numbers would be a year behind. The difference in what schools offer makes it difficult to come up with a total number.

Rep. Dosch: Is it the schools choice to offer special programs?

Baesler: To provide the teachers, variety's of classes unique to the needs of the community is a local school board driven decision. There would have to be a definition of what education consists of in this state.

Rep. Martinson: What is basic education? It is the difference in the districts offering different programs.

Chairman Skarphol: That is a function of the size of the school to be able to have larger course offerings. Small schools face the dilemma of equity..

Rep. Martinson: They may not have the school size but they don't levy either. Bismarck is willing to raise taxes to fund the schools, but other districts are not so formulas are adopted to make sure the little guys don't have to pay so much. That is why formulas don't work.

Rep. Williams: If we took \$150M in new dollars, would most school districts do better under the old formula or as well under the under the new?

Coleman: There are 180 school districts and all are a little different. No, those that are kid poor and property rich, they would not do as well under this new formula. They will give up their ability to levy the local property tax that they are living on now.

Rep. Williams: The formula is not well understood by administrators. What are you doing?

Baesler: There is bated concern. Information is being sent out today on what will happen with HB1319.

Vice Chairman Monson: There isn't a lot of new money, by buying down that mill rate we are seeing is that we are giving up a lot of ability to raise money locally. We are going from 110 down to 60. They are giving up flexibility to raise their taxes.

Rep. Martinson: If this had passed last session and Bismarck had a bond issue and passed about \$85M for three new schools. How would this legislation have impacted that bond issue?

Coleman: That comes directly out of property taxes; the capital stuff is still left to the property tax. It would have no effect.

Chairman Skarphol: The local school would still have the authority to spend whatever the voters decide to send on buildings regardless of any cap. Big schools will be ok but small schools that are in declining enrollment, what is the hold harmless that will allow only about a 2-4% decline in funding?

Coleman: They would have to look at other options when they run out of funding and run out of kids, they would have to look to their voters for an excess levy. Hold Harmless kicks in on the second year and it is pegged to dollars, so if they are losing kids they can have a 2% decline each year, so they have a little more time to plan what they need to do.

Rep. Streyle This will consolidate small schools, this will help force that issue.

Recess for 15 minutes

1:22:26

Chairman Skarphol: I will talk to Rep. Nathe about having a joint hearing on HB 1319. Moving on to item # 13 on the Green Sheet increasing funding for special education from \$16M to \$16.5M general funds.

Coleman: That is to cover the cost of education increases.

Chairman Skarphol: Continuing with items # 14-

Coleman: Joe Morrissette could deal with that language

Rep. Dosch: Transportation funding, how does that work?

Coleman: They get reimbursement, just like any other school based on the rides and miles.

Chairman Skarphol: Does that fluctuate based on routes on a year to year basis?

Coleman: It hasn't changed the formula in recent years.

Rep. Dosch: Why don't we charge for the transportation?

Baesler: That is a local school board decision. Transportation is not offered for students who live in close proximity to the school. Weighing the factor of school attendance, transportation is cost effective.

Chairman Skarphol: How many school districts do not provide transportation?

Coleman: The Schools Finance Facts publication, E and F will have a column on transportation.

Chairman Skarphol: If a school decides to do it there will be some assistance.

Rep. Williams: There is a difference between urban and rural school transportation. Depots for pickup are set up so that kids can be picked up in bunches and it is a lot more economical. It is not a large budget item.

Baesler: Students come to the closest pickup.

Vice Chairman Monson: How did you come up with the \$5M increase?

Coleman: That is about a 10% increase for the biennium, it is the cost of transportation, driven by cost of doing business.

Vice Chairman Monson: Your rate is not changing.

Coleman: Rates will increase by 10% to distribute that \$5M.

Vice Chairman Monson: 10% may not cover it.

Rep. Streyle: Is all of this money distributed at the end of the biennium. Based on Foundation aid will it go out at the end of the biennium?

Coleman: The Bill language will deal with that. If any is left over it is distributed at the end of the biennium. It is prorated out. Foundation aid is in statute now and it will go out at the end of the biennium based on the formula.

Vice Chairman Monson: There was always money left over in the Foundation Aid, now if you underestimate you will be not be able to deliver.

Coleman: Usually we have about 1% left over, we grew by 3400 kids and had planned on 2000 and the formula has higher rates so we will run out of money a lot quicker.

Chairman Skarphol: The worst case scenario, you have larger number of students than projected, schools could see that number go below the \$9000 mark.

Coleman: It would prorate everyone's payment down and the legislature would get a deficiency request.

Chairman Skarphol: You make those payments on an ongoing basis, not a lump sum. How do you make an estimate of what the overall costs are going to be?

Coleman: It is an act of precision, entitlements are calculated on entire school year statistics. We would have a good idea of where we will be short in November.

Chairman Skarphol: After the fact you could give an appropriation.

Coleman: We would scale their payments back prorated based on the deficiency appropriation.

Chairman Skarphol: You don't have the authority to make borrow the money to make the payments. You would come back the next session and make the payments to the schools to make up for what was the shortfall because of the expanded numbers.

Coleman: As long as the deficiency was approved with the emergency measure, then the date when it was signed it would become available. We have a foundation aid stabilization fund and we could go to that but the only way that you can get money for the schools out of that is if the state general fund as a whole had an allotment.

Vice Chairman Monson: One bill before the Senate would open that up that fund. Line #10 talks about state tuition fund. There are monies still available in that fund. If you are caught speeding that money goes into that fund. Is that an option for you?

Coleman: It is transferred over into the general fund line for the state aid appropriation line. HB 1013 says that if any additional money becomes available, then we can distribute that excess.

Rep. Williams: The last time DPI ran out of money was during the Sinner Administration has there been a shortfall since then?

Coleman: In the early 90s there was a major shortfall and the first year we implemented this new formula we were short about \$5M but we had excess money in special education and got approval to transfer that money over.

Chairman Skarphol: Green sheet, line #s 15 and 22. Is there money to do those things somewhere in the budget?

Gullickson: Explaining one time stimulus money is in line # 15 and line # 22 is another stimulus grant. That is completed. The money is gone and was a one-time stimulus money from the federal government.

Vice Chairman Monson: Was the stimulus going to very many schools?

Gullickson: It was based on the state aid formula; it went to every school district.

Vice Chairman Monson: It is less money per pupil available to our schools.

Coleman: The Teachers Fund for Retirement (TFFR) used this money.

Rep. Martinson: Stimulus was one time but we take it up.

Chairman Skarphol: Reviewing item #s 16, 17, 18, 19, 20.

Vice Chairman Monson: Discussing line # 17, are we duplicating?

Morrisette: It is \$12M more than what was distributed in the current biennium. The \$5M that came from the Oil and Gas Impact Fund isn't going to be used this time. It is replaced with \$17M in general funds. Total authority would be changing by \$12M.

Chairman Skarphol: Going on to line # 18, that is a weighting factor and would distribute about the same amount of money or would the money increase? IT was a pilot grant.

Addressing Brittini Reim, Legislative Council Analyst to look back to see how many pilot programs there have been and what the results have been. Has every one been implemented?

Moving on to line # 19, \$500,000.

Baesler, Assessments for Math and English language arts, the first assessment will occur in 2015, new curriculum will be developed for this common core. The \$400,000 will be used to have the schools districts develop the curriculum that they need. Up to this time we have met the requirement.

Explaining Attachment # 3.

Chairman Skarphol: Line # 23, removing the last biennium fund from the national board certification fund. That was the \$500,000 amount.

Gullickson: It is moving it to the general fund.

Baesler: Referring to Attachment # 3 and explaining the need for funding

Chairman Skarphol: The request for this funding is not on the green sheet.

Gullickson: He was not funded in the Executive recommendation. On P. 26 of the Budget Book his current base of \$120,000 he is taking an \$80,000 increase for a total of \$200,000. He got zero and he got the recommendation.

Baesler: Continuing with Attachment # 3.

Morrisette: The increase was not funded, the \$120,000 is still there.

Baesler: Providing explanation of Attachment # 4.

2:03:02 to 2:10:11

Laurie Stenehjem, Coordinator North Dakota Teacher Support System: Distributed Attachment # 5

Chairman Skarphol: How many of those teachers that were mentored should have been retained?

Stenehjem: : Our goal is not 100%

Chairman Skarphol: Does the mentoring program point that out to those teachers?

2:10:48 to 2:14:07

Stenehjem: Continuing with Page 2 of Attachment # 5

Vice Chairman Monson: Mentor stipends, how much is each one?

Stenehjem: Up to \$1600 travel costs for training, including travel costs to come to our trainings but not for observations out of our district. Training is done mostly in the summer and some in September and January for late hires.

Rep. Dosch: It is a volunteer program, If the teachers have been paid for their services, who volunteers?

Stenehjem: : It is a voluntary program for school districts to participate.

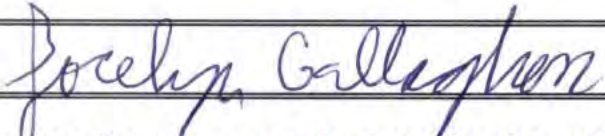
Chairman Skarphol: Thanking Superintendent Baesler and staff.
Joint hearing with House Education on HB 1319 next Tuesday afternoon in the Brynhild Haugland Room.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
February 6, 2013
18376

Conference Committee



Explanation or reason for introduction of bill/resolution:

Minutes:

Handouts 1,2,3

Chairman Skarphol: Called Education and Environmental subsection of Appropriations to order.

Ken Purdy, HR Management Services: (Handout 1) Spoke about bar charts and spreadsheets for the remaining agencies assigned to this sub-committee and the comparisons between agencies pay ranges.

Rep. Monson: Looking at DPI is there a direct correlations in regards to blue line going down and the orange line going up?

Ken Purdy: There is not a direct correlation. With the blue line you would tend to see more employees further into the range by virtue of experience.

Chairman Skarphol: The fact there is no fourth quartile in the Vision Services category. Help me understand that one.

Ken Purdy: Without going into individual agencies and figure out if it is allocation of dollars or a function of turn-over. Maybe Vision Services had less turn-over or School for the Deaf hasn't been able to advance people as they take on more responsibility.

Chairman Skarphol: Is the agency director not included in these or are only the classified employees included?

Ken Purdy: Only classified.

Rep. Grande: (5:23) she provided her interpretation of the bar charts.

Ken Purdy: That would be a reasonable observation. To back up a bit, the Superintendent of the School for the Blind is a classified position, but Superintendent of DPI is not. Also Vision Services and School for the Deaf are both classified.

Chairman Skarphol: You would have to assume she would be in the fourth quartile or am I making a false assumption?

Ken Purdy: She is in the third quartile. She has 21 years of service and that is a function of dollars available.

Joe Morrisette, Office of Management and Budget Analyst: (7:39-12:38) (Handout 2) Somebody in the discussion regarding the project for School for the Deaf/ School for the Blind want to know how that investment of the state dollars might correspond to rental income.

Chairman Skarphol: Putting the budget together on the School for the Blind and this elevator, you did not take into consideration that \$52,800 in any way?

Joe Morrisette: No, we proposed it as a general fund project and as is the case with their current rental income they deposit that in their own special fund and it off sets their operating costs and some salaries. There is nothing built in to that 2013-15 budget to utilize that rental income.

Chairman Skarphol: We wouldn't create any hardship if we approved the \$230 in the Governor's budget but required any rental income on the 2200 square feet must be paid back to us until those costs are met.

Joe Morrisette: I have to check with Tammy and see if they budgeted.

Rep. Grande: To be clear, it is going to cost almost 2 million dollars to put in an elevator, stairs, and ADA restrooms, yet we can put in another elevator \$230,000 in another building?

Joe Morrisette: That is true but the case of School for the Blind the elevator wouldn't add to the footprint of the building. In the School for the Deaf there are two buildings and this would create a new building that would connect the two.

Chairman Skarphol: Is this your budget too and it has been?

Joe Morrisette: Yes

Chairman Skarphol: Did we not give this some authority one time if they could guarantee tenants they could borrow money to upgrade a facility?

Rep. Monson: That was for the Spears building and where the head start now is they had to put in fire safety and new electrical stuff.

Chairman Skarphol: Was there not also an opportunity for them to potentially bring in Human Services if they could come up with a deal and they were unable to that, is that not a correct assumption?

Joe Morrissette: In the current biennium but if you go back a biennium before that there is like 854,000 that was appropriated and they had authority to borrow that same amount from the bank if they could insure tenants. There was money appropriated for the Trades building and it never took place so that money is being used in the current biennium for improvement in the Spears building.

Rep. Monson: The Spears building is being utilized 100% now, the top floor is Head Start.

Joe Morrissette: Both stories are used by Head Start

Chairman Skarphol: Wasn't there some speculation that Human Services was looking for new space in Devil's Lake at the time and do you know if they acquired new space elsewhere?

Joe Morrissette: I don't know, the way I remember it, they were interested in the space but it wouldn't have been big enough. They even talked about using land on School for the Deaf to construct a new building.

Chairman Skarphol: I don't think there was ever serious discussion.

Joe Morrissette: No, probably not. I know this issue was talked about.

Chairman Skarphol: Before we make a decision on this we need to find out if Human Services has done anything. Could you inquire as to that because if they are still looking for space and this would be adequate if we do this there might be some basis for thinking about it but without some assurance I'm not sure I am willing to go there.

Joe Morrissette: I will check into that and see what School for the Blind has built into their budget for proposed rental income from that second story.

Rep. Monson: Has Carmen indicated to you or anyone if there were done and able to use that Trade center, do they have some prospective tenants like possibly the Human Services that we remember from years ago but are there other ones besides just that?

Joe Morrissette: I think the college and a daycare program that has expressed some interest. I don't know specifics.

Chairman Skarphol: See what you can find out Joe and get back to us on it.

Rep. Martinson: I suggest we go to page 18 on their budget and go through their optional requests and start making some motions.

Chairman Skarphol: For purposes of today I assured the clerk we were not going to vote. We can have discussions and put things into a list that we would vote on later.

Rep. Martinson: I would also like to make another suggestion and see what the other members think about it. I support most of these optional requests and pass-throughs. We have increased the amount of money were given to K-12 so much I think any of the

optional requests and if we do any increases in pass-through, we should just take it out of the foundation aide so we don't increase the budget since it is so big.

Chairman Skarphol: We have listened to your suggestion, we will consider it.

Rep. Martinson: What does anybody else think taking it out of the foundation?

Chairman Skarphol: There are still discussions as to what that means, whether or not we go with the Governors model or do plan B, whatever that may be so until that decision is made, it is difficult to predict whether or not there is money there to take.

Chairman Skarphol: We are going to walk through their optional requests; we will listen and make no guarantees until we get down the road a little ways. Starting on page 18, Kirsten why don't you see what you can do about convincing us of option 1.

Kirsten Baesler, State Superintendent of Public Instruction: Option 1 was included in the governor's Executive budget. Do we want to go with the ones that were included in the Governor's budget or shall we just through the ones that were not included that are of priority too?

Chairman Skarphol: I think we need to go over these briefly until we hit the ones that were not included and the reason is the second paragraph on this copy you say 20 positions are vacated. I'm assuming you're doing some type of analysis to decide whether or not you want to maintain those 20 positions or if you would rather have 18 at a little higher pay or higher level of professional qualifications. Give us an idea of your intentions.

Kirsten Baesler: I think there are re-purposing of roles and positions that could occur. The demands on the department have evolved as education has evolved and I would like to have the opportunity to take a look and restructure to meet the needs of what the people of ND need in education.

Chairman Skarphol: Any questions on that particular topic, if not we will go to number 2.

Kirsten Baesler: Number two was included in the executive budget and it was a general fund operating increase.

Chairman Skarphol: Any degree of specificity?

Rep. Martinson: Mr. Chairman, when you say included in, they weren't funded in the governor's budget, and they were included as optional. He put them on a piece of paper but didn't fund them, right? Otherwise you wouldn't be asking for more.

Stephanie Gullickson, Assistant Director of Fiscal Management for DPI: They were funded in the executive budget. The first one was funded through the Governor's Formula, the second one was fully funded the 61,550 in the Governor's executive budget. That is for increases in our operating for travel, IT increase to cover inflation increases we see.

Rep. Martinson: It says here in additional, so if it's in the Governor's budget why are you saying additional?

Stephanie Gullickson: When we budgeted we asked for an additional 61550 back in July and then when the governor's budgets created in November they funded it in their executive budget. So we were asking for it when we budgeting back in July and then executive recommendation included it.

Chairman Skarphol: Just to clarify where we get to the point where these are not included in the governor's budget?

Kirsten Baesler: Part 3 is partially included, he did not fund it.

Chairman Skarphol: The distinction begins with 3. So 1 and 2 are in the budget?

Rep. Martinson: Somebody tell me why it says additional?

Kirsten Baesler: An additional over last biennium.

Rep. Martinson: Well, your whole budget is an additional then.

Kirsten Baesler: When we put the proposal into OMB that's the way we worded it and so this is what we have presented in our budget book.

Chairman Skarphol: So this 281360 referred to in the general fund salary equity increases is merely the cost associate with maintaining the salary dollars that were appropriated last with the anticipated increases.

Stephanie Gullickson: The 281360 was something that our HR person came up with. She did equity adjustments and so she came up with a formula to get out department closer to market point. Then the governor's executive budget formula for salaries was different than what we had.

Joe Morrissette: I think in different agencies some requested more, some less than what the executive budget included, it was all over the board. Whether than the executive budget reflecting the agencies method of calculating we tried to be consistent and use the format Ken has been describing. You will see a dis-connect between what an agency requested and what was included for the compensation package because of the methodology each agency used.

Chairman Skarphol: So the executive recommendation was 758, their request was 281 and they were granted a 758, so this is not in addition to what they were granted but this is what they requested and were actually given more than that but not an increase in a number of positions?

Joe Morrissette: That is correct

Rep. Martinson: We could cut back 500,000 and they would still get what they wanted.

Kirsten Baesler: We requested an increase of 281,000 but our total requests was for 4,944,562 and were given additional 7. Our total request was for just under 5 million but our increase was 281,000. Short answer yes, we were given more than we asked for.

Joe Morrisette: The general fund salary amount, column 4 shows what the departments requested increase was and column 6 shows what the recommended increase is in the executive budget.

Rep. Monson: I can see if there is a little difference but 500,000 more, is this because of what the Hays Group and Ken Purdy was suggesting?

Joe Morrisette: There was not consistency in how agencies figured what they might need to address market and performance in the upcoming biennium. In the case of DPI I believe the HR manager used a very conservative scenario and her methodology was not what was used in the executive budget.

Rep. Monson: What do you really need? You asked for 281,000, is that adequate?

Chairman Skarphol: I think we should move on from that discussion because we're going to have a policy that was going to develop with regard to all agencies. Once we do that and apply it to all agencies an excessive amount of discussion on this topic is futile. I would comment the requested amount of 281,000 is 6.0% increase and the 758,000 is a 16.27% increase.

Chairman Skarphol: #2, that total amount included in the budget to make some adjustments for operating costs for various things. #3 is a stars maintenance.

Rep. Grande: A comment was made that in #3 part of it is in the Governor's budget, part of it's not, and can we have a break down on that?

Kirsten Baesler: The amount not included was an amount for our web updates. Provided reasons web page needs to be updated. That is why we're asking for the additional 174,000.

Rep. Martinson: Whoever did this stuff made it confusing.

Chairman Skarphol: The request of us is 174,000, is that correct?

Kirsten Baesler: Yes.

Rep. Grande: Looking at the number 893, I subtract out 174 am I going to be correct that the Governor already gave you 719 of it?

Kirsten Baesler: You see we asked for 893 on column 4 on page 16, line 3 and then you see column 6 is 719,000. We are speaking to you today about the portion that was not included in the executive budget of 174,000.

Chairman Skarphol: The difference between 4 and 6 on the third line is 174.

Kirsten Baesler: I agree with the website change, I don't see any point in doing the 190, so can we just swap those two?

Steve Snow, Director of MIS unit within DPI: When I put my budget together I generally break it up into what I need to maintain my system. That is where the 529 came from, the 174 is for upgrading our website and this is the quote I got from ITD was around 6200 so I split the middle. The hundred thousand was the budget I got for setting up an intranet which allows us a cloud base access to our data system. That is where the 174 came from. We originally got 190 from Federal to do system upgrades.

Chairman Skarphol: What do you have invested in a system that you would complete with the 190,000?

Steve Snow: I have roughly 100 to 120,000 from the Feds.

Chairman Skarphol: What kind of flexibility does this department have moving dollars between budget lines?

Joe Morrisette: Not without some additional language added to the bill or going to the emergency commission?

Rep. Monson: The Feds gave you about 120,000 to start down this road, then pulled the plug and you don't have any more money coming in and we're being asked to fund it from the state?

Steve Snow: The Federal dollars are a non-competitive grant essentially to improve data collection. This would allow me to free up people committed to facts or federal reporting. That grant was completed and I had some reports I didn't quite finish. The biggest bang for the buck was to start to automate rather than worry about a very specific data collection.

Rep. Monson: The Governor did include the 190,000 in his budget. The only part on page 20 not funded in the Governor's budget is the second paragraph, the 174,000?

Chairman Skarphol: If we were to say 185,000 plus 529 is there flexibility in those dollars that if Steve can save money on the 529 that he can use it wherever he wishes?

Joe Morrisette: There is

Chairman Skarphol: Further questions?

Joe Morrisette: Can I make one more comment back on item 1, the general funds salary. I think I can clear it up just a bit. The 281 the department requested should not be compared to the 758. The 758 includes health insurance increase and retirement contribution rate increase that were never part of the agency request. Their request was for market adjustments. A more relevant comparison would be the 281 the agency requested to the 400,000 the Governor included for those items.

Chairman Skarphol: The difference between the 410 and 758?

Joe Morrisette: That would be the increase in the health insurance rate and increase of employee contribution to retirement.

Chairman Skarphol: You're saying it is more appropriate that we think about the difference between 281 and 410 as a potential gap that is negotiable.

Joe Morrisette: That is a more relevant comparison if you are comparing what they requested from market and performance in what the governor's budget provided.

Sheila Sandness, Legislative Council Office: The green sheet shows the almost 1.3 million is the governors recommended compensation package, that is 400,000 from the general fund. That includes the market and performance that Ken Purdy talked about. We did not include on the green sheet were increases provided for the retirement and health insurance that was an additional 333,718 not included in the 400,000. Compare the 400,000 on the green sheet to the 281,000.

Chairman Skarphol: What did you not include on the green sheet?

Sheila Sandness: 333,718 dollars, that would be their retirement and health insurance increase. That was required not an optional item.

Chairman Skarphol: Are you suggesting the 410 and 332 that you say is not on here, if you add them together would be a number that we should be comparing to the 750,800 on page 16?

Sheila Sandness: I'm not sure where the Department was getting the 750,800.

Rep. Streyle: I requested a breakout of the salary line and the operating line and did provide the committee with it. It goes through it in better detail. It was passed out a week ago.

Chairman Skarphol: Further question on item 1? Statewide implementation of common core standards, #4.

Kirsten Baesler: The request was for 500,000 and the governor included this in his budget.

Chairman Skarphol: #4 on page 16 and #4 on page 20 it would appear the Governor put in the budget for common core standards, #5 on page 21 or page 16.

Rep. Monson: Before we move on from common core 500,000, what exactly are you going to do with that?

Kirsten Baesler: We will be testing students in 2015, this money is to help our assistance to be provided to our local school districts to develop a curriculum that would be acceptable with the resources they have available in their local school districts. Facilitate professional development and training so new standards and expectations of math and English/language arts can be met.

Rep. Monson: This would not be used to develop testing, just to get teachers trained on the new curriculum?

Kirsten Baesler: Yes, that is correct.

Rep. Grande: This will bring us to the new federal requirements that we may or may not want to participating in?

Kirsten Baesler: That is not quite correct. These are the standards that have been adopted by the state of ND. These are just the new learning standards. It has nothing to do with choices of material or curriculum that is left up to local school district.

Rep. Grande: Who wrote those standards?

Kirsten Baesler: They were written by a consortium of math and English teachers led by the National Governors association and CCSSO.

Rep. Grande: Is this coming down as a federal mandate?

Kirsten Baesler: No it was not a mandate. It was part of a mandate as part of flexibility waiver if you had been that first round of applicants which ND was not. ND has chosen to remain free of federal mandates and I believe we will continue to do that.

Chairman Skarphol: How many schools do we have?

Kirsten Baesler: 181 school districts and just over 450 school buildings.

Chairman Skarphol: We are talking between 2500 and 3000 dollars a school.

Rep. Monson: This only pertains to public shools or will provide training for private schools as well?

Kirsten Baesler: Absolutely, the private schools always have the option of participating in the events. This professional development will be coordinated with our REAs and many private schools are members of REAs

Rep. Monson: This would be the professional development piece and some of this money goes to the ERAs?

Kirsten Baesler: This money wouldn't go to the REAs. It would allow the department to invest in a framework or bring educational experts together to develop a template for a

model. It would help department become what I wanted it to become as guidance and support system so schools won't have to use personal time and resources.

Rep. Grande: Is this the replacement of no child left behind?

Kirsten Baesler: It is not. I don't believe we will pursue the ESC waiver any longer, which you are referring to.

Chairman Skarphol: How are you going to use the 500,000, contract with someone to provide services, gives us a general idea.

Kirsten Baesler: We would use it to bring educators together.

Chairman Skarphol: This amounts to 2762 dollars per school.

Chairman Skarphol: Statewide teacher evaluation system, #5 was included in the budget. Anybody have questions on that one? Is this going to be used for some type of pay for performance system?

Kirsten Baesler: This is what we had a discussion about earlier when we met, it is step one, phase one in providing the training and laying the groundwork for expectation of effective teacher and principle evaluation systems.

Chairman Skarphol: #6, ACT testing, that was fully funded as per your request. Basically to pay for the costs of the tests associated with either doing ACT tests.

Kirsten Baesler: That is correct.

Chairman Skarphol: #7 Safe and drug free salary funds that was not funded. Are these in order of your priority?

Kirsten Baesler: Not my particular personal priority. The safe and drug free salary funds are to replace salaries. We currently have people employed in our safe and drug free schools unit that were funded with federal dollars. As we move into the next biennium we'll receive an increase of school districts looking for assistance from this unit in the department to provide support in developing comprehensive crisis and reaction plans. I would ask the committee to consider 209,621 dollars so we can be that resource. In 2007 there were 11 school related health requirements in ND century code and in 2012 there are 23. The codes created by our legislators have our school districts calling our unit daily for assistance.

Chairman Skarphol: Are those 23 being evaluated on a regular basis to see the relative importance?

Kirsten Baesler: I'm not sure our department is doing. Provided a list of what they are doing.

Chairman Skarphol: This was a federally funded program and the funding went away?

Kirsten Baesler: That is correct, the funding for the salaries but we still have the needs of our state century code. Our unit director has educated me on is those federally funded people were actually doing more state mandated work.

Rep. Monson: The AEDs you brought up is this to keep purchasing AEDs that we've required in the schools or to keep training people?

Kirsten Baesler: We have to keep a record of which schools have AEDs and then training. It is more of an administrative requirement.

Rep. Streyle: If we want to cut money why don't we just hack teacher support/mentor program? They are not using even half of the budgeted amount and then fund some of these priorities and we'll still see a net reduction in some of the appropriation.

Rep. Grande: I the list requirements coming out of the health department or human services?

Kirsten Baesler: The majority are chapter 15 which is school.

Chairman Skarphol: Just provide us with that list.

Rep. Monson: How would you number these priorities?

Kirsten Baesler: Of the non-funded, ones not included in the executive recommended increase. My number one priority would be state wide accreditation system, which comes with a small price tag of 606,000 dollars for the biennium, with a maintenance fee right over 500,000 dollars for the biennium continuing costs. The accreditation system requires every public school system be part of the NCA Advanced Ed. Accreditation system. It provides to legislators a multitude of things you and the public were asking for. Spoke to the benefits to the state of the accreditation system. She asked you not include this in our foundation aide formula. If added to formula it is distributed to school districts to do with what they please and I don't believe many of our districts superintendents, and principals would choose to belong to this. Within our department we've already heard from NDCEL that if it's in the department's budget they will go along with it, if put in foundation aide formula they will oppose it. As with previous discussions about merit pay or pay for performance, NDEA, and NDSBA were on board but administrators pulled away because money was put in the foundation aide formula. They viewed it as telling them what to do with their money.

Rep. Grande: If were fund this state wide accreditation system, when you do #5 to educate and implement and if they don't follow through on #10 what is the recourse?

Kirsten Baesler: They wouldn't meet their approval accreditation process with NCA Advanced Ed.

Rep. Grande: This talks about state wide teachers being evaluated and we've talked about parental involvement, are we going to make sure parents are involved in the evaluation process?

Kirsten Baesler: The parental involvement is a component of the model of this evaluation of teachers and principals. The model that would be developed and it would be a local decision and we would have a framework with components we would provide. Then local school boards and districts would what I hope would be parental involvement would choose a model.

Rep. Grande: We were talking about evaluations of the children to make sure they were meeting curriculum needs. Is that a national thing or are we staying at a state level as to how we are deciding on the testing and evaluations, how does that work into this model you're talking about wanting to implement?

Kirsten Baesler: Meeting students' performance needs the approval and accreditation is based on the curriculum the ND legislator has determined is necessary for our students.

Rep. Monson: About half our schools, mostly the larger ones, do Advanced Ed., so this money is going to be sent out to those who don't do NCA now?

Kirsten Baesler: That is correct.

Rep. Monson: Some of the larger schools are doing NCA and if we approve this are these schools who have been paying for it out of their own pocket come back and now want you to pay for it?

Kirsten Baesler: All of our school districts are included for that price.

Rep. Monson: Teachers are worried about losing music and art, NCA schools don't have to worry about the minutes of music and art they have. If we do this are we going to be cutting our music and art in smaller schools?

Kirsten Baesler: Removing the state wide accreditation of MISO3 removed the administrative rules for requiring minutes for fine art, music, etc. Superintendents can do whatever they choose because there is nothing in state law requiring minutes for these activities. We are hoping to add state wide assurances when accreditation will be approved. We can add assurances that we believe are important in addition to the basic NCA requirements.

Rep. Monson: You can customize this to reflect what we want in ND?

Kirsten Baesler: That will become part of our approval process and will be required to do it. If it doesn't get approved and we don't put this in place because of legislation there are no requirements for music.

Rep. Grande: What's in code and the requirements and what is the local control of the school boards to determine their programs? If we need to make a decision of those types of requirements that should be a legislative thing unless you're keeping it at local control because the school boards are supposed to decide this.

Kirsten Baesler: We are talking two different things, a course offering versus a curriculum. A course offering is what the legislature does and when they eliminated those administrative rules the task put towards the state educators was to spend two years investigating if a state wide accreditation model would be beneficial to ND. Curriculum is specific day to day instruction and that should be a local control issue. If they have music, P.E., etc. they are a school of excellence and would be asked to improve.

Rep. Monson: Without administrative rules saying you have to offer these activities or you won't be accredited, that is the worries I've been hearing.

Chairman Skarphol: Looking at page 16 there are a couple of other entities that aren't funded, can you give us some idea where 7 and 8 ranks on the list of priorities.

Kirsten Baesler: #10 would be my number one priority, #7 would be my number two, #8 is very important to me but will cause angst because it is a replacement of federal funds. It is 7.5 million dollars. We have 150 that have been identified as not making a YP and that will be required to make significant improvements in instruction.

Chairman Skarphol: Would you put incentives for better reporting of school financial data on this list?

Kirsten Baesler: I would. That is to provide better reporting and more transparency for our public.

Chairman Skarphol: That was a request for 150,000 to do that?

Kirsten Baesler: That is correct.

Rep. Monson: That would not go along with #3, is that correct?

Kirsten Baesler: That is correct.

Rep. Monson: If we don't approve this 7.5 million there will be no Title One left in ND schools?

Kirsten Baesler: That is the amount we will lose if the budget goes into sequestration and with the anticipated cuts being suggested for Title one funding from the federal government.

Chairman Skarphol: Is that the total Title One funding you have now, is this a portion of what we have?

Kirsten Baesler: I believe that is a portion of what we're receiving.

Rep. Monson: What would be left?

Stephanie Gullickson: Title one is roughly 35 million a year. This is school improvement, there was an increase a couple of years ago and then it just dropped off and now we get roughly 1.8 million per year.

Chairman Skarphol: So this is school improvement and the other money remaining is what?

Stephanie Gullickson: It is the Title One program.

Chairman Skarphol: Is that money not eligible to be used for the school improvement program?

Stephanie Gullickson: It is a little bit different. It is used for a wider variety of things for the entire Title One program, not just targeted for reading and math.

Rep. Monson: If the 7.5 million is for school improvement, if we fund your number 1 priority, #10 the state wide accreditation, it's a lot of different stuff but school improvement happens when you have to go through accreditation. If we fund #10 are we able to get by without funding #8 on here?

Kirsten Baesler: Talking school improvement even though they're the same term used they are completely different. School improvement through accreditation is a system wide approach of looking at your entire building. The school improvements we are talking about for this Title One are school improvement grants that went to schools not making AYP. They weren't making proficiency. Not every school is eligible and now we have about 150 schools that would not meet AYP.

Rep. Monson: I think this will keep growing and the 7.5 million is just the beginning.

Kirsten Baesler: You are correct it will continue to grow. When NCLB started 14 schools were identified, were are anticipating 150 schools will be on school improvement this year.

Rep. Monson: Are we back to NCLB?

Kirsten Baesler: We operate under the existing rules and there was very little difference and benefit between operating under the old rules and this new waiver.

Rep. Martinson: On the business managers, how much is that exactly, I thought it was more than 100,000?

Kirsten Baesler: We are asking for 150,000 to offer each business manager a thousand dollars each year they offset program costs.

Rep. Martinson: That is a match, you give them each a thousand and the cost of that program is about 3, is that right?

Kirsten Baesler: That is correct.

Rep. Grande: The number of schools needing improvement went from 40 to 150, why do we have so many failing schools and why is the number increasing?

Kirsten Baesler: 75% of our students needed to be proficient and had 3 years to get there, and then the proficiency mark increased, now 100% of students need to meet the cut scores. The bar keeps raising and we need to get 100% of our students.

Rep. Grande: If we removed ourselves from federal control we wouldn't have these problems?

Kirsten Baesler: We have 973 million dollars that would need to be replaced to education if we were to remove ourselves from federal government.

Rep. Williams: Under the present system we're doomed to failure.

Kirsten Baesler: There is no way we can reach 100% of our students to meet proficiency scores.

Chairman Skarphol: If you add up 3 - 10 in column 6, you get 1,860,000 and if you add in state wide accreditation system you're at 2.5 million and if you add in 150 for business managers you're at 1.65 million. If we put a dollar amount we're willing to contribute to these programs and allow Superintendent to use the money in whatever way she deemed appropriate in those various categories. Is there an issue with this philosophy for whatever number we pick? Or do we make distinction for an amount to something specific?

Rep. Streyle: I also agree it should be a block grant and let her run the agency. I do think out of the ESPB they've only used 1.1 of the 2.3, I will not support that dollar amount, I think that should be cut in half and there is a million there so it cuts the total request there in half.

Chairman Skarphol: We need to get into a discussion of which programs should have fewer dollars, Kirsten, we need your input.

Kirsten Baesler: The ESPB is not under the department's authority, it operates under a separate board. The department is used as its fiscal flow through.

Chairman Skarphol: We still give them the money?

Kirsten Baesler: You do appropriate it.

Rep. Monson: ESPB is #5, is that what you're talking about?

Kirsten Baesler: A flow through grant on page 26, it is not officially a part the department budget.

Chairman Skarphol: Rep. Streyle, they have 2.3 and where did they find they utilized significantly less than that?

Rep. Streyle: That was given in testimony or committee discussion. 1.1 has been used in the 5 months of the biennium so there is no way they will use the full authority.

Chairman Skarphol: Is there a time of the year we haven't reached when they use the money?

Stephanie Gullickson: They request 100,000 almost monthly and are up to 1.2 million they've spent as of today.

Chairman Skarphol: Can we get a report on utilization of an entity like that Sheila?

Kirsten Baesler: Unbeknown to DPI, when Lori Stenjham came in that day she was asking for an increase in allocation to 3.361 million to enable them to support first year teachers. In her original request to the department as a flow through she asked for a decrease because they hadn't used it all but they are on track to use it all and we need more because there are more teachers.

Chairman Skarphol: Further discussion? Look at page 26, any discussion on flow through grants?

Rep. Monson: Global Bridges, it was 150 in the other budget. This was in two different budgets, in this one 105 and in a separate section of 1319. Why needed in both places?

Rep. Martinson: These programs are not tours; they are high level business meetings. If it was increased to 150 it would allow a few more legislators to attend.

Rep. Streyle: I wouldn't support anything in column 4 I would wipe that whole thing out, except for maybe the governor's school and what Rep. Martinson just said.

Chairman Skarphol: The net result of what you recommended would amount to 290,000 is that correct? The executive recommendation didn't do what's in column 4 they did what in column 6.

Rep. Monson: You would support in # 23 45,000 more to bring it up 150,000?

Rep. Streyle: I don't have a problem with that and the Governor's School with the small increase.

Chairman Skarphol: The appropriation for Global Bridges has it not been used primarily for funding teachers or has it been for expenses as well by legislators?

Rep. Martinson: You are correct, primarily for teachers and some legislators have joined for a day or two. The state has paid some expenses for some overseas trips.

Rep. Monson: This is kind of a match from an organization; they put money into it also?

Rep. Martinson: At first it was 100% funded by the organization and the state went 50/50.

Chairman Skarphol: Gearing up for Kindergarten there's a 190,000 dollar bump, is the only money in any budget for this?

Joe Morrissette: That is correct.

Chairman Skarphol: It was a pilot in the Ag Extension budget and then it was moved into here last biennia?

Joe Morrissette: That sounds right.

Kirsten Baesler: There were some questions you requested on the Gearing up for Kindergarten. (handout 3)

Chairman Skarphol: How is this different from Head Start?

Kirsten Baesler: Head Start is a Federal program for 3 to 5 year olds and income based. The Gearing up for Kindergarten program is an evening program involving parents and allows students to become comfortable with school setting and expectations.

Chairman Skarphol: What kind of participation have we had? How many young people have been affected?

Kirsten Baesler: Not sure on that. The woman from the gearing up program from NDSU extension did provide some testimony.

Rep. Monson: When you pass these grants through you don't evaluate these programs yourself but students do benefit from them would you not agree?

Kirsten Baesler: We have no authority over these programs. There seems to be a great amount of success for these students and it is open to public and private schools. It is a parent/child program.

Rep. Monson: Who do you pass this grant to?

Kirsten Baesler: NDSU Extension.

Rep. Monson: Wasn't NDSU Extension budget taken out of there and put it in here so they can turn around and give it back to them.

Kirsten Baesler: I believe that is the way, they felt the longer the DPI budget versus the ag budget but it is an NDSU Extension operated program.

Sheila Sandness: You asked about number of participants, in the 2010-11 school year they say 362 families participated in the program across the state at 26 different sites.

Chairman Skarphol: Latest number was in 2010? So if doubled, 700 families benefit from this and the cost is currently 625, is that a good return on investment?

Rep. Streyle: Roughly 1917 dollars

Kirsten Baesler: I ask you seriously consider the optional packages that weren't include in the executive budget. I have a comprehensive plan for education and I would appreciate the opportunity to deliver that.

Chairman Skarphol: The flexibility is desirable I would assume, you would come back to us and report on the utilization in the various categories and tell us whether or not it was a fair distribution.

Kirsten Baesler: I think it is only fair to you to have those reports and with data that speaks to them.

Chairman Skarphol: Anywhere else in your budget you think we could free up some money to include in that flexible dollar amount that would give you more opportunity to do what you believe is the right thing? Committee any other questions of the DPI? Bonnie any comments?

Bonnie Miller, Director of Fiscal Management for DPI: I am the contact on these pass through grants and we have no control.

Chairman Skarphol: So there is no accountability after you pass the money through back to the department as to how the money was utilized?

Bonnie Miller: No there is not.

Chairman Skarphol: Do you think it would be appropriate?

Bonnie Miller: I think there should be some feedback, some control to the department.

Chairman Skarphol: Do you think it would be appropriate to put some language in here that says those dollars are utilized?

Bonnie Miller: I would find that appropriate.

Rep. Streyle: I know ITD was going to meet with you, what came of that?

Kirsten Baesler: There is a letter regarding this issue I signed yesterday.

Steve Snow: As we look at overlap of ITD and DPI, we expand that at Edu Tech as well. The letter says we request at the next biennium to look at an in-depth study of where we can combine, training and maintenance. There are a lot of places we think Edu Tech and DPI could look at efficiencies but not in the timeframe of this session.

Chairman Skarphol: I think a report on that particular topic would be appropriate. We will continue discussion on this budget. We need to look at bars and the first level of detail, Joe and Sheila to comment. There are several grant lines, are there any opportunities there to free up dollars or are those dollars we should leave off the table?

Sheila Sandness: The special education, those are the contracts, the transportation, that is based on a formula payment and the other grants are federal and pass through.

Chairman Skarphol: In that particular category we would have to segregate out something, operating expense anything there limiting beyond what it should be?

Sheila Sandness: That is the line item they received the 61,000 increase in for travel and other things.

Chairman Skarphol: Where do we find the mentoring program?

Sheila Sandness: That is in that other grants line item.

Chairman Skarphol: What does it amount to?

Sheila Sandness: 2.3 million dollars in the governors recommended budget which is the same as in the 11-13 biennium.

Chairman Skarphol: Do we know about the utilization?

Sheila Sandness: Referred to Stenjham testimony they didn't think they would use it all but anticipated needing more next time because of increased teachers.

Rep. Streyle: I would still support cutting it and we could cut some out of the transportation and give that flex money too. I see no reason for a 5 million increase.

Joe Morrisette: There was no real formula behind the amount which was a 10% increase based on the increased transportation costs districts are incurring.

Rep. Monson: We have to pay higher salaries for bus drivers with CDLs. I don't know if that is even enough. With more kids the costs go up and buses are being hammered out west.

Rep. Grande: What is this money used for to buy the buses or just maintenance?

Rep. Monson: It is a grant and it never covers all your costs. There is not enough money to cover drivers, diesel, new buses, etc. It is a local decision to provide bussing. Every little school has to.

Rep. Monson: When you only get half your costs paid for and you have to provide that transportation as an administrator you will figure out to be efficient. There is not wasted money here.

Chairman Skarphol: We haven't touched on is adult education, what is the dollar amount in here? What is the change? We made significant shift because we put dollars that were flexible because as federal funds decreased we felt it imperative to educate those folks who wanted to educate themselves.

Sheila Sandness: That is in the other grants line, it is 3,110,411 dollars. It is the same as it was for the current biennium. You also provided 500,000 that was available because the department had some carry over funding available. The 500,000 bump is not in there this time.

Chairman Skarphol: They are underfunded by the 500,000 compared to this biennium?

Sheila Sandness: Right, they had 500,000 dollars available in the 11-13 bienniums from carry over that they will not have this time but the ongoing appropriation of 3.1 million is the same as the prior biennium.

Chairman Skarphol: Do we know what the federal funding is of that program?

Sheila Sandness: I do not, but we can get that.

Joe Morrisette: On their grant schedule their budget request included 1.9 million federal funds for adult ed compared to 1.7 in the current biennium. I don't know if that is a reasonable estimate.

Chairman Skarphol: I want you to print may be the grants categories and adult education is the lead item. It says in the present biennium they got 2,088,000 and I didn't think it was accurate. It says they requested 2,419,000 so we do need some updated numbers and we need to know about utilization and what they are seeing for growth.

Rep. Grande: Is the displaced homemaker program a part of adult education?

Joe Morrisette: I believe it is court fees like from divorce fees deposited in that fund and used for programming. It is not part of the adult education grants that go out.

Chairman Skarphol: There are 50 entities listed on these two sheets I want to have printed for a total of 295 million dollars of grants. Many are things we've never heard of. I'm just wondering if committee wants to get involved in that discussion. I want you to think about pooling of money.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB1013
February 11, 2013
Job 18687

Conference Committee

Kristie Hetzler

Explanation or reason for introduction of bill/resolution:

Department of Public Instruction.

Minutes:

Testimony 1

Chairman Skarpol: DPI, Sheila Sandness has some handout for DPI (testimony 1). Pg 16 and 26

Sheila Sandness: Reviews handout. There was a difference, taking a look at the page which is the 2011/13 summary. These numbers are through December 12, 2012 and the numbers won't completely match up with the one that goes through January.

Chairman Skarpol: At the very bottom of the last page, she has a little box total spent, it appears the appropriation exceeds the anticipated expenditures.

Sheila: They got off to a slow start and they anticipate that next time there will be more new teachers and that is why they are asking for more.

Chairman Skarpol: Can we assume that the column that says still needed this year, is that the requested increase?

Sheila: No, I think she is looking at what do us need and what do we have left. I can't quite figure out this spreadsheet.

Rep Grande: What is she trying to project? Just take me from Jan 12 to Jan 13.

Chairman Skarpol: Usually this has come in a different formant.

Sheila: Page 4, the first schedule, she showing that through Jan of 2013....

Chairman Skarpol: Through the biennium? 19 out 24 months?

Sheila: Correct.

Sheila: They spent \$1.16 million

Chairman Skarpol : 2nd line from the bottom

Sheila: total expense.

Chairman Skarpol: Their budget was \$2.3?

Sheila: Correct.

Chairman Skarpol: In 19 months they spent \$1.2, what is with the 1.1 difference and how it is intended to be utilized in the 5 months. Are they asking for like a million dollar increase?

Sheila: Yes they are, it was roughly \$3.3

Chairman Skarpol: I think we should wait for Rep Monson to get back and have someone from the department to join us to shed more light on this particular aspect.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
February 14, 2013
Job 18955

Conference Committee



Explanation or reason for introduction of bill/resolution:

Department of Public Instruction.

Minutes:

Attachment 1

Chairman Skarpol: Opens, discussion on annexation of areas by cities and the lack of result in the school district.

Rep Streyle: Annex the land, I would support making it more simply to annex. A bill in the Senate that forced it, died.

Chairman Skarpol: There was a bill in the Senate, any other legislation?

Bob Marthaller, Department of Public Instruction: I do not believe there is any other legislation; I do believe the Senate bill was defeated.

Rep Streyle: The policy about having to have school age children to have a vote does not make sense.

Bob: I can't answer that, century code 15.01-12 (4:15), I would be willing to work with your committee.

Rep Monson: As long as you're dealing with one county it is not that bad, when you're dealing with land in one county and trying to annex into another county, it isn't going work.

Kirsten: I have had some annex issues, but not a real difficulty to handle like some of other cities.

Bob: The real contention lies in the smaller school districts, it is a lot of a tax issue.

Chairman Skarpol: The new growth in some communities, there would be basis for some new guidelines to be made. (7:35)

Bob: I do not disagree

Rep Streyle: (9:00) Minot is full, and open enrollment is closed.

Rep Boe: With the shift in funding (10:00)

Rep Streyle: The annexation process maybe a little outdated.

Rep Martinson: Let's talk about the budget?

Chairman Skarpol: Page 16 in your original handout; take a look at number 3. (ended 13:22)

Rep Martinson: I like the idea about giving them a pool amount of money and let them distribute, what is the amount that you were thinking?

Chairman Skarpol: I am wondering if it would be appropriate that we consider the full amount that was requested?

Rep Martinson: Motion to establish a pool of 2.5 million dollars and to take the 2.5 out of the increase in the foundation aid. So there would be no net change in the budget.

Chairman Skarpol: I prefer we separate it because there may be other places we want to reduce some funding so we may not have to make full change

Rep Martinson: I move that establish a pool of \$2.5 million.

Rep Dosch: Where are you coming up with 2.5 million?

Chairman Skarpol: Items 3,4,5,7, and 10, if you total those up.

Rep Dosch: That is over and above the increases that even the governor is proposing.

Chairman Skarpol: It's her number one request, and further down the line I am anticipating that we make it up from other programs.

Rep Dosch: I have a problem with spending more than the governor does, I agree with the flexibility.

Rep Grande: I agree with Rep Dosch.

Chairman Skarpol: (17:45) Some point in time we may have to have a discussion on whether or not we reduce the foundation aid payment to compensate for giving this budget flexibility.

Rep Williams: I agree with the pool but I too do not want to go over the governor's budget on this.

Chairman Skarpol: Maybe the sequence of events should be that we deal with 1319 first.

Rep Martinson: Let's determine a number, if 2.5 don't pass what will?

Chairman Skarpol: Rep Dosch, is this doable if we don't exceed the limit.

Rep Dosch: Yes (19:20)

Chairman Skarpol: Is there a second?

Rep Streyle: Second

Discussion

Kirsten: On page 26 of the budget packet, there was a requested increase; is it possible to eliminate the increase?

Chairman Skarpol: Those will certainly come off the table.

Kirsten: Line 16 page 6, (could be line 6 on page 16??) That is part of the executive budget recommendation, not negotiable.

Chairman Skarpol: Page 26 I was anticipating all of the increases would come out of that.

Vote

8-0-0

Vice Chairman Monson: Clarification on this flexibility would be for anything on this list even if was over and above the executive?

Chairman Skarpol: It will provide her the opportunity to spend the money in this pool if she needed and spend less in another area.

Vice Chairman Monson: To move anyone of those 10 items in column 6.

Chairman Skarpol: The ones that were pooled were 3,4,5,7, and 10

Chairman Skarpol: Do you have any opinion where to take money from?

Kirsten: We already run quite lean, the flow through grants are outside projects grants that don't significantly impact the department so that would be the suggestion I have.

Rep Grande: On page 16 we are talking about flexibility, I don't see where you are coming anywhere near \$2.5

Chairman Skarpol: (26:40) Column 4, her originally request was 893.

Rep Streyle: If you take the governor's request there, take 3, 4, 5 add them together its 1.6 minus 2.5 we need to find 881 thousand to make it no larger than the governors.

Rep Dosch: Where does that tie to the green sheets?

Sheila: One item I would like to point out is that Stars development is in their operating line item and the common course standards and the teacher principle evaluations are in the grants line item. The green sheet only works with the increases not the total so It might be easier to look at the bill and this is my suggestion, if you want to develop a pool add a line item to their bill and add language. (31:00)

Rep Streyle: We can easily find that if not more

Chairman Skarpol: Where did you come up with the 288?

Rep Streyle: The gearing up with kindergarten and etc...

Chairman Skarpol: One other item that the superintendent asked for and that was a talked \$150,000 for business managers training.

Rep Streyle: They usually budget high on those anyway.

Chairman Skarpol: Move to page 26, What are your wishes?-

Rep Streyle: Moves to take the 288 out and million out of line 19 (33:50)

Chairman Skarpol: So the 288, that will be all of the increases in column 6?

Rep Streyle: Correct, and then a million out of the Mentor Program.

Rep Dosch Second.

Discussion

Rep Williams: How does Kirsten feel about this?

Kirsten: I don't like but I will work with it.

Vote

7-1-0

Rep Dosch: Motions to remove money for the gearing up for kindergarten, Line 24, I believe that should be a district by district decision and paid for by the districts if they choose to do that, all of that should be removed.

Chairman Skarpol: All of the money for gearing up for Kindergarten be removed.

Rep Dosch: Yes.

Rep Streyle: Second.

Discussion

Rep Monson: What about the schools that are currently doing the program, will we add language.

Rep Dosch: Yes (37:55)

Vote

6-2-0

Rep Grande: Motions to add \$45,000 to Line 23

Rep ? Second.

7-1-0

Rep Grande: Motions to have reporting process for the pass through grants. I have a note here that says we would like to have reports of utilization done on the pass through grants? I would like to see the number of people these dollars touch and the affects.

Rep Streyle: Second.

Voice vote.

Motion carries.

Rep Dosch: Rep Ruby requested an amendment on the pass through grants, I will hand it out. It has to do with the path finder program.

Kirsten: Their office is located in Minot and gives an brief overview of the program (44:00) I believe their shortfall is \$131,188. I believe there was Senate bill that was defeated.

Chairman Skarpol: It is a statewide program?

Kirsten: Yes.

Rep Monson: This is for the parents to be advocates.

Kirsten: Yes, that is pretty accurate; it teaches parents how to be advocates for their children. It does help prevent a lot of litigation.

Rep Williams: Is this mostly a Minot area thing?

Kirsten: No, it is statewide.

Rep Monson: This is not federal funded?

Kirsten: It was initially federally funded and the last couple years it has been by Bremer Bank.

Chairman Skarpol: How are we on the budget right now?

Becky?Shiela?: You have reduced the budget \$987,000 thus far.

Rep Streyle: Does that number include market equity adjustments; do we know what that number is?

?: No that does not include any reductions for the executive recommendation.

?: It was presented to the Senate and it was defeated, if the Senate wants to add it back in that's fine but why would we take it on up here?

Rep Monson: I am along the same line.

Chairman Skarpol: We will leave it unless Rep Ruby feels strongly enough about it he should bring it to full committee.

Rep Streyle: In bars, under the operating lines, supplies, materials, why it went from 99 to 792? Are there shortfalls projected, where I we sitting right now?

Stephanie Gullickson: 09-11??? I believe that was the ACT testing that was a requirement last biennium.

Chairman Skarpol: Question for Sheila or Tammy, also in bars there is a pretty significant increase in data processing, or Kirsten?

Kirsten: I would guess that it's the continuation of the data that we are inputting into our sleds program. (54:40)

Rep Monson: Moves to move money around with the general fund? (56:00)

Sheila: Gives an overview on the general fund and other monies.

Chairman Skarpol: Motion to have the money actually show it is a general fund expenditure as opposed to special funds.

Rep Streyle: Second.

Rep Dosch: What amount are we looking at?

Chairman Skarpol: 714 million, that number may change if we decide to go with bill 1319.(58:00)

Rep Monson: Are we ready for discussions on IT.

Rep Streyle: Motions to move 6 of the IT to ITD.

Rep Grande: Second

Discussion: (1:03)

Rep Monson: Are we picking six out of the air.

Rep Streyle: Let's leave that up to the department, I would like to see the support staff for sure, the help desk staff.

Kirsten: There was a letter received by the (Dr. Felter?) Director of ITD services and myself requesting that we have the opportunity to really evaluate the services that are offered between the ITD, their education portion, and DPI. We would like some time to evaluate those so that we can eliminate the duplicative services. We are involved with some pretty extensive projects developing our Sleds project as well as connecting our K-12 with our early childhood programs.

Rep Streyle: I would not have a problem delaying it until the second year of the biennium.

Kirsten: There is a lot being asked of the depart as part of the services and report ability factors

Rep Streyle: This is simply moving them ITD, they will still work for the department, especially desk top support. I think it strengthens the support.

Chairman Skarpol: Rep Streyle would you accept adding language to the amendment to do it the second half and if there is a determination is made that in the intervening year that they may come to ask for an additional year of delay. (1:07)?

Rep Streyle: That would be ok with me.

Rep Boe: Will there be an adjustment on their billing schedule? (1:08)

Chairman Skarpol: We will have to look at that in the second half, it will have to be reevaluated based on actions.

Chairman Skarpol: Take a look at the green sheet. (overview 1:11)

Rep Dosch: Let's discuss why the 500,000 was requested and granted?

Kirsten: I believe that has to do with change in waiting factor in the formula.

Sheila: It is the increase in the special education contracts.

Rep Monson: The contracts are for those high costs kids that require more assistance.

Kirsten: Yes, the costs of services and the number of kids are both increasing.

Rep Dosch: Who determines the cost to educate those students?

Kirsten: Personal aid, nursing services, some are required by federal government to be offered in the schools.

Chairman Skarpol: Somewhere there is a very good explanation for that \$500,000 and we will continue to look at it. Let's get to transportation and that increase due to inflation.

Rep Dosch: I think some of this should be the responsibility of the local schools district. We are funding on both ends of the spectrum here (1:30). I make the motion to take the 5 million dollars out.

Rep Grande: Second.

Rep Monson: I am going to disagree.

5-3-0

Rep Streyle: What is number 16, what is the program and what are we decreasing from?

Stephanie: This is the displaced homemaker program (1:20)

Chairman Skarpol: What is the total amount of money in that program?

Stephanie: Barely 250,000, it is very small, the money comes from the courts.

Rep Streyle: Can we do a cost analysis of all these programs.

Kirsten: Senate is already reviewing that.

Chairman Skarpol: There is no guarantee of passage. It would be good to know what federal dollars can be left on the table.

Kirsten: 335 million each biennium that we receive from the federal government that is just the education department. (1:26)

Rep Streyle: I will talk to them and we can go from there.

Shiela: With transportation we need to put some language that tells the department how many cents per mile for bus. If it is not included in 1319, we need to detail it in here.(1:28)

Rep Monson: I move to include language for transportation formula.

Rep Boe: Second

Rep Monson: What happens if you run short of money?

Bob: I think the way Jerry works that is that he will prorate it back down. Payment goes out every month and I believe it is prorated throughout the year.

Vote

7-1-0

Chairman Skarpol: Closes.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
February 14, 2013
Job 18956

Conference Committee



Explanation or reason for introduction of bill/resolution:

Department of Public Instruction.

Minutes:



Chairman Skarpol: Opens HB 1013, Discussion on State Library.

Rep Dosch: I move that we take out item # 2, the one-time funding for library repair and maintenance grants, \$275,000.

Rep Streyle: Second.

Discussion

Rep Dosch: That's another new program and we are entering into the internet era so now is not the time to be expanding these programs.

7-1-0

Rep Grande: Moves to remove line 4 increases, \$266,500.

Rep Dosch: Second.

5-3-0

Sheila: You mention before about removing the federal funding for the online resources and add a section to provide that the State Library remove funding from the grants line to the operating line. (4:55)

Chairman Skarpol: So the audit report has indicated what?

Sheila: My understanding is that they never really know if this funding will be used for grants verses they online resources which would be in their operating line and so in order to prevent over spending one or the other lines, they wanted the authority in both lines.

Chairman Skarpol: What you are suggesting is that we need to include it twice so the budget would reflect a \$400,000 potential appropriation in two different categories.

Sheila: The base budget already had it in the grants line item so this is increasing the operating line items.

Chairman Skarpol: So it is in one and this is putting into the other?

Sheila: Correct.

Monson: So they cannot use it twice, is that clear enough in here?

Sheila: It is special fund authority because it is federal grants and it would just go unused. (6:50)

Chairman Skarpol: Let's discuss the school for the blind.

Rep Dosch: In regards to number 3, I think we need to just take that out, we would be remodeling before we have tenants in there.

Chairman Skarpol: This is in Grand Forks, School for the Blind and they do have tenants. There was a discuss that I should address to the committee, I will let Kirsten step in, she was part of the discussion along with Rep Monson.

Kirsten: I spoke with Larry Niebad, Superintendent of GF, It is not meeting their needs.

Chairman Skarpol: Bob has a copy of the book; he can share it with the committee.

Kirsten: (11:40) Reviews the book with the committee. (13:30)

Rep Grande: Did you say that the rent was equivalent to 40% of the renovation costs.

Kirsten: The rent that they receive annually is equal to 40% of their revenue that they use for operating cost.

Rep Grande: Is there anywhere in here the cost shares GF public schools to the renovation to keep them there?

Kirsten: As a tenant that is renting and would have no long term investment they did not feel it was the responsibility of any tenant in a rental agreement to help repair for renovation or rental costs.

Rep Monson: Their lease runs through 2015 and I think they probably be willing to lease it for more when that lease renews. If we spend money to renovate it then the value goes up and if we don't start renovating it they may start looking for some place else.

Rep Grande: That is understandable but for them to look someplace else, my guess is they will look towards their tax payers and try to ask for building. One way or the other the tax payers are paying for this, is this the States obligation to house GF administration?

Chairman Skarpol: I just wanted the committee to be made aware of the discussion.

Rep Monson: Everything you said Rep Grande is true and I am not advocating one way or the other, but the obligation of the State is that it is our building, we own it, are we going to fix it or are we just going to let it go and lose the \$44,000 a year that they pay us. If we do renovate it we can raise the rates in 2015.

Chairman Skarpol: They indicated during the discussion that they could go up to \$12 and they are paying \$8 right now, which would result in \$53,900 additional rental payments.

Rep Dosch: Where does the rest of the money come for the renovations? All or nothing is what we should be looking at.

Chairman Skarpol: I don't disagree.

Kirsten: I view it has a good investment, If we lose that renter the state will lose that revenue. (20:25)

Dosch: If we're going to approve the elevator and window, we need to do the rest otherwise they will go elsewhere anyway. This should be all or nothing and increase the rent with a long term lease signed so we know where we are at.

Joe Morrissette OMB: It makes sense to consider the window replace part of \$189,000 but you might want to separate out the elevator because that it is the administration wing of their building that provides access to the second floor which is currently rented by Higher Education. So that would not be included in the lease to GF public schools.

Rep Dosch: It's my understanding that higher ed is going to be vacating that.

Chairman Skarphol: Did you make the observation that the renovations being discussed would also benefit the rest of the building?

Kirsten Baesler: Yes, that is correct.

Chairman Skarphol: It's not just for the benefit of...I don't disagree. The thing for us to do might be to do nothing at this time, encourage the superintendent to talk to the school for the blind and say that if they feel strongly enough about their capabilities of getting this done they should bring it to the Senate and possibly the conference committee with better justification. (24:10)

Rep Monson: What's the dollar per square foot value of this after its renovated?

Joe: The estimate I got was for the office portion accessed by the elevator. I'd have to do some research.

Rep Monson: If we do everything that it would be 4.5M how much is in the governor's budget?

Joe: I think there are just the \$189,000 for windows and the \$241 for the elevator.

Chairman Skarphol: What is the source of those special, that \$96,000?

Joe: That would come from their rental income and the allocation from the land department.

Chairman Skarphol: Do they have those funds available, or is that in anticipation of the rent?

Joe: They are anticipating they would continue to receive rent.

Chairman Skarphol: As far as this budget, is there anything we need to do? Let's go to School for the Deaf. (28:20)

Rep Dosch: Can we talk about number 8?

Kirsten: Could it be the interpreter?

Chairman Skarpol: Isn't that part of their grants?

Kirsten: Yes, the Higher Education Interpreter grant program.

Chairman Skarpol: I can't tell what the 16,000 is for.

Sheila: Might be part of the general fund base budget increase, it's on the Change packet. (3:50) I believe it is a reimbursement for course work.

Rep Dosch: Moves to remove \$16,299 for professional Development.

Rep Grande: Second

8-0-0

Discussion

Rep Dosch: There are questions on the numbers on the green sheet.

Shiela: Overviews green sheet and the numbers (35:28)

Joe: Clarifies some numbers(37:30)

Rep Monson: Discusses an email he got from Carmen about other prospective renters for the School of Deaf.

Chairman Skarpol: I think that both schools need to come forward and convince the Senate before we can make any moves with them. We need some clarification from both schools. Closed.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
2/25/13
Job 19454

Conference Committee

Committee Clerk Signature

David Hanson

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to provide for the distribution of funding for gifted and talented programs and other grants; to amend and reenact sections 15.1-02-02 and 15.1-18.1-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and the national board certification program; to provide an effective date; and to declare an emergency.

Minutes:

Attachments 4.

Chairman Skarphol: Called the committee to order. We'll take up HB 1013. We have a couple things we have to deal with. Attachment 1 shows the changes we have already passed in relation to the bill.

Sheila Sandness, Legislative Council: Went through attachment 1.

Chairman Skarphol: Do you have the funding pool set up as the first item?

Sandness: Correct, is item number 1 on page 1. One of the superintendent's miscellaneous items are items that she would like funded, including webwork.

Chairman Skarphol: It was my intent.

Sandness: Okay. It's on their sheet where she shows the funding.

Chairman Skarphol: It's item 3 on page 16 of her testimony.

Sandness: Then we're good on that. I wanted to confirm that was the intent.

Chairman Skarphol: As far as actions we need now, from Attachment 1, if we wanted

Sandness: Explained attachment 1.

Chairman Skarphol: And on the last page?

Sandness: Subsequent pages are for other agencies in this budget. One other thing, the committee indicated that they wanted the FTE to be able to be transferred in the second year of the biennium, but in order to make it work we needed to put in a date. So, I chose September 30, 2014. Is that alright with the committee or would you like a different date?

07:10

That was regarding the 6 FTE to transfer

Chairman Skarphol: That date is fine, does the committee agree?

Rep. Dosch: Is there going to be a dollar associated where we are taking that out of the budget?

Chairman Skarphol: It would be for 9 months.

Sandness: We'll include language that requires them to get emergency commission permission to move from the salary and wages line items to the operating expenses line item, because when those FTE move they will have to expand increase the operating cost relative to the services that ITD will be providing.

Chairman Skarphol: There will be a reduction in the salary line...

Sandness: And an increase in the operating line.

Sandness: So we are unable to reduce their budget currently, because they still need the FTE in the funding of the salary and wages line item and its unknown how much will need to transfer.

Rep. Streyle: Or if it is earlier than that, it would be prorated.

Sandness: The total salaries of the 6 FTE came to \$880,953. That is what is in their budget for the entire biennium.

Chairman Skarphol: And if they do 9 months after transfer it would be some less than half of that. We could require that the move not be done until such time that the costs are equal to or less than.

Rep. Streyle: I agree with that in principle, but you're not going to know until you transfer over, it will only be based on estimates. It could be that 25% of one and 100% of another.

Chairman Skarphol: I suspect that during the next month and a half, someone will figure out the right number.

Sandness: Yes, I just wanted to clarify that that date was okay.

Chairman Skarphol: State Library, we've passed what we need to do there.

Sandness: Yes, but I don't have any outstanding items on the other sections. Unless there is something else you would like done.

Chairman Skarphol: The discussion about the buildings, but I think we'll wait until conference committees. On the second page, we could take no action 6. and 7. On 8. we resolved and you are going to figure out the proper language.
Read number 6.

Rep. Streyle: I think that was just supposed to be a study; a cost benefit analysis.

Chairman Skarphol: Do we need to take action on that?

Sandness: It will be an extra section in the bill to for them to do that and it wasn't voted on by the committee.

Chairman Skarphol: Is there anything pending in any other study that would reflect that?

Sandness: I'm not aware of anything.

Vice Chair Monson: It could be added into the study that is in HB 1319 if you wanted to make one section, but this is fine where its at.

Chairman Skarphol: Sheila, will you note it on 1319

Sandness: I've already drafted language if you would like to include it.

Chairman Skarphol: Put it in here then.

Sandness: Okay.

Chairman Skarphol: Is there a motion to do that?

Vice Chair Monson: Moved the amendment.

Rep. Streyle: Seconded.

Motion carried on a voice vote.

Chairman Skarphol: I handed out amendment .01002 this is to fund the study that we passed on the floor to study the childcare issue.

Rep. Martinson: Moved amendment .01002.

Rep. Boe: Seconded.

Motion carried on a voice vote.

Chairman Skarphol: Does anyone have an issue of putting this in the pool if we do it?

Sandness: Do you want to increase the pool to \$2.7 million?

Chairman Skarphol: Yes. If that's the consensus of the committee.

Rep. Martinson: I think for the sake of peace we should leave it the way it is.

Rep. Dosch: We've been studying this to death in many studies. If its going to take another \$200,000 to study this even more, then we shouldn't do this.

Chairman Skarphol: What this study is endeavoring to do is give us the kind of information we would need in order to facilitate that child care discussion's focus on the business aspect that would not get us into environment of having to fund salaries.

Rep. Grande: Isn't this exactly what we were talking about with the resource center and all the money we put into that and the study that's on that how we are going to look at licensure and business plan setups. And that was \$1million.

15:50

Chairman Skarphol: There's more than that in there. That was to fund the resource centers.

Rep. Grande: There was a study in there.

Chairman Skarphol: We passed the bill on the floor of the house. This is the money to pay for the study. If we require the study without any money, it will have to get done, I would assume, by the Department from pool of money that we have there.

Rep. Dosch: Where did we come up with \$200,000?

Rep. Skarphol: There is nothing to preclude us from amending the amendment that a report must be provided as to the utilization of the money.
What are your wishes?

Motion carries on a voice vote.

Sandness: I have information from Jerry Coleman regarding the fiscal impact. He indicates The special education factor has changed, resulting in the increase of \$5.5 million. The bottom line is a reduction of \$102,850,000. It is resulting in varying increases and decreases relative to the formula. The big change is changing the 50 mill local contributions to 70 mills, which resulted in a savings of \$119,600,000. The offset of that savings, with other varying changes, in the formula nets us \$102,850,000 in overall savings.

Chairman Skarphol: 19:45 Rep. Boe expressed to me earlier the implication of this on some schools. We'll have to resolve this in conference committee to get it right in the end to get it right.

Vice Chair Monson: What did Rep. Boe want to know?

Rep. Boe: I visited with some school districts in my neck of the woods, and if we change the formula, we actually end up decreasing what they received for compensation in prior sessions. The hold harmless doesn't work. Dunseith school district will receive \$38,000 less than before.

Vice Chair Monson: You're talking the 70 mill instead of the 50 mill?

Rep. Boe: I'm pretty sure that's what they are talking about. I think this is at the 50 mill, at 70 it gets worse.

Vice Chair Monson: I visited this morning with Jerry Coleman, and we did a few spot checks. This bill at 70 has virtually no impact on any school district we found, compared to what they would get or be held harmless at the 50 mill level, either. By going to the 70 mills, which requires the property taxes will have to make up the difference. But with the 88 10 as the target number, the state and local money will add up to that number. So, if the state is buying down only 40 mills worth than the local will have to make up more in property taxes, but it should have no net difference to any school district that we fund.

Chairman Skarphol: Let's check your schools.

23:12

Rep. Boe: What I find on here is there are about 8 schools that would have that would have that.

Vice Chair Monson: You are absolutely right, there are some, and they are probably going to be very low tax base schools, and those are assumed to have 50 mills. Even though they maybe were only able to do 40 mills, they are assumed to be at 50. They might be reservation schools, or very low property values

Rep. Boe: Dunseith tax is at about 95.5 mills, but only half of their district is taxable land the other half is in tribal trust land.

Chairman Skarphol: I'm sure the Senate is going to take a look at your situation and you make sure your senator knows about it.

Vice Chair Monson: That was talked about when we were putting this together way before the session.

Rep. Boe: Thank you.

Chairman Skarphol: You've given us the numbers, that's what we need to change?

Sandness: That's correct. I can make the adjustments.

Rep. Grande: Moved to change the numbers.

Rep. Streyle: Seconded.

Unknown person: We will also make the adjustments to remove the funding that was appropriated directly out of the property tax relief fund and make that General Fund and then provide for the transfer of money set aside last time full property tax relief into the General Fund.

Chairman Skarphol: Yes. We want to run it through the General Fund.

Motion carried 8-0-0

Rep. Marinson: Moved do pass as amended.

Rep. Streyle: Seconded.

Motion carried 8-0-0.

Hearing closed.

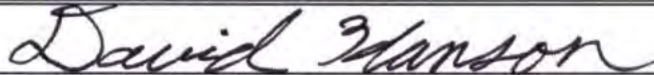
2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Committee Roughrider Room, State Capitol

HB 1013
2/26/13
Job 19465

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to provide for the distribution of funding for gifted and talented programs and other grants; to amend and reenact sections 15.1-02-02 and 15.1-18.1-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and the national board certification program; to provide an effective date; and to declare an emergency.

Minutes:

Chairman Delzer: called the committee back to order. We'll start this bill today, and continue tomorrow as needed.

Rep. Skarphol: I would suggest we start on page 9 on the amendment with the State Library

Rep. Monson: We should be working with amendment .01007 and bill version .01000. We'll start with the State Library as suggested. He went through the amendment.

03:45

Rep. Nelson: Would you explain how the one time funding for repairs and state aid to libraries how and to who it's distributed?

Rep. Monson: That is distributed to community libraries; there is a formula, and we reduced that.

Rep. Nelson: Is that a reduction from an increase, or from the baseline of this biennium?

Rep. Skarphol: I believe this is a one time funding for maintenance and it's the first time we have done it in several sessions.

The 275 is a new initiative which we didn't think we needed to go into and the other is to reduce it back to what it was at \$1.5 million.

Rep. Monson: resumed discussion of amendment. Also discussed green sheet for Department 250. Concluded State Library; continued on to School for the Deaf minute 07:05; amendment it is page 10 and green sheet Department 252.

10:50

Rep. Nelson: The new employee that is funded with other funds, is that federal money, and is that a stable source?

Joe Morrissette, OMB: Those are special funds they receive from their rental income.

Chairman Delzer: Is there any federal money in here?

Morrissette: Just a small amount for DPI for a program they administer for people who are both deaf and blind.

Rep. Monson: They had asked for some construction, and we elected not to do that. Next is Department 253, Vision Services, the School for the Blind; page 11 on the amendment and went through green sheet. Continued on to DPI, minute 15:00, this is the main part of the budget. Start on page 4 on the amendment.

Chairman Delzer: min 17:45 page 2 of amendment
The rest of the money to fund this will come out of the general fund.

Rep. Monson: resumed explanation of amendment.

Rep. Guggisberg: Can you give me an idea of the type of initiatives?

Rep. Monson: In this flex we had some technology that is actually what the schools use to report the data, common core standards, teacher principal evaluations systems, safe and drug free schools salary funding, statewide accreditation system, business manager training.

Min 21:25 resumed explanation of amendment.

26:15

Rep. Bellew: You said you removed funding
Number 21 on the green sheet

Rep. Monson: It's in two places, it is all gone.

Rep. Nelson: Is there any funding if in the second year of the biennium if the student population grows more than the estimates, what would happen with the second year payments?

Rep. Monson: That is a problem. All we can do is go by Jerry Coleman's best guess. He estimated what he needs. But if we grow faster than that we might have to come for a deficiency appropriation.

Rep. Nelson: That would be the avenue you would see us taking that we wouldn't cut the payment in that situation. There is nothing that speaks to that in this bill?

Rep. Monson: That would be the avenue I would expect if there are no other source of funds.

Chairman Delzer: With 1319 going forward and the language in there, the only avenue you would have would be to come in for a deficiency budget.

Rep. Nelson: I wanted to get that issue noted.

Chairman Delzer: I believe back then it was an across the board allocation.

Rep. Nelson: The discussion around the transportation payment that was not increased, would the increased costs of transportation would be borne by the local district.

Rep. Monson: I agree with you, it wasn't my favorite thing to cut.

Rep. Nelson: Most school districts I have talked to said to me the state is paying for about 50% of their transportation now, and this would put them back farther.

Rep. Monson: That is correct, there is a formula

Rep. Skarphol: We anticipate that may be an issue we discuss in conference
There was no support in subsection to keep that in there.

Chairman Delzer: Further questions? The other issue we have is the \$17M that is also in HB 1261

Rep. Skarphol moved amendment .01007 with the \$17million removed from the rapid enrollment grant and seconded by Rep. Monson.

Voice vote to amend carries

Rep. Monson moved do pass as amended seconded by Rep. Skarphol.

Rep. Hawken: I hope that in the end we will see those programs back in this bill.

Rep. Streyle: This does not remove Gearing Up for Kindergarten; as far as the mentoring program.

**Motion carried 21-1-0 with Rep. Monson receiving the floor assignment.
Hearing closed.**

VK
 2/27/13
 1082

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, after the semicolon insert "to provide for a transfer to the general fund;"

Page 1, line 6, after the first semicolon insert "to provide exemptions; to provide legislative intent;"

Page 1, replace lines 19 and 20 with:

"Salaries and wages	\$14,409,300	\$1,193,105	\$15,602,405
Accrued leave payments	0	322,068	322,068
Operating expenses	29,099,187	531,615	29,630,802
Funding pool for initiatives	0	2,500,000	2,500,000"

Page 1, replace line 22 with:

"Integrated formula payments	0	1,684,550,000	1,684,550,000"
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Page 1, remove line 24

Page 2, replace line 1 with:

"Grants - transportation	48,500,000	0	48,500,000
Grants - other grants	304,609,393	(33,969,238)	270,640,155"

Page 2, replace line 3 with:

"Rapid enrollment grants	5,000,000	(5,000,000)	0"
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Page 2, replace lines 6 through 8 with:

"Total all funds	\$1,678,082,358	\$390,313,072	\$2,068,395,430
Less estimated income	<u>434,485,707</u>	<u>2,277,454</u>	<u>436,763,161</u>
Total general fund	\$1,243,596,651	\$388,035,618	\$1,631,632,269"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$3,450,359	\$254,868	\$3,705,227
Accrued leave payments	0	75,354	75,354
Operating expenses	1,695,726	200,000	1,895,726
Grants	<u>2,252,500</u>	<u>0</u>	<u>2,252,500</u>
Total all funds	\$7,398,585	\$530,222	\$7,928,807
Less estimated income	<u>2,134,610</u>	<u>253,549</u>	<u>2,388,159</u>
Total general fund	\$5,263,975	\$276,673	\$5,540,648"

Page 2, remove lines 25 through 30

Page 3, replace line 1 with:

"Salaries and wages	\$5,932,638	\$742,929	\$6,675,567
Accrued leave payments	0	134,846	134,846
Operating expenses	1,633,911	258,584	1,892,495
Capital assets	41,700	1,152,321	1,194,021

2012

Grants	<u>200,000</u>	<u>0</u>	<u>200,000</u>
Total all funds	\$7,808,249	\$2,288,680	\$10,096,929
Less estimated income	<u>1,193,277</u>	<u>1,373,306</u>	<u>2,566,583</u>
Total general fund	\$6,614,972	\$915,374	\$7,530,346"

Page 3, replace line 7 with:

"Salaries and wages	\$3,815,825	\$375,245	\$4,191,070
Accrued leave payments	0	87,463	87,463"

Page 3, replace lines 10 through 12 with:

"Total all funds	\$4,562,331	\$999,408	\$5,561,739
Less estimated income	<u>835,091</u>	<u>14,693</u>	<u>849,784</u>
Total general fund	\$3,727,240	\$984,715	\$4,711,955"

Page 3, replace lines 18 through 20 with:

"Grand total general fund	\$1,259,202,838	\$390,212,380	\$1,649,415,218
Grand total special funds	<u>438,648,685</u>	<u>4,799,955</u>	<u>443,448,640</u>
Grand total all funds	\$1,697,851,523	\$395,012,335	\$2,092,863,858"

Page 4, remove lines 2 through 6

Page 4, replace lines 22 through 24 with:

"Grand total - all funds	\$23,170,246	\$1,543,088
Grand total - estimated income	<u>22,612,446</u>	<u>1,112,588</u>
Grand total - general fund	\$557,800	\$430,500"

Page 5, after line 8, insert:

"SECTION 5. TRANSFER - PROPERTY TAX RELIEF SUSTAINABILITY FUND TO THE GENERAL FUND. The office of management and budget shall transfer the sum of \$341,790,000 from the property tax relief sustainability fund to the general fund, for the biennium beginning July 1, 2013, and ending June 30, 2015.

SECTION 6. INFORMATION TECHNOLOGY FULL-TIME EQUIVALENT POSITION TRANSFER - BUDGET SECTION APPROVAL - LINE ITEM TRANSFER - EMERGENCY COMMISSION APPROVAL. The superintendent of public instruction shall transfer six full-time equivalent information technology positions to the information technology department by September 30, 2014. If the superintendent of public instruction and the chief information officer of the information technology department choose not to transfer these positions by September 30, 2014, the superintendent of public instruction may request budget section approval for an extension of the transfer deadline. After the positions are transferred, the department of public instruction may seek emergency commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for information technology services provided by the information technology department.

SECTION 7. APPROPRIATION - INFORMATION TECHNOLOGY DEPARTMENT. There is appropriated from special funds derived from other income, the sum of \$880,953, or so much of the sum as may be necessary, to the information technology department for the purpose of defraying the expenses of six full-time equivalent information technology positions transferred from the department of public

instruction, for the biennium beginning July 1, 2013, and ending June 30, 2015. The information technology department is authorized six full-time equivalent positions."

Page 5, remove lines 9 through 14

Page 6, after line 18, insert:

"SECTION 11. TRANSPORTATION GRANTS - DISTRIBUTION.

1. During each year of the 2013-15 biennium, the superintendent of public instruction shall calculate the payment to which each school district is entitled based on the state transportation formula as it existed on June 30, 2001, except that the superintendent shall provide reimbursement at the rate of:
 - a. One dollar and three cents per mile for schoolbuses having a capacity of ten or more passengers;
 - b. Forty-six cents per mile for vehicles having a capacity of nine or fewer passengers;
 - c. Forty-six cents per mile, provided:
 - (1) The student being transported is a student with a disability, as defined in chapter 15.1-32;
 - (2) The student's individualized education program plan requires that the student attend a public or a nonpublic school located outside the student's school district of residence;
 - (3) The student is transported by an adult member of the student's family;
 - (4) The student is transported in a vehicle furnished by the student's parents;
 - (5) The student's transportation is paid for by the student's parents; and
 - (6) The reimbursement does not exceed two round trips daily between the student's home and school;
 - d. Forty-six cents per mile, one way, provided:
 - (1) The student being transported resides more than two miles from the public school that the student attends;
 - (2) The student is transported by an adult member of the student's family;
 - (3) The student is transported in a vehicle furnished by the student's parents; and
 - (4) The student's transportation is paid for by the student's parents; and
 - e. Twenty-six cents per student for each one-way trip.

2. The superintendent of public instruction shall use the latest available student enrollment count in each school district in applying the provisions of subsection 1.
3. If any moneys provided for transportation payments in the grants - transportation line item in subdivision 1 of section 1 of this Act, remain after application of the formula provided for in this section, the superintendent of public instruction shall prorate the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.
4. This section does not authorize the reimbursement of any costs incurred in providing transportation for student attendance at extracurricular activities or events."

Page 7, after line 9, insert:

"SECTION 14. EXEMPTION - FUNDING POOL FOR INITIATIVES - LINE ITEM TRANSFER. Notwithstanding the provisions of section 54-16-04, the superintendent of public instruction shall transfer funding from the funding pool for initiatives line item in subdivision 1 of section 1 of this Act, to the extent necessary, to the appropriate line item for expending the funds for each initiative. The superintendent of public instruction shall report to the office of management and budget regarding all transfers from the funding pool for initiatives line item.

SECTION 15. OTHER GRANTS - REPORTING. The superintendent of public instruction shall develop a format for reporting on the cost per participant and the outcomes of other grants and report to the sixty-fourth legislative assembly regarding participation, cost, and outcomes of these grants.

SECTION 16. DEPARTMENT OF PUBLIC INSTRUCTION STUDY - FEDERAL FUNDING. The superintendent of public instruction shall study the costs and benefits of accepting federal funds and the consequences of declining federal funds and report its findings to the sixty-fourth legislative assembly.

SECTION 17. LEGISLATIVE INTENT - GEARING UP FOR KINDERGARTEN. It is the intent of the sixty-third legislative assembly that school districts may participate in the gearing up for kindergarten program if approved by the school board of the local school district."

Page 7, line 11, replace "\$1,766,500" with "\$1,500,000"

Page 7, remove lines 13 through 19

Page 8, line 19, replace "ten" with "nine"

Page 8, line 20, replace "ninety-two" with "thirty-three"

Page 8, line 21, replace "fourteen" with "twelve"

Page 8, line 21, replace "six" with "four"

Page 8, line 21, after "fifty-four" insert "seven"

Page 10, line 18, replace "16" with "22"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	Executive Budget	House Changes	House Version
Information Technology Department			
Total all funds	\$0	\$880,953	\$880,953
Less estimated income	0	880,953	880,953
General fund	\$0	\$0	\$0
Department of Public Instruction			
Total all funds	\$2,194,721,295	(\$126,325,865)	\$2,068,395,430
Less estimated income	1,151,411,433	(714,648,272)	436,763,161
General fund	\$1,043,309,862	\$588,322,407	\$1,631,632,269
State Library			
Total all funds	\$8,622,432	(\$693,625)	\$7,928,807
Less estimated income	2,400,847	(12,688)	2,388,159
General fund	\$6,221,585	(\$680,937)	\$5,540,648
School for the Deaf			
Total all funds	\$10,347,658	(\$250,729)	\$10,096,929
Less estimated income	2,575,668	(9,085)	2,566,583
General fund	\$7,771,990	(\$241,644)	\$7,530,346
Vision Services - School for the Blind			
Total all funds	\$5,735,221	(\$173,482)	\$5,561,739
Less estimated income	859,355	(9,571)	849,784
General fund	\$4,875,866	(\$163,911)	\$4,711,955
Bill total			
Total all funds	\$2,219,426,606	(\$126,562,748)	\$2,092,863,858
Less estimated income	1,157,247,303	(713,798,663)	443,448,640
General fund	\$1,062,179,303	\$587,235,915	\$1,649,415,218

House Bill No. 1013 - Information Technology Department - House Action

	Executive Budget	House Changes	House Version
Salaries and wages		\$880,953	\$880,953
Total all funds	\$0	\$880,953	\$880,953
Less estimated income	0	880,953	880,953
General fund	\$0	\$0	\$0
FTE	0.00	6.00	6.00

Department No. 112 - Information Technology Department - Detail of House Changes

	Transfers FTE Position From the Department of Public Instruction ¹	Total House Changes
Salaries and wages	\$880,953	\$880,953
Total all funds	\$880,953	\$880,953
Less estimated income	880,953	880,953
General fund	\$0	\$0
FTE	6.00	6.00

¹ This amendment adds a section to the bill to authorize 6 FTE positions and appropriates \$880,953 from special funds derived from other income to the Information Technology Department for the positions to be transferred from the Department of Public Instruction.

House Bill No. 1013 - Department of Public Instruction - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$16,611,338	(\$1,008,933)	\$15,602,405
Operating expenses	30,149,802	(519,000)	29,630,802
Integrated formula payments	1,787,400,000	(102,850,000)	1,684,550,000
Grants - Special education contracts	16,500,000		16,500,000
Grants - Transportation	53,500,000	(5,000,000)	48,500,000
Grants - Other grants	273,410,155	(2,770,000)	270,640,155
Rapid enrollment grants	17,000,000	(17,000,000)	
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000
Accrued leave payments		322,068	322,068
Funding pool for initiatives		2,500,000	2,500,000
Total all funds	\$2,194,721,295	(\$126,325,865)	\$2,068,395,430
Less estimated income	1,151,411,433	(714,648,272)	436,763,161
General fund	\$1,043,309,862	\$588,322,407	\$1,631,632,269
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Corrects Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Provides Separate Line Item for Accrued Leave Payments ³	Adds Funding Pool for Initiatives ⁴	Decreases Funding for Passthrough Grants ⁵	Decreases Funding for the Teacher Mentoring Program ⁶
Salaries and wages	\$9,498	(\$696,363)	(\$322,068)			
Operating expenses				(719,000)		
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants				(900,000)	(290,000)	(1,000,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments			322,068			
Funding pool for initiatives				2,500,000		
Total all funds	\$9,498	(\$696,363)	\$0	\$881,000	(\$290,000)	(\$1,000,000)
Less estimated income	6,554	(480,988)	0	0	0	0
General fund	\$2,944	(\$215,375)	\$0	\$881,000	(\$290,000)	(\$1,000,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes Funding for Gearing Up for Kindergarten ⁷	Increases Funding for the Global Bridges Program ⁸	Adjusts the Funding Source for State School Aid ⁹	Decreases Funding for Transportation Grants ¹⁰	Increases Funding Related to Special Education Factor ¹¹	Decreases Funding Related to Regional Education Association Factor ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments					5,500,000	(3,700,000)
Grants - Special education contracts						
Grants - Transportation				(5,000,000)		

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Grants - Other grants	(625,000)	45,000				
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives						
Total all funds	(\$625,000)	\$45,000	\$0	(\$5,000,000)	\$5,500,000	(\$3,700,000)
Less estimated income	0	0	(714,173,838)	0	0	0
General fund	(\$625,000)	\$45,000	\$714,173,838	(\$5,000,000)	\$5,500,000	(\$3,700,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding Related to Isolated Schools¹³	Increases Funding Related to the School District Size Weighting Factor¹⁴	Decreases Funding Due to Change In Local Revenue Calculation¹⁵	Increases Funding for Baseline Adjustments¹⁶	Increases Funding Due to Budget Estimate Revisions¹⁷	Decreases Funding Related to an Increase in the Local Tax Contribution¹⁸
Salaries and wages						
Operating expenses						
Integrated formula payments	1,300,000	7,750,000	(2,900,000)	4,800,000	4,000,000	(119,600,000)
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives						
Total all funds	\$1,300,000	\$7,750,000	(\$2,900,000)	\$4,800,000	\$4,000,000	(\$119,600,000)
Less estimated income	0	0	0	0	0	0
General fund	\$1,300,000	\$7,750,000	(\$2,900,000)	\$4,800,000	\$4,000,000	(\$119,600,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Early Childhood Care and Education Study¹⁹	Removes Funding for Rapid Enrollment Grants²⁰	Total House Changes
Salaries and wages			(\$1,008,933)
Operating expenses	200,000		(519,000)
Integrated formula payments			(102,850,000)
Grants - Special education contracts			
Grants - Transportation			(5,000,000)
Grants - Other grants			(2,770,000)
Rapid enrollment grants		(17,000,000)	(17,000,000)
Transportation efficiency			
National board certification			
Accrued leave payments			322,068
Funding pool for initiatives			2,500,000
Total all funds	\$200,000	(\$17,000,000)	(\$126,325,865)
Less estimated Income	0	0	(714,648,272)
General fund	\$200,000	(\$17,000,000)	\$588,322,407
FTE	0.00	0.00	0.00

¹ Funding is added due to a calculation error in the executive compensation package.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.

- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

³ A portion of salaries and wages funding from the general fund (\$104,350) and from other funds (\$217,718) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

⁴ This amendment provides a flexible funding pool of \$2.5 million for the following items that were **not** included in the executive recommendation:

- Management information systems - Website updates.
- Safe and drug-free schools salary funding.
- Statewide accreditation system.
- Business manager training program.

This amendment also provides for the following items totaling \$1,619,000 included in the executive recommendation:

- Management information systems - STARS maintenance and development (\$719,000).
- Common core state standards (\$500,000).
- Teacher and principal evaluation systems (\$400,000).

The increase in funding for the Superintendent's initiatives funding pool is offset by funding reductions in line items related to the initiatives included in the executive recommendation, for a net increase in funding of \$881,000 from the general fund.

⁵ This amendment reduces the other grants line item to remove funding increases the following passthrough grants recommended in the executive budget for:

- North Central Council for School Television (\$50,000).
- Rural art outreach project (\$35,000).
- National writing projects (\$15,000).
- Gearing Up for Kindergarten (\$190,000).

⁶ This amendment reduces funding for the teacher mentoring program to provide a total of \$1.3 million from the general fund.

⁷ This amendment removes funding included in the department's base budget for the Gearing Up for Kindergarten program.

⁸ Funding is increased for the Atlantik-Brucke (Global Bridges) program to provide a total of \$150,000 from the general fund.

⁹ This amendment adjusts the funding source for integrated formula payments from the property tax relief sustainability fund to the general fund.

¹⁰ This amendment removes the recommended increase in transportation grants included in the executive budget to provide a total of \$48.5 million from the general fund, the same as the 2011-13 biennium.

¹¹ Integrated formula payments are increased due to an increase in the special education factor from .079 to .082.

¹² Integrated formula payments are decreased due to a decrease in the regional education association factor from .004 to .002.

- ¹³ Integrated formula payments are increased due to a change in the average daily membership eligibility criteria for isolated schools from 100 students to 125 students.
- ¹⁴ Integrated formula payments are increased due to an extension of increasing school district size weighting factors to schools districts with 125 students. The extension results in an increase in the weighted student units for school districts with enrollment below 185 students.
- ¹⁵ Funding for integrated payments is reduced as a result of including payments in lieu of taxes and state reimbursement of the homestead property tax credit and disabled veterans property tax credit in the local contribution requirement of the integrated formula payment.
- ¹⁶ Funding is increased due to a change in the method of calculating baseline adjustments.
- ¹⁷ Funding for integrated formula payments is increased due to revisions in the department's budget estimates.
- ¹⁸ Funding for integrated formula payments is reduced due to an increase in the local contribution from 50 mills to 70 mills.
- ¹⁹ This amendment provides funding for the Superintendent of Public Instruction to conduct the early childhood care and education study required in House Bill No. 1356.
- ²⁰ Funding provided in the executive recommendation for rapid enrollment grants is removed.
-
- This amendment also:
- Adds a section of legislative intent allowing school districts to participate in the Gearing Up for Kindergarten program if approved by the school board of the local school district.
 - Adds a section to provide for the distribution of transportation grants to school districts.
 - Adds a section requiring the Department of Public Instruction develop a format for reporting the cost per participant and the outcomes of other grants provided by the department.
 - Adds a section to provide for a transfer of \$341,790,000 from the property tax relief sustainability fund to the general fund.
 - Adds a section requiring the Department of Public Instruction to study the costs and benefits of accepting federal funds and the consequences of declining federal funds.
 - Adds an exemption to Section 54-16-04, relating to line item transfers, to provide the Department of Public Instruction transfer funding, to the extent necessary, from the funding pool for initiatives line item to the appropriate line item for expending the funds for each initiative. The Superintendent of Public Instruction shall report to the Office of Management and Budget regarding all transfers from the funding pool for initiatives.
 - Requires the Superintendent of Public Instruction to transfer 6 FTE information technology positions to the Information Technology Department by September 30, 2014, or request Budget Section approval for an extension of the deadline. The section also provides the department may seek Emergency Commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for the services provided by the Information Technology Department.
 - Removes Section 5 related to funding for integrated formula payments from the property tax relief sustainability fund.
 - Changes the section of the bill related to the salary of the Superintendent of Public Instruction to make the statutory changes necessary to provide a salary increase of 3 percent effective July 1, 2013, and 3 percent effective July 1, 2014. The executive recommendation included increases of 4 percent each year of the 2013-15 biennium.
-

House Bill No. 1013 - State Library - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$3,932,706	(\$227,479)	\$3,705,227
Operating expenses	1,895,726		1,895,726
Grants	2,794,000	(541,500)	2,252,500
Accrued leave payments		75,354	75,354
Total all funds	\$8,622,432	(\$693,625)	\$7,928,807
Less estimated income	2,400,847	(12,688)	2,388,159
General fund	\$6,221,585	(\$680,937)	\$5,540,648
FTE	29.75	0.00	29.75

Department No. 250 - State Library - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Removes One-Time Funding for Library Repair and Maintenance Grants ³	Decreases State Aid to Libraries ⁴	Total House Changes
Salaries and wages	(\$152,125)	(\$75,354)			(\$227,479)
Operating expenses					
Grants			(275,000)	(266,500)	(541,500)
Accrued leave payments		75,354			75,354
Total all funds	(\$152,125)	\$0	(\$275,000)	(\$266,500)	(\$693,625)
Less estimated income	(12,688)	0	0	0	(12,688)
General fund	(\$139,437)	\$0	(\$275,000)	(\$266,500)	(\$680,937)
FTE	0.00	0.00	0.00	0.00	0.00

¹ This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

² A portion of salaries and wages funding from the general fund (\$66,251) and from other funds (\$9,103) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

³ This amendment removes one-time funding for library repair and maintenance grants included in the executive recommendation.

⁴ This amendment removes the increase in state aid to libraries included in the executive recommendation to provide a total of \$1.5 million from the general fund.

In addition, this amendment removes a section of the bill related to library renovation and repair grants and amends a section related to the distribution of state aid to public libraries.

House Bill No. 1013 - School for the Deaf - House Action

Executive Budget	House Changes	House Version
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Salaries and wages	\$7,044,843	(\$369,276)	\$6,675,567
Operating expenses	1,908,794	(16,299)	1,892,495
Capital assets	1,194,021		1,194,021
Grants	200,000		200,000
Accrued leave payments		134,846	134,846
Total all funds	\$10,347,658	(\$250,729)	\$10,096,929
Less estimated income	2,575,668	(9,085)	2,566,583
General fund	\$7,771,990	(\$241,644)	\$7,530,346
FTE	44.61	0.00	44.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Decreases Funding for Professional Development ³	Total House Changes
Salaries and wages	(\$234,430)	(\$134,846)		(\$369,276)
Operating expenses			(16,299)	(16,299)
Capital assets				
Grants				
Accrued leave payments		134,846		134,846
Total all funds	(\$234,430)	\$0	(\$16,299)	(\$250,729)
Less estimated income	(9,085)	0	0	(9,085)
General fund	(\$225,345)	\$0	(\$16,299)	(\$241,644)
FTE	0.00	0.00	0.00	0.00

¹ This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

² A portion of salaries and wages funding from the general fund (\$128,980) and from other funds (\$5,866) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

³ This amendment removes an increase in funding for professional development included in the executive recommendation.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$4,452,015	(\$260,945)	\$4,191,070
Operating expenses	720,806		720,806
Capital assets	562,400		562,400
Accrued leave payments		87,463	87,463
Total all funds	\$5,735,221	(\$173,482)	\$5,561,739
Less estimated income	859,355	(9,571)	849,784
General fund	\$4,875,866	(\$163,911)	\$4,711,955
FTE	29.50	0.00	29.50

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

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	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Total House Changes
Salaries and wages	(\$173,482)	(\$87,463)	(\$260,945)
Operating expenses			
Capital assets			
Accrued leave payments		87,463	87,463
Total all funds	(\$173,482)	\$0	(\$173,482)
Less estimated income	(9,571)	0	(9,571)
General fund	(\$163,911)	\$0	(\$163,911)
FTE	0.00	0.00	0.00

¹ This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

² A portion of salaries and wages funding from the general fund (\$81,113) and from other funds (\$6,350) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

Date: 2-14-13
Roll Call Vote #: 1

**2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Martinson Seconded By Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams	/	
Vice Chairman David Monson	/		Rep. Tracy Boe	/	
Rep. Bob Martinson	/				
Rep. Roscoe Streyle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 8 No 0

Absent 0

Floor Assignment _____

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

(# 2.5 mill)
Create a pool of money not to exceed the Governor's recommendation & make other changes to offset

Date: 2-14-13
 Roll Call Vote #: 2

**2013 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Streyle Seconded By Dosch

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams	/	
Vice Chairman David Monson	/		Rep. Tracy Boe		/
Rep. Bob Martinson	/				
Rep. Roscoe Streyle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 7 No 1

Absent 0

Floor Assignment _____

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

Remove \$288 million out of Mentor Program of increases

Date: 2-14-13
 Roll Call Vote #: 3

**2013 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Dosch Seconded By Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams		/
Vice Chairman David Monson	/		Rep. Tracy Boe		/
Rep. Bob Martinson	/				
Rep. Roscoe Streyle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 6 No 2

Absent 0

Floor Assignment _____

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

To remove money from the gearing up for Kindergarten program. And to add language for those that ... the Progra

Date: 2-14-13
Roll Call Vote #: 4

**2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Grande Seconded By ?

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams	/	
Vice Chairman David Monson	/		Rep. Tracy Boe		/
Rep. Bob Martinson	/				
Rep. Roscoe Streytle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 7 No 1

Absent 0

Floor Assignment _____

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

*Add \$45,000 to line 23
(? Bridges Program)*

Date: 2-14-13
Roll Call Vote #: 5

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Grande Seconded By Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol			Rep. Clark Williams		
Vice Chairman David Monson			Rep. Tracy Boe		
Rep. Bob Martinson					
Rep. Roscoe Streyle					
Rep. Mark Dosch					
Rep. Bette Grande					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Pass through grants
Voice vote
Motion passed

Date: 2-14-13
Roll Call Vote #: 7

**2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Streyle Seconded By Grande

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams		/
Vice Chairman David Monson	/		Rep. Tracy Boe	/	
Rep. Bob Martinson	/				
Rep. Roscoe Streyle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 7 No 1

Absent 0

Floor Assignment _____

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

ITD moving staff around
Putting in language that allows time
to adjust

Date: 2-14-13
Roll Call Vote #: 8

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Dosch Seconded By Grande

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams		/
Vice Chairman David Monson		/	Rep. Tracy Boe		/
Rep. Bob Martinson	/				
Rep. Roscoe Streyle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 5 No 3

Absent 0

Floor Assignment _____

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

Remove 5 million dollars in Transportation.

Date: 2-14-13
Roll Call Vote #: 9

**2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Monson Seconded By Boe

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams	/	
Vice Chairman David Monson	/		Rep. Tracy Boe	/	
Rep. Bob Martinson	/				
Rep. Roscoe Streytle	/				
Rep. Mark Dosch		/			
Rep. Bette Grande	/				

Total (Yes) 7 No 1

Absent 0

Floor Assignment _____

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

*Include language indicating
(Incorporate) transportation formula
dollars/cents*

Date: 2-14-13
 Roll Call Vote #: 1

**2013 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment

Rerefer to Appropriations Reconsider

Motion Made By Dosch Seconded By Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams	/	
Vice Chairman David Monson		/	Rep. Tracy Boe	/	
Rep. Bob Martinson	/				
Rep. Roscoe Streyle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 7 No 1

Absent 0

Floor Assignment _____

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

line 2
State library budget
Take out \$275,000
for repair + maintenance grants

Date: 2-14-13
 Roll Call Vote #: 2

**2013 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment

Rerefer to Appropriations Reconsider

Motion Made By Grande Seconded By Dosch

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams		/
Vice Chairman David Monson		/	Rep. Tracy Boe		/
Rep. Bob Martinson	/				
Rep. Roscoe Streyle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 5 No 3

Absent 0

Floor Assignment _____

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

*Line 4
 Remove \$266,500
 State aid to Library*

Date: 2-14-13
Roll Call Vote #: 3

**2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Dosch Seconded By Grande

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	/		Rep. Clark Williams	/	
Vice Chairman David Monson	/		Rep. Tracy Boe	/	
Rep. Bob Martinson	/				
Rep. Roscoe Streyle	/				
Rep. Mark Dosch	/				
Rep. Bette Grande	/				

Total (Yes) 8 No 0

Absent 0

Floor Assignment _____

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

*Remove \$16,299 for
proj development*

Date: 2/25/13
Roll Call Vote #: 1

**2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Rep. Monson Seconded By Rep. Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol			Rep. Clark Williams		
Vice Chairman David Monson			Rep. Tracy Boe		
Rep. Bob Martinson					
Rep. Roscoe Streyle					
Rep. Mark Dosch					
Rep. Bette Grande					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

*#6 of handout
voice vote carries*

Date: 2/25/13
Roll Call Vote #: 2

**2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number .01002

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Rep. Martinson Seconded By Rep. Boe

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol			Rep. Clark Williams		
Vice Chairman David Monson			Rep. Tracy Boe		
Rep. Bob Martinson					
Rep. Roscoe Streytle					
Rep. Mark Dosch					
Rep. Bette Grande					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

voice vote carries

Date: 2/25/13
 Roll Call Vote #: 3

**2013 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Rep Grande Seconded By Rep Stroyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	X		Rep. Clark Williams	X	
Vice Chairman David Monson	X		Rep. Tracy Boe	X	
Rep. Bob Martinson	X				
Rep. Roscoe Stroyle	X				
Rep. Mark Dosch	X				
Rep. Bette Grande	X				

Total (Yes) 8 No 0

Absent 0

Floor Assignment _____

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

make change to money

Date: 2/25/13
Roll Call Vote #: 4

**2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013**

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Rep. Martinson Seconded By Rep. Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	X		Rep. Clark Williams	X	
Vice Chairman David Monson	X		Rep. Tracy Boe	X	
Rep. Bob Martinson	X				
Rep. Roscoe Streyle	X				
Rep. Mark Dosch	X				
Rep. Bette Grande	X				

Total (Yes) 8 No 0

Absent 0

Floor Assignment _____

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

Date: 2/26/13
Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number -01007

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Rep. Skarphol Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer			Rep. Streyle		
Vice Chairman Kempenich			Rep. Thoreson		
Rep. Bellew			Rep. Wieland		
Rep. Brandenburg					
Rep. Dosch					
Rep. Grande			Rep. Boe		
Rep. Hawken			Rep. Glassheim		
Rep. Kreidt			Rep. Guggisberg		
Rep. Martinson			Rep. Holman		
Rep. Monson			Rep. Williams		
Rep. Nelson					
Rep. Pollert					
Rep. Sanford					
Rep. Skarphol					

Total Yes _____ No _____

Absent _____

Floor Assignment _____

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

amendment with \$17M removed from rapid enrollment grant

voice vote carries

Date: 2/26/13
 Roll Call Vote #: 2

**2013 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 1013**

House Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment

Rerefer to Appropriations Reconsider

Motion Made By Rep. Monson Seconded By Rep. Skarphol

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer	X		Rep. Streyle	X	
Vice Chairman Kempenich	X		Rep. Thoreson	X	
Rep. Bellew	X		Rep. Wieland	X	
Rep. Brandenburg	X				
Rep. Dosch	X				
Rep. Grande	X		Rep. Boe	X	
Rep. Hawken	X		Rep. Glassheim	X	
Rep. Kreidt	X		Rep. Guggisberg	X	
Rep. Martinson	X		Rep. Holman	X	
Rep. Monson	X		Rep. Williams	X	
Rep. Nelson		X			
Rep. Pollert	X				
Rep. Sanford	X				
Rep. Skarphol	X				

Total Yes 21 No 1

Absent 0

Floor Assignment Rep. Monson

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

REPORT OF STANDING COMMITTEE

HB 1013: Appropriations Committee (Rep. Delzer, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (21 YEAS, 1 NAYS, 0 ABSENT AND NOT VOTING). HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 3, after the semicolon insert "to provide for a transfer to the general fund;"

Page 1, line 6, after the first semicolon insert "to provide exemptions; to provide legislative intent;"

Page 1, replace lines 19 and 20 with:

"Salaries and wages	\$14,409,300	\$1,193,105	\$15,602,405
Accrued leave payments	0	322,068	322,068
Operating expenses	29,099,187	531,615	29,630,802
Funding pool for initiatives	0	2,500,000	2,500,000"

Page 1, replace line 22 with:

"Integrated formula payments	0	1,684,550,000	1,684,550,000"
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Page 1, remove line 24

Page 2, replace line 1 with:

"Grants - transportation	48,500,000	0	48,500,000
Grants - other grants	304,609,393	(33,969,238)	270,640,155"

Page 2, replace line 3 with:

"Rapid enrollment grants	5,000,000	(5,000,000)	0"
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Page 2, replace lines 6 through 8 with:

"Total all funds	\$1,678,082,358	\$390,313,072	\$2,068,395,430
Less estimated income	<u>434,485,707</u>	<u>2,277,454</u>	<u>436,763,161</u>
Total general fund	\$1,243,596,651	\$388,035,618	\$1,631,632,269"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$3,450,359	\$254,868	\$3,705,227
Accrued leave payments	0	75,354	75,354
Operating expenses	1,695,726	200,000	1,895,726
Grants	<u>2,252,500</u>	<u>0</u>	<u>2,252,500</u>
Total all funds	\$7,398,585	\$530,222	\$7,928,807
Less estimated income	<u>2,134,610</u>	<u>253,549</u>	<u>2,388,159</u>
Total general fund	\$5,263,975	\$276,673	\$5,540,648"

Page 2, remove lines 25 through 30

Page 3, replace line 1 with:

"Salaries and wages	\$5,932,638	\$742,929	\$6,675,567
Accrued leave payments	0	134,846	134,846
Operating expenses	1,633,911	258,584	1,892,495
Capital assets	41,700	1,152,321	1,194,021
Grants	<u>200,000</u>	<u>0</u>	<u>200,000</u>
Total all funds	\$7,808,249	\$2,288,680	\$10,096,929
Less estimated income	<u>1,193,277</u>	<u>1,373,306</u>	<u>2,566,583</u>
Total general fund	\$6,614,972	\$915,374	\$7,530,346"

Page 3, replace line 7 with:

"Salaries and wages	\$3,815,825	\$375,245	\$4,191,070
Accrued leave payments	0	87,463	87,463"

Page 3, replace lines 10 through 12 with:

"Total all funds	\$4,562,331	\$999,408	\$5,561,739
Less estimated income	<u>835,091</u>	<u>14,693</u>	<u>849,784</u>
Total general fund	\$3,727,240	\$984,715	\$4,711,955"

Page 3, replace lines 18 through 20 with:

"Grand total general fund	\$1,259,202,838	\$390,212,380	\$1,649,415,218
Grand total special funds	<u>438,648,685</u>	<u>4,799,955</u>	<u>443,448,640</u>
Grand total all funds	\$1,697,851,523	\$395,012,335	\$2,092,863,858"

Page 4, remove lines 2 through 6

Page 4, replace lines 22 through 24 with:

"Grand total - all funds	\$23,170,246	\$1,543,088
Grand total - estimated income	<u>22,612,446</u>	<u>1,112,588</u>
Grand total - general fund	\$557,800	\$430,500"

Page 5, after line 8, insert:

"SECTION 5. TRANSFER - PROPERTY TAX RELIEF SUSTAINABILITY FUND TO THE GENERAL FUND. The office of management and budget shall transfer the sum of \$341,790,000 from the property tax relief sustainability fund to the general fund, for the biennium beginning July 1, 2013, and ending June 30, 2015.

SECTION 6. INFORMATION TECHNOLOGY FULL-TIME EQUIVALENT POSITION TRANSFER - BUDGET SECTION APPROVAL - LINE ITEM TRANSFER - EMERGENCY COMMISSION APPROVAL. The superintendent of public instruction shall transfer six full-time equivalent information technology positions to the information technology department by September 30, 2014. If the superintendent of public instruction and the chief information officer of the information technology department choose not to transfer these positions by September 30, 2014, the superintendent of public instruction may request budget section approval for an extension of the transfer deadline. After the positions are transferred, the department of public instruction may seek emergency commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for information technology services provided by the information technology department.

SECTION 7. APPROPRIATION - INFORMATION TECHNOLOGY DEPARTMENT. There is appropriated from special funds derived from other income, the sum of \$880,953, or so much of the sum as may be necessary, to the information technology department for the purpose of defraying the expenses of six full-time equivalent information technology positions transferred from the department of public instruction, for the biennium beginning July 1, 2013, and ending June 30, 2015. The information technology department is authorized six full-time equivalent positions."

Page 5, remove lines 9 through 14

Page 6, after line 18, insert:

"SECTION 11. TRANSPORTATION GRANTS - DISTRIBUTION.

1. During each year of the 2013-15 biennium, the superintendent of public instruction shall calculate the payment to which each school district is entitled based on the state transportation formula as it existed on June 30, 2001, except that the superintendent shall provide reimbursement at the rate of:
 - a. One dollar and three cents per mile for schoolbuses having a capacity of ten or more passengers;
 - b. Forty-six cents per mile for vehicles having a capacity of nine or fewer passengers;
 - c. Forty-six cents per mile, provided:
 - (1) The student being transported is a student with a disability, as defined in chapter 15.1-32;
 - (2) The student's individualized education program plan requires that the student attend a public or a nonpublic school located outside the student's school district of residence;
 - (3) The student is transported by an adult member of the student's family;
 - (4) The student is transported in a vehicle furnished by the student's parents;
 - (5) The student's transportation is paid for by the student's parents; and
 - (6) The reimbursement does not exceed two round trips daily between the student's home and school;
 - d. Forty-six cents per mile, one way, provided:
 - (1) The student being transported resides more than two miles from the public school that the student attends;
 - (2) The student is transported by an adult member of the student's family;
 - (3) The student is transported in a vehicle furnished by the student's parents; and
 - (4) The student's transportation is paid for by the student's parents; and
 - e. Twenty-six cents per student for each one-way trip.
2. The superintendent of public instruction shall use the latest available student enrollment count in each school district in applying the provisions of subsection 1.
3. If any moneys provided for transportation payments in the grants - transportation line item in subdivision 1 of section 1 of this Act, remain after application of the formula provided for in this section, the superintendent of public instruction shall prorate the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.

4. This section does not authorize the reimbursement of any costs incurred in providing transportation for student attendance at extracurricular activities or events."

Page 7, after line 9, insert:

"SECTION 14. EXEMPTION - FUNDING POOL FOR INITIATIVES - LINE ITEM TRANSFER. Notwithstanding the provisions of section 54-16-04, the superintendent of public instruction shall transfer funding from the funding pool for initiatives line item in subdivision 1 of section 1 of this Act, to the extent necessary, to the appropriate line item for expending the funds for each initiative. The superintendent of public instruction shall report to the office of management and budget regarding all transfers from the funding pool for initiatives line item.

SECTION 15. OTHER GRANTS - REPORTING. The superintendent of public instruction shall develop a format for reporting on the cost per participant and the outcomes of other grants and report to the sixty-fourth legislative assembly regarding participation, cost, and outcomes of these grants.

SECTION 16. DEPARTMENT OF PUBLIC INSTRUCTION STUDY - FEDERAL FUNDING. The superintendent of public instruction shall study the costs and benefits of accepting federal funds and the consequences of declining federal funds and report its findings to the sixty-fourth legislative assembly.

SECTION 17. LEGISLATIVE INTENT - GEARING UP FOR KINDERGARTEN. It is the intent of the sixty-third legislative assembly that school districts may participate in the gearing up for kindergarten program if approved by the school board of the local school district."

Page 7, line 11, replace "\$1,766,500" with "\$1,500,000"

Page 7, remove lines 13 through 19

Page 8, line 19, replace "ten" with "nine"

Page 8, line 20, replace "ninety-two" with "thirty-three"

Page 8, line 21, replace "fourteen" with "twelve"

Page 8, line 21, replace "six" with "four"

Page 8, line 21, after "fifty-four" insert "seven"

Page 10, line 18, replace "16" with "22"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	Executive Budget	House Changes	House Version
Information Technology Department			
Total all funds	\$0	\$880,953	\$880,953
Less estimated income	0	880,953	880,953
General fund	\$0	\$0	\$0
Department of Public Instruction			
Total all funds	\$2,194,721,295	(\$126,325,865)	\$2,068,395,430
Less estimated income	1,151,411,433	(714,648,272)	436,763,161
General fund	\$1,043,309,862	\$588,322,407	\$1,631,632,269

State Library			
Total all funds	\$8,622,432	(\$693,625)	\$7,928,807
Less estimated income	2,400,847	(12,688)	2,388,159
General fund	\$6,221,585	(\$680,937)	\$5,540,648
School for the Deaf			
Total all funds	\$10,347,658	(\$250,729)	\$10,096,929
Less estimated income	2,575,668	(9,085)	2,566,583
General fund	\$7,771,990	(\$241,644)	\$7,530,346
Vision Services - School for the Blind			
Total all funds	\$5,735,221	(\$173,482)	\$5,561,739
Less estimated income	859,355	(9,571)	849,784
General fund	\$4,875,866	(\$163,911)	\$4,711,955
Bill total			
Total all funds	\$2,219,426,606	(\$126,562,748)	\$2,092,863,858
Less estimated income	1,157,247,303	(713,798,663)	443,448,640
General fund	\$1,062,179,303	\$587,235,915	\$1,649,415,218

House Bill No. 1013 - Information Technology Department - House Action

	Executive Budget	House Changes	House Version
Salaries and wages		\$880,953	\$880,953
Total all funds	\$0	\$880,953	\$880,953
Less estimated income	0	880,953	880,953
General fund	\$0	\$0	\$0
FTE	0.00	6.00	6.00

Department No. 112 - Information Technology Department - Detail of House Changes

	Transfers FTE Position From the Department of Public Instruction ¹	Total House Changes
Salaries and wages	\$880,953	\$880,953
Total all funds	\$880,953	\$880,953
Less estimated income	880,953	880,953
General fund	\$0	\$0
FTE	6.00	6.00

¹ This amendment adds a section to the bill to authorize 6 FTE positions and appropriates \$880,953 from special funds derived from other income to the Information Technology Department for the positions to be transferred from the Department of Public Instruction.

House Bill No. 1013 - Department of Public Instruction - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$16,611,338	(\$1,008,933)	\$15,602,405
Operating expenses	30,149,802	(519,000)	29,630,802
Integrated formula payments	1,787,400,000	(102,850,000)	1,684,550,000
Grants - Special education contracts	16,500,000		16,500,000
Grants - Transportation	53,500,000	(5,000,000)	48,500,000
Grants - Other grants	273,410,155	(2,770,000)	270,640,155
Rapid enrollment grants	17,000,000	(17,000,000)	
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000

Accrued leave payments		322,068	322,068
Funding pool for initiatives		2,500,000	2,500,000
Total all funds	\$2,194,721,295	(\$126,325,865)	\$2,068,395,430
Less estimated income	1,151,411,433	(714,648,272)	436,763,161
General fund	\$1,043,309,862	\$588,322,407	\$1,631,632,269
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Corrects Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Provides Separate Line Item for Accrued Leave Payments ³	Adds Funding Pool for Initiatives ⁴	Decreases Funding for Passthrough Grants ⁵	Decreases Funding for the Teacher Mentoring Program ⁶
Salaries and wages	\$9,498	(\$696,363)	(\$322,068)			
Operating expenses				(719,000)		
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants				(900,000)	(290,000)	(1,000,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments			322,068			
Funding pool for initiatives				2,500,000		
Total all funds	\$9,498	(\$696,363)	\$0	\$881,000	(\$290,000)	(\$1,000,000)
Less estimated income	6,554	(480,988)	0	0	0	0
General fund	\$2,944	(\$215,375)	\$0	\$881,000	(\$290,000)	(\$1,000,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes Funding for Gearing Up for Kindergarten ⁷	Increases Funding for the Global Bridges Program ⁸	Adjusts the Funding Source for State School Aid ⁹	Decreases Funding for Transportation Grants ¹⁰	Increases Funding Related to Special Education Factor ¹¹	Decreases Funding Related to Regional Education Association Factor ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments					5,500,000	(3,700,000)
Grants - Special education contracts						
Grants - Transportation				(5,000,000)		
Grants - Other grants	(625,000)	45,000				
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for Initiatives						
Total all funds	(\$625,000)	\$45,000	\$0	(\$5,000,000)	\$5,500,000	(\$3,700,000)
Less estimated income	0	0	(714,173,838)	0	0	0
General fund	(\$625,000)	\$45,000	\$714,173,838	(\$5,000,000)	\$5,500,000	(\$3,700,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding Related to Isolated Schools ¹³	Increases Funding Related to the School District Size Weighting Factor ¹⁴	Decreases Funding Due to Change in Local Revenue Calculation ¹⁵	Increases Funding for Baseline Adjustments ¹⁶	Increases Funding Due to Budget Estimate Revisions ¹⁷	Decreases Funding Related to an Increase in the Local Tax Contribution ¹⁸
Salaries and wages						
Operating expenses						
Integrated formula payments	1,300,000	7,750,000	(2,900,000)	4,800,000	4,000,000	(119,600,000)
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Rapid enrollment grants						
Transportation efficiency						
National board certification						

Accrued leave payments						
Funding pool for initiatives						
Total all funds	\$1,300,000	\$7,750,000	(\$2,900,000)	\$4,800,000	\$4,000,000	(\$119,600,000)
Less estimated income	0	0	0	0	0	0
General fund	\$1,300,000	\$7,750,000	(\$2,900,000)	\$4,800,000	\$4,000,000	(\$119,600,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Early Childhood Care and Education Study ¹	Removes Funding for Rapid Enrollment Grants ²	Total House Changes
Salaries and wages			(\$1,008,933)
Operating expenses	200,000		(519,000)
Integrated formula payments			(102,850,000)
Grants - Special education contracts			
Grants - Transportation			(5,000,000)
Grants - Other grants			(2,770,000)
Rapid enrollment grants		(17,000,000)	(17,000,000)
Transportation efficiency			
National board certification			
Accrued leave payments			322,068
Funding pool for initiatives			2,500,000
Total all funds	\$200,000	(\$17,000,000)	(\$126,325,865)
Less estimated income	0	0	(714,648,272)
General fund	\$200,000	(\$17,000,000)	\$588,322,407
FTE	0.00	0.00	0.00

¹ Funding is added due to a calculation error in the executive compensation package.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

³ A portion of salaries and wages funding from the general fund (\$104,350) and from other funds (\$217,718) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

⁴ This amendment provides a flexible funding pool of \$2.5 million for the following items that were **not** included in the executive recommendation:

- Management information systems - Website updates.
- Safe and drug-free schools salary funding.
- Statewide accreditation system.
- Business manager training program.

This amendment also provides for the following items totaling \$1,619,000 included in the executive recommendation:

- Management information systems - STARS maintenance and development (\$719,000).
- Common core state standards (\$500,000).
- Teacher and principal evaluation systems (\$400,000).

The increase in funding for the Superintendent's initiatives funding pool is offset by funding reductions in line items related to the initiatives included in the executive recommendation, for a net increase in funding of \$881,000 from the general fund.

⁵ This amendment reduces the other grants line item to remove funding increases the following passthrough grants recommended in the executive budget for:

- North Central Council for School Television (\$50,000).
- Rural art outreach project (\$35,000).
- National writing projects (\$15,000).
- Gearing Up for Kindergarten (\$190,000).

⁶ This amendment reduces funding for the teacher mentoring program to provide a total of \$1.3 million from the general fund.

⁷ This amendment removes funding included in the department's base budget for the Gearing Up for Kindergarten program.

⁸ Funding is increased for the Atlantik-Brucke (Global Bridges) program to provide a total of \$150,000 from the general fund.

⁹ This amendment adjusts the funding source for integrated formula payments from the property tax relief sustainability fund to the general fund.

¹⁰ This amendment removes the recommended increase in transportation grants included in the executive budget to provide a total of \$48.5 million from the general fund, the same as the 2011-13 biennium.

¹¹ Integrated formula payments are increased due to an increase in the special education factor from .079 to .082.

¹² Integrated formula payments are decreased due to a decrease in the regional education association factor from .004 to .002.

¹³ Integrated formula payments are increased due to a change in the average daily membership eligibility criteria for isolated schools from 100 students to 125 students.

¹⁴ Integrated formula payments are increased due to an extension of increasing school district size weighting factors to schools districts with 125 students. The extension results in an increase in the weighted student units for school districts with enrollment below 185 students.

¹⁵ Funding for integrated payments is reduced as a result of including payments in lieu of taxes and state reimbursement of the homestead property tax credit and disabled veterans property tax credit in the local contribution requirement of the integrated formula payment.

¹⁶ Funding is increased due to a change in the method of calculating baseline adjustments.

¹⁷ Funding for integrated formula payments is increased due to revisions in the department's budget estimates.

¹⁸ Funding for integrated formula payments is reduced due to an increase in the local contribution from 50 mills to 70 mills.

¹⁹ This amendment provides funding for the Superintendent of Public Instruction to conduct the early childhood care and education study required in House Bill No. 1356.

²⁰ Funding provided in the executive recommendation for rapid enrollment grants is removed.

This amendment also:

- Adds a section of legislative intent allowing school districts to participate in the Gearing Up for Kindergarten program if approved by the school board of the local school district.
- Adds a section to provide for the distribution of transportation grants to school districts.
- Adds a section requiring the Department of Public Instruction develop a format for reporting the cost per participant and the outcomes of other grants provided by the department.
- Adds a section to provide for a transfer of \$341,790,000 from the property tax relief sustainability fund to the general fund.
- Adds a section requiring the Department of Public Instruction to study the costs and benefits of accepting federal funds and the consequences of declining federal funds.
- Adds an exemption to Section 54-16-04, relating to line item transfers, to provide the Department of Public Instruction transfer funding, to the extent necessary, from the funding pool for initiatives line item to the appropriate line item for expending the funds for each initiative. The Superintendent of Public Instruction shall report to the Office of Management and Budget regarding all transfers from the funding pool for initiatives.
- Requires the Superintendent of Public Instruction to transfer 6 FTE information technology positions to the Information Technology Department by September 30, 2014, or request Budget Section approval for an extension of the deadline. The section also provides the department may seek Emergency Commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for the services provided by the Information Technology Department
- Removes Section 5 related to funding for integrated formula payments from the property tax relief sustainability fund.
- Changes the section of the bill related to the salary of the Superintendent of Public Instruction to make the statutory changes necessary to provide a salary increase of 3 percent effective July 1, 2013, and 3 percent effective July 1, 2014. The executive recommendation included increases of 4 percent each year of the 2013-15 biennium.

House Bill No. 1013 - State Library - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$3,932,706	(\$227,479)	\$3,705,227
Operating expenses	1,895,726		1,895,726
Grants	2,794,000	(541,500)	2,252,500
Accrued leave payments		75,354	75,354
Total all funds	\$8,622,432	(\$693,625)	\$7,928,807
Less estimated income	2,400,847	(12,688)	2,388,159
General fund	\$6,221,585	(\$680,937)	\$5,540,648
FTE	29.75	0.00	29.75

Department No. 250 - State Library - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Removes One-Time Funding for Library Repair and Maintenance Grants ³	Decreases State Aid to Libraries ⁴	Total House Changes
Salaries and wages	(\$152,125)	(\$75,354)			(\$227,479)
Operating expenses					
Grants			(275,000)	(266,500)	(541,500)

Accrued leave payments		75,354			75,354
Total all funds	(\$152,125)	\$0	(\$275,000)	(\$266,500)	(\$693,625)
Less estimated income	(12,688)	0	0	0	(12,688)
General fund	(\$139,437)	\$0	(\$275,000)	(\$266,500)	(\$680,937)
FTE	0.00	0.00	0.00	0.00	0.00

¹ This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

² A portion of salaries and wages funding from the general fund (\$66,251) and from other funds (\$9,103) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

³ This amendment removes one-time funding for library repair and maintenance grants included in the executive recommendation.

⁴ This amendment removes the increase in state aid to libraries included in the executive recommendation to provide a total of \$1.5 million from the general fund.

In addition, this amendment removes a section of the bill related to library renovation and repair grants and amends a section related to the distribution of state aid to public libraries.

House Bill No. 1013 - School for the Deaf - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$7,044,843	(\$369,276)	\$6,675,567
Operating expenses	1,908,794	(16,299)	1,892,495
Capital assets	1,194,021		1,194,021
Grants	200,000		200,000
Accrued leave payments		134,846	134,846
Total all funds	\$10,347,658	(\$250,729)	\$10,096,929
Less estimated income	2,575,668	(9,085)	2,566,583
General fund	\$7,771,990	(\$241,644)	\$7,530,346
FTE	44.61	0.00	44.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Decreases Funding for Professional Development ³	Total House Changes
Salaries and wages	(\$234,430)	(\$134,846)		(\$369,276)
Operating expenses			(16,299)	(16,299)
Capital assets				
Grants				
Accrued leave payments		134,846		134,846
Total all funds	(\$234,430)	\$0	(\$16,299)	(\$250,729)

Less estimated income	(9,085)	0	0	(9,085)
General fund	(\$225,345)	\$0	(\$16,299)	(\$241,644)
FTE	0.00	0.00	0.00	0.00

¹ This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

² A portion of salaries and wages funding from the general fund (\$128,980) and from other funds (\$5,866) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

³ This amendment removes an increase in funding for professional development included in the executive recommendation.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$4,452,015	(\$260,945)	\$4,191,070
Operating expenses	720,806		720,806
Capital assets	562,400		562,400
Accrued leave payments		87,463	87,463
Total all funds	\$5,735,221	(\$173,482)	\$5,561,739
Less estimated income	859,355	(9,571)	849,784
General fund	\$4,875,866	(\$163,911)	\$4,711,955
FTE	29.50	0.00	29.50

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Total House Changes
Salaries and wages	(\$173,482)	(\$87,463)	(\$260,945)
Operating expenses			
Capital assets			
Accrued leave payments		87,463	87,463
Total all funds	(\$173,482)	\$0	(\$173,482)
Less estimated income	(9,571)	0	(9,571)
General fund	(\$163,911)	\$0	(\$163,911)
FTE	0.00	0.00	0.00

¹ This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile

- of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

² A portion of salaries and wages funding from the general fund (\$81,113) and from other funds (\$6,350) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

2013 SENATE APPROPRIATIONS

HB 1013

2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013
03-18-2013 - 8:30 am
Job # 20030

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an appropriation for the Department of Instruction (DPI); Overview and School for the Blind

Minutes:

See attached testimony # 1 - 6.

Chairman Holmberg called the committee to order on Monday, March 18, 2013 at 8:30 am in regards to HB 1013. Roll call was taken. All committee members were present except Senator Wanzek. Sheila M. Sandness, Legislative Council and Joe Morrissette, OMB were present.

Chairman Holmberg: We have the budget for the DPI, and we will have the education bill, which we do not have yet, that will come to this committee. We will utilize the same subcommittee which is: **Senators Holmberg, Chairman; Krebsbach and Senator O'Connell.** There were a number of changes made in the House. The subcommittee will meet on this budget on the 20th at 10:00 am.

Kirsten Baesler, State Superintendent of DPI, testified in favor of HB 1013 and stated she is here to offer information and testify in support of the DPI's optional requests.

Written testimony #1

Stephanie Gullickson, Assistant Director of the Fiscal Management for the DPI provided testimony on the DPI's administrative funding requests. The budget book includes an overview of the Department and an Agenda of the testimony regarding the DPI. The first half of the book has to do with the budget and includes optional request spread sheets and narratives supporting each funding request.

Written testimony #2

Chairman Holmberg (17:39) When you are looking at these numbers does this reflect anything that the House did regarding salaries, etc. or is this strictly what the executive budget had that did not include everything that you had asked for?

Ms. Gullickson stated that page 16 has nothing to do with what the House did with their bill. It has what DPI requested and what the governor's recommendation was.

Superintendent Baesler (19:48) presented information in support of the DPI's optional requests. **Written Testimony # 3**

Chairman Holmberg (22:36) asked what the amount of money the school districts have in reserve at the end of their school year. He was told they will get that information to the committee.

Superintendent Baesler (23:28) continued with her testimony and asked for the additional requests listed in her testimony. Requests: 1. MIS Web updates; 2. Safe & Drug Free Schools; 3. Title I School Improvement; 4. Statewide Accreditation System; 5. Incentivizing Better Reporting of School Financial Data; 6. Pass-Through Grants.

Superintendent Baesler (33:33) submitted a request for the North Central Council for School Television Funding prepared by Beverly Pearson, Manager Education Services Prairie Public Broadcasting. Beverly Pearson was unable to be here because of weather. **Written testimony #4**

Chairman Holmberg asked if their list of optional requests were prioritized. A question that is always asked: What is your top priority? Secondly, the House gave you a funding pool rather than specific items. He asked if there was direction as to how that money, \$2.5 million, is to be utilized or is that strictly up to the department to determine.

Superintendent Baesler said there is no particular order in the optional request list but she would appreciate the opportunity to work with the subcommittee to prioritize. The funding pool was created in the House Appropriation as we moved through the prioritization. It was given to DPI for me to administer without guidelines but with an expectation of reporting during the interim.

Chairman Holmberg could that pool of funding be used for: Gearing up for Kindergarten; Empowering education leaders; Continued improvement through NCA and advanced education; or could it be used for any of those things?

Superintendent Baesler said it was part of their optional request so it could be used for NCA advanced education but it was not part of the conversation about the pass-through grants, which Gearing up for kindergarten is.

Chairman Holmberg said they have handed the Senate Appropriation a pot of money if they want to do prioritizing. We have a start of \$2.5 million.

Vice Chairman Bowman said under the 3rd bullet point on page 5, they talk about increased numbers of schools identified for improvement. He said that we already have a school board, superintendent and a principle that should have the responsibility to do exactly what that \$7.5 million is trying to do, target a way to improve our schools. Do you think by giving them grants there will be any change at all except they will have more money to work with. What motivates those individuals that have that responsibility to do anything different, other than get more money.

Superintendent Baesler (39:46) said that the \$7.5 million is for those schools that are in school improvement under the federal guidelines of the current ESEA/No Child Left Behind. As stated in her testimony, they are expecting an increase. The Title 1 funds would be decreasing through the federal programs. She said that they are asking to maintain what they are doing and to be able to implement this program as needed by schools identified for improvement.

Vice Chairman Bowman asked if they have any way of following up after the grants are awarded.

Superintendent Baesler: Yes, that is what the accountability system is. She stated that she is a person that believes in high accountability.

Senator Mathern: (42:10) had questions regarding software programs.

Discussion followed on software programs and the goals of the department. (43:40)

Senator Kilzer: Several years ago on this committee I pointed out the conflicting evidence and the facts were colleges were telling us that mediation was required for 23-28 percent of their admitting freshman; on the other hand, half of their graduates were on their school's honor roll. What is being done about that discrepancy? He gave an example. He was told by both sides that they are going to start tracking. Is that what you have on the bottom of page 3 of your testimony or does that refer only to technology? He would like to know where we are at with this tracking?

Superintendent Baesler (48:20) replied, at this point, there is the ability to identify those schools maybe having their students requiring mediation. That is part of the Chancellor's plan to open that up. We (K-12 schools) have not had the opportunity to receive information back. She gave an example from her experience as a Mandan school board president. She said they are moving towards having that information but there are decisions to make regarding how public that information should be, particularly in the smaller school districts. She explained the variability in grading, GPA, graduation rates and how they are dealing with this.

Chairman Holmberg asked if a local school district has the information of how many of their graduated students went into the regular college class or what percentage of their students were required to take a remedial program.

Superintendent Baesler said that it is her understanding that they will receive that information this year.

Carmen Grove Suminski, Superintendent, ND Vision Services/ School for the Blind and School for the Deaf, testified in favor of HB 1013. **Written Testimony and video # 5**
She explained the Additional Request to HB1013.

Chairman Holmberg: As I understand it the House did not really touch your budget, except for the equity adjustments and performance. Clarified that what they are talking about is over and above the executive budget.

Ms. Suminski: Two years ago you gave the School for the Blind a \$20,000 allocation to do a facility master plan. She stated that within their packets is the full plan. They are asking for the top five priorities. She said that they are very pleased with the governor's budget but are looking at the additional requests.

Chairman Holmberg: Was this presented to the House?

Ms. Suminski: No it was not. (107:45) explained the options and asked support for Option 1

Senator O'Connell: On page 17, I don't understand why you are listed as being responsible for the transformers there. Why would you be responsible for that?

Ms. Suminski: We are the primary owner of the building.

Senator O'Connell: The primary electrical service provider should be the one responsible.

Michael Loff, Business Manager for the School of the Deaf, said that we just replaced transformers for the School for the Deaf and it was state property. We were responsible for the transformer at the site of the school property.

Tami Purcell, Business Manager, said she would check into that question and get back to the committee.

Senator Robinson (1:17:43) asked if there was any relationship with vision services and the assisted technology equipment with Human services. Do you benefit from that?

Ms. Suminski: Yes, assistive technology is critical to the blind and visually impaired. We have a technology center, we have a loan program, and we collaborate with IPAC. They supply equipment and we will provide the service. She explained other collaborations.

Senator Robinson asked if sometimes their agency purchased equipment.

Ms. Suminski stated that they won't purchase equipment, but they will evaluate the needs and work out if they can get it on loan or purchase a piece of equipment

Dr. Larry Nyblad, Superintendent of Grand Forks Public Schools and Mark Sanford Education Center, testified in support of the additional request to HB 1013. He gave Grand Forks Public Schools' Perspective, Historical timeline, and gave reasons to support the additional request to HB 1013.

Written testimony #6

Chairman Holmberg expressed that the current contract is until June 30, 2015.

Dr. Nyblad: Explained the lease agreement. (1:34:00).

Chairman Holmberg: Your options are staying here or finding some other locations in GF.

Dr. Nyblad: That is correct. He explained. He continued that they have identified 5 other vacant buildings they could repurpose, but they are not preferential options.

Chairman Holmberg: I wanted the folks from the rural area to know that it is not an easy task to close a school, no matter what size it may be. We have the writer of the executive budget if he wants to comment.

Joe Morrissette: The items that were included in the budget request were the elevator and the windows in the West wing. The rest were not included in the executive budget.

Ms. Suminski: The 1st five were submitted, based on our decision and a previous recommendation from the DPI. Tammy and I struggled with this for quite a while and decided we would go with the top 5. We felt we would have the support of DPI and OMB.

Senator Gary Lee: (1.40.21) In terms of the two options, do either one of those options satisfy your constituents?

Dr. Nyblad: The short answer is yes, however, this is a long term relationship, it would be best to do it as one project, because it is one facility. Beyond that, you could look at it as a phase project. The first phase, the West Wing, we are supportive of the entire project. The others, there would be cost effectiveness to do these projects at one time.

Chairman Holmberg: The hearing on HB 1013 was recessed.

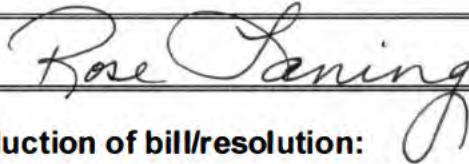
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013
March 18, 2013
Job #20041

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

This hearing is relative to the North Dakota School for the Deaf; and a BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction.

Minutes:

Testimony attached #1

Legislative Council - Sheila M. Sandness
OMB - Joe Morrissette

Chairman Holmberg opened the hearing on HB 1013. All committee members were present.

Chairman Holmberg asked if the only thing the House did was remove \$16,000 for professional development, otherwise the request is the same from the governor's recommended budget. Answer - yes.

Carmen Grove Suminski, Superintendent, North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing (NDSR/RCDHH), testified in support of HB 1013.

Testimony attached # 1

(16:40)**Alex Schweitzer**, Field Services Director, Department of Human Services, spoke on the possibility of renting the Trades building. The issue is that the building that Human Services is leasing is being sold so they are exploring options. The staff at the Lake Region facility and the regional directors looked at the building and they feel it may fit their needs. It is a possible collaborate effort between two state agencies and will meet the department of Human Services needs if they lose the use of the current building that they are leasing.

(17:13) **Senator Warner** asked if there were any security issues where we need to segregate some.

Alex Schweitzer said that he didn't believe so. He didn't think it would be an issue from their standpoint.

Carmen Grove Suminski: There is space and acreage where they have a separate parking lot. They have discussed that it could be a win-win situation. In dealing with the deaf and hard of hearing, one of the issues is mental health. With deafness comes isolation, with isolation comes some real mental health issues, with mental health issues comes substance abuse, lack of employment, etc. We see this as an excellent collaborative. Human Services does a lot of testing and so forth and we see where our population could take advantage of these opportunities in close proximity and collaborate on more.

Chairman Holmberg: Is there any danger of taking money and making changes in the building so it's useable for Human Services. Are there some that would say we are doing it for our current landlord to request lower lease costs to the state? He stated that they hate it when we are bidding against ourselves.

Carmen Grove Suminski: Her understanding is that the building is for sale and it does not meet Lake Region's programming needs. It would require a significant amount of remodeling to make it usable by any entity.

(20:40)**Brenda Nottestad**, Student Accessibility Coordinator at Bismarck State College, spoke on behalf of the North Dakota University System. She testified in favor of HB 1013 section 14, the School for the Deaf Higher Education interpreter grant program. No written testimony.

Chairman Holmberg said Section 14 is vastly different in the bill the House sent us than what the Governor recommended. Why is the language so different between the two section 14?

Sheila M. Sandness said the Higher Education Interpreters Grant is in section 20 of the bill that came over from the House.

Brenda Nottestad apologized for referring to the wrong section.

Carmen Grove Suminski said that this allocation is in the School of the Deaf base budget. Brenda is here to express her support that it continues in that base budget. She said that it had been in the School of the Deaf base budget since July 1, 2009.

Carmen Grove Suminski referred to the map in Appendix E, of all the different areas that communication classes are provided by the School for the Deaf.

Senator Robinson said he was honored to serve on the committee for the services at Devils Lake. It's far more than just a school. They have not only hearing challenges that makes the care so unique. The facility has become a resource center for the Deaf and Hard of Hearing across the state. He stated that he was impressed with the staff and Carmen's leadership. He's also had contact with parents of kids there. The uniformity of special education is all over the ball park and the attention and time available at Devils Lake is unmatched.

(32:21)**Senator Warner:** Your school is a magnet and people and families have moved to Devils Lake to be close to having access to your school and services. How does financing work and who collects financial aid?

Carmen Grove Suminski: Whatever school district that student is from, that foundation aid goes with them to the Devils Lake public school. If the family relocates to Devils Lake, and they are a fulltime student at the School of the Deaf, then the state is paying for that student.

Chairman Holmberg: The number of students is about 24, are there any issues of accreditation of the School for the Deaf.

Carmen Grove Suminski: We will be going through this advanced education accreditation. She said that there teachers are all certified in Deaf education and many have certifications beyond that. We complete the same MIS03 forms as a public school does. Our teachers have to meet the same accreditation issues.

Chairman Holmberg: Do they also have to meet the same accreditation standards in library or administration?

Carmen Grove Suminski: The librarian has the accreditation of a librarian. As far as requirements of staff, we follow the classification system of the Human Resources system. She invited any committee members to come and visit the school of the blind and deaf. She thanked the legislators for their past support of this agency. She expressed her appreciation for the friendships, dialogues and said she would be retiring within the next year. She asked that they allocate the funds as included in the Executive recommendation plus this includes the accessible entry and enables NDSD/RCDHH to be in compliance with code and ADA and allows them to work and provide services in a safe and accessible environment. This accessible entry would be attached to the Trades Buildings and make the Spears Building and Gymnasium accessible. The current steps to the primary entrance is extremely dangerous and a risk.

Chairman Holmberg asked Joe Morrissette if there was enough flexibility within this budget if the recommendation is to have leaders at both the School of the Deaf and School of the Blind.

Joe Morrissette replied that there is only funding for 1 FTE. There would have to be an allocation made to fund a full time administrator at each place. There is only funding for two ½ time.

Senator Mathern: Is there language that only permits a shared administrator.

Joe Morrissette said that the language allows for a shared administrator but it would also allow for separate administration.

Chairman Holmberg adjourned the hearing for the School of the Deaf.

2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013
March 18, 2013
Job # 20057

Conference Committee

Committee Clerk Signature

Rose Lansing

Explanation or reason for introduction of bill/resolution:

This hearing is relative to the North Dakota State Library; and a bill for an act to provide an appropriation for defraying the expenses of the department of public instruction.

Minutes:

Testimony attached # 1-17

Legislative Council - Sheila M. Sandness

OMB - Joe Morrissette

Chairman Holmberg opened the hearing on HB 1013. Senator Wanzek was absent due to winter storm travel problems.

Hulen Bivens, State Librarian, North Dakota State Library

Testified in favor of HB 1013

Testimony attached # 1 - Testimony on HB 1013

Testimony attached # 2 - State Aid for Public Libraries

(22:11) **Mr. Bivens** recapped his testimony by saying "We don't have to be behind and we don't have to be kickin' up forever. Our tutoring system that we acquired and started two years ago is now duplicated in MT. It is going to start July 1 in Wyoming. At the present time, the MN legislature is looking at legislation that will enable that program, the same program that we have, to be offered to the students in MN. Interestingly, it is being brought by all the legislative members that are on the MN side of the Red River because their school teachers, their students, their families have seen what's been going on with our people over on our side of the river and they want to duplicate it there.

We'd like the state aid, that's first priority. We'd like to at least get to 77%. There is a need for renovation and repair. We really do not want to wait until there is a disaster somewhere. We'd like to have it as an experimental program to start and to show worthiness in need, but if you can only give me one, please give me the state aid."

Senator Erbele: I serve six counties and half of them are on the list that don't levy. And though they are the one's emailing me saying we need to have the state aid put back in, can the counties raise their mills? Do you know what the rules are? Can they only raise a half mill or do they have to go to a vote of the people before they can put a library mill in?

Hulen Bivens: It has to go to a vote.

Senator Erbele: They're not allowed a half mill or anything? **Answer:** It would have to go to a vote.

Hulen Bivens: I don't intend to go anywhere. I intend to stay and at the next legislative session, we're going to have standards and I'm going to look to make those standards applicable in law so that we fund state aid to those entities that follow the standards and we have some uniformity as you live from area of ND to another. I'm going to look that we also develop minimum legislation for funding locally. I think it's horrible that we have three counties that are totally dependent upon us for all their information. Yes to your question, it has to go to a vote and in two years we would like to bring a full package.

(26:27) **Senator Warner** asked about the evolving mission of libraries in the area of electronic data and electronic books. What's the future of the libraries?

Hulen Bivens: In your package, you have statistical data in the form of a bar graph that shows use - see attached # 2. He stated use is high and in many cases, nobody takes a job application on paper anymore. It's done electronically. Only about 25% of the libraries offer e-book capabilities - and they are the larger libraries. They'd like to have a contract, but there is no vendor in the nation that will give any state library a contract. It has to be bought by a public library and that library has to be able to afford that. The cost is in the neighborhood of \$300 for the title and you only get 9-12 circulations off of that title. We're headed more and more to e-books and it's coming down in price. There are large national publishing houses that will still not sell an e-book for any of their titles. They have practice SAT and ACT tests and they're timed so you understand how you're doing with regard to the time spectrum that you'll have to take the test. They also have the practice L-SAT if you want to go to law school.

(30:55) **Senator Warner:** Library used to be the center of the community where people who were readers wrote. We are in an evolving era where self-publishing is becoming so much easier. Do you think libraries would have a role as a forum for ideas and for the creation of new works? A place for writers to gather and work with each other on projects, and also for uploading them on to Amazon or another purveyor?

Hulen Bivens: Boston Public Library has a program similar to this. Boston Public's Endowment bought all the servers that are holding all these works. You would be surprised how many self-published works there are in a community once you tell them that you are willing to be the storehouse for their self-published work. It has been a very expensive project for them, but they have a large foundation. Some say to "Put it in the cloud", but the problem with that is accessibility and it's not the same as when it's with the server. It's coming.

(33:37) **Kelly Steckler, ND Library Legislative Chair, North Dakota Library Association**
Testified in favor of HB 1013.
Testimony attached # 3

She introduced Al Peterson, President of the North Dakota Library Association.

Additional testimony asking the committee to restore the funding to the State Library budget:

Attached # 4 - Eddy/New Rockford Library Board

5 - Valley City Barnes County Library Board and 36 Library Patrons

6 - Christine Kujawa MS, MM, Bismarck Public Library, Bismarck, ND

7 - Phyllis Otterness, Past Board President, Tower City, ND

8 - Mark Holman, Library Director, Sitting Bull College, Fort Yates, ND

9 - Allison Radermacher, Ellendale Public Library Board

10 - Jerry Kaup, Library Director, Minot Public Library, Minot, ND

11 - Donald A. Moen, Mayor, Mayville, ND

12 - Debbie Slais, Director, Williston Community Library

13 - Marlene K. Anderson, Library Director, BSC; North Dakota Library Association

14 - Wilbur Stolt, Chairman, North Dakota Library Coordinating Council, Grand Forks, ND

15 - Kristi D. Harms, Library Director, Bismarck Veteran's Memorial Public Library

16 - Timothy S. Dirks, Director, Fargo Public Library, Fargo, ND

17 - Bonnie Krenz, Director, Griggs County Public Library

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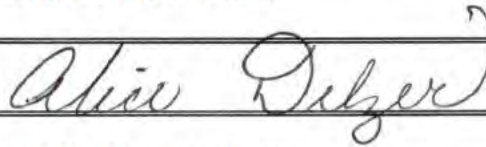
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013
03-18-13- 2:00 pm
Job # 20083

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an appropriation for the Department of Public Instruction (DPI)

Minutes:

You may make reference to "attached testimony."

Chairman Holmberg reopened the hearing in regards to HB 1013 on Monday, March 18, 2013 at 2:00 pm. All committee members were present. Sheila M. Sandness from Legislative Council and Joe Morrisette, from OMB were also present.

Chairman Holmberg we had distributed to your desks the answer to the ending fund balance at the end of the school year, Testimony attached # 1. This morning we heard from a number of different entities within the budget of DPI. At this time we will take a period in which anyone else who has information they want to give us about any portion of this particular bill, we are going to invite you to do so. If you have the specific area of the bill you are speaking of, I know some of you are talking about the Pass-Through Grant section of the bill, but now we would like to open it up to anyone who wants to give us information.

Robert M. Tollefson, Executive Director of ND Small Organized Schools testified in favor of HB 1013, asking the committee to put dollars back into the bill that was taken out by the House, and provided written (Testimony attached # 2) dealing with transportation costs and he will share what the costs are and how it affects the small organized schools. The Picus Report did include the following statement: "Pupil Transportation-need for some increased state support and a mechanism for raising local revenues for local share of costs." This issue will come up at the end of the session as well. The 4 major areas of expenditures are found on page 2 and 3 of testimony:

1. Equipment Costs
2. Bus Driver Wages
3. Fuel Costs
4. Maintenance Costs

We really are not looking at smaller schools needing to consolidate. The numbers I got from the Department are based on all the schools. (1:25-16:05)

Senator O'Connell: (16.15) When you have large payments and you have declining enrollment, but when you use the transportation and it does affect the base line, is that correct?

Mr. Tollefson: Yes, it would help. If we lose a student, it's \$9,000. If you cap those dollars, let's say a real small school, loses a couple of student's they lose \$18,000, it's a terrible downward spiral.

Deb Gebeke, Assistant Director, NDSU Extension Services testified in favor of HB 1013 and provided written testimony # 3 Gearing Up for the Kindergarten Program. In the past few years, all the expectations of kids as the get to school age, how they end up, we did some research, tested several programs. The program often is misunderstood, designed for ND, because it is parent involvement, this program has been in effect now, where we find the best impact. We feel really good about the program. The governor had a slight increase for this program. On the House side they did not want to consider the increase but also took the funds out of the budget. I am asking you to reconsider that and add those funds back in. (18:30- 22:08)

Vice Chairman Bowman: One thing, you do a lot of things to make parents better parents, but for those kids that are in a really bad environment, can you say it helps those kids? You come home to an environment that is not good, you are trying to survive, has there been any data to back up the fact that many of these programs we have they work beautiful for the kids that the parents care. But for the ones who don't really care, does it really, really help those kids?

Ms. Gebeke: The kids that struggle at home and can't change that home environment, based on good solid national research, any kind of trauma, even having to move, as early as 3 can affect them for life. Certain parts of the brain will shut down, not open again later. Now if we can take this child at age 4, extremely different, from taking a 4 year old and working with them. The 2nd thing, what is unique about this program, sending these kids at any age, isn't going to affect them, you integrate them, it helps them, put them together they blossom. Can I tell you that this, it meets the standards of everything we know. We have information from kindergarten teacher. I know what to expect before they get there I am ready for them. It makes a huge difference. We take the best research and try to make a difference for the kids.

Senator Erbele: Can you describe the program? (26:53-29:17)

Mrs. Gebeke: the school has some discretion how they do that. Do we provide child care, both parents there, that is a school decision, the program finds 16 topics, the kids become familiar with the class room, the max is 15, so we have the right ratio, work with Mom and Dad on certain activities, you are educating the parents, that is run for 16 weeks. The kids stay in the classroom and the parents go with the parent educator who spends time going into more detail about especially brain development, social and emotional development. The research tells us, if you want to have at age 4, prime time for social emotional skills. They learn to read, take library books home, time with everyone in the classroom, and then the separated time. That is the model that's used.

Senator Erbele: In Fargo and some areas this has gone on for several years now? **Mrs. Gebeke** replied our very first pilots were Dickinson, Fargo, Grand Forks and Minot. **Senator Erbele** asked how many years? **Mrs. Gebeke** replied 6 years. **Senator Erbele** So in that time frame, have you ever looked forward to any data that kids that went through this program are they most likely to be in a remedial programs them. Do you have any supporting data?

Mrs. Gebeke replied we would love to give you definitive research for that. We don't have the money to follow up at that level. For example, every one of the kids did the AMES web testing, the schools use, so we could go back and follow that, I could give you that, but until we get that back, I can't give you any date accessible to us, I can't give you anything that is going to say research. What I can give you is anecdotal from teachers. I wish Dr. Nygland would have been able to stay, they will tell you in GF they have a huge impact. They spend \$1000 or \$2000 a year on remedial services for just one kindergarten child. One or two kids that are helped it's already paying for itself.

Barry Streigel Director the ND Youth Entrepreneurship Education Program presented written (Testimony attached #4). We are trying to change the view that children have of themselves, a purposeful effort to convince 9 to 13 year olds to take advantage of all the resources available in ND. Here is what I am asking for an \$80,000 increase over the governor's budget, help with the administrative work, with 3 of these 4 entities, NDSU- 4H, and then Dept of Commerce, 3 or 4 helped me raise the money to make the program happen. On Thursday, an agreement signed with Microsoft, how to look for opportunity. The kids in our camps open a business; they have to go through the same process that every entrepreneur goes through, and also the citizenship. There is a lot for the kids and the community. We are not a summer diversion. I would like your support. (31:03-40:20)

Vice Chairman Bowman: Do you coordinate these activities through the 4-H groups because we see a lot of this with 4-H kids that have come in here and testified on what they've learned in 4-H? There is definitely some relationship there between 4-H tries to do, what you're trying to do and develop these kids to think out of the box.

Barry Streigel Yes, we started with 4-H. First is the education philosophy. We are hands on, we learn by doing kids entrepreneurship by being entrepreneurs. There aren't as many opportunities for kids to join 4-H now as in the past. It is a good program because they learn by doing.

Vice Chairman Grindberg On your website, I am trying to find some specific information, who do you report to? **Barry** replied, me. If you get \$120,000 in the biennium, who are you accountable to? Do you have a contract with the state, does DPI write you check?

Barry Streigel replied, in years past the money flowed through Grand Forks at UND, the money flowed through the Center for Innovation up there. Now, I've moved my office down here to Bismarck to the IDEA Center and the IDEA Center is the fiscal agent now for the program. They are the ones that receive the money. So for financial purposes, I report to them or we work out our financial reports in unison. The people I am basically report to is the local committees that help me organize it in each town. But other than that, the program I developed for which I called myself director.

Vice Chairman Grindberg: I am interested in the accountable of the state funds. I would like you to provide the committee at some point in your future, the number of schools you work with, letters of support, budget and expenses, verification that the IDEA Center is a non-profit organization. You've answered one question that you're not a legal entity; you have a contract with the IDEA center. The IDEA center then has a contract with DPI. I want to be able to follow the money and the paperwork and who's accountable.

Barry Streigel On the jump drive, I handed out last week, it has detailed budget information.

Vice Chairman Grindberg: I would like a printed copy because our time is sometimes limited.

Gary Streigel the towns we are in and around the 10 communities that we are in, there all on that jump drive. You're actually right, the Web site doesn't work and I've tried to Word press myself and I don't have the time to figure it out. I need help.

Laurie Stenehjem, Coordinator of the North Dakota Teachers Support System presented written (Testimony attached # 5), North Dakota Teacher Center Network Funding Request. (44:30-49:03) This provides trained mentors and in structured programs of support for our new teachers and also training for instruction coaches and strategists within programs that our research supported.

Senator Mathern Is this evidenced based in terms of student outcome measures? Do we have data in that regard yet?

Ms. Stenehjem The program itself is evidenced based. We look at retention rates and change in teacher practices and student achievement. The first 4 we have the data, we have self- reported evidence of improvement in student achievement by teachers, mentors and principals, but we don't have a way of connecting an actual test score, it is done in the fall, it is difficult to trace it back to the student they had before. If the teacher is teaching more effectively, what would be the next steps for the teacher to do?

Senator Mathern: Beyond this program, are other programs in the country evidenced based? Are you following a model that has reflected student achievement when this teacher, mentoring happens.

Ms. Stenehjem: We work closely what is called the New Teacher Center, out of California. It is a non-profit that is well known as the leaders with working with new teachers. They have really respected kinds of research in terms of mentoring; they are also struggling to be able to say this makes a difference in the student achievement to match numbers to those kinds of things. But we work with them, we study their research and they actually do an evaluation of our program.

Vice Chairman Bowman: Your senior in college and do student teaching, before you get into the curriculum, of going out to a school and teaching, your already aware of some of the things that you're trying to teach after their out there, so aren't we doing it a little too late, if we really want to get the results. I would think our colleges would want to be encouraging

this to be a part of the curriculum to become a teacher, now days. Tell me where I am wrong on that.

Ms. Stenehjem: You're not wrong on that. We do see that our teachers are well prepared when they come out. But teaching is much more complex than it was when I came out as a teacher, where we did our teaching. Now teachers are very responsible for differentiating the instruction for all their students for analyzing the results of the student's work and providing for them individually. Teachers need support when they get into the context of dealing with their own students. We give them ten to sixteen weeks of student teaching with one group of students', they get hired in a different community, in a different kind of setting. They need that kind of support in running their own classroom. I think most people who have student taught know that its' one thing to teach under someone else, it is something different when you have that total responsibility yourself. College is very supportive of the work that we are doing. If it worked that way that they could come out being effective, they would think that we were a bother to them in their first year of teaching. Instead many of them would say I wouldn't still be teaching without the mentor program.

Jim Stenehjem, Director - ND LEAD Center presented written (Testimony attached # 6). He is asking for additional funds for LEAD to be able to continue their work in ND. (55:13-56:43)

Chairman Holmberg no questions for Dr. Stenehjem.

Chairman Holmberg We had a document on page 26 of the DPI budget, could you go through and add two columns, because what this column we are dealing with the House Bill now, not the Executive budget, we need to know the list in the pass through, where they are right now, and then then if there was additional requests over and above the executive budget. Sheila, you can visit with DPI, and if they have it already set up, they can do it, but our committee members, do you have some additional questions? Under the governor's school, they have X number of programs, but they were not full; if we could get a breakdown of the last 4 years, as far as the number of actual students that sign up. I know the governor's school has had a challenge, because of so many other summer things and they moved to Wahpeton, or still at Fargo, Boys' State is in Wahpeton.

Senator Carlisle How much between potential and what is actually happening, is there anything?

Superintendent Beasler, The latest projection we received from the US Department of Education is 9% of our funding have been cut, federal funding. **Senator Carlisle** Effective when though? **Superintendent Beasler** Well it depends on which program, our federally impacted schools, March 1st , the other schools will be affected July 1, 2013 for next school year.

Chairman Holmberg: Will you have additional information about that as the days and weeks go by. You can certainly keep our conference committee up to speed. We have to wait, we will have some meetings on this budget, but we really have to wait until we receive the Education Policy bill, and they are not passing that out within the next few days, by April 1, it is 1319, because at the end of the day, those of you who have been here a while, know

that now and then little things get slipped into the policy bill, that really are the preview of the the Appropriations Committee and we always try to jealously guard the extra \$3 Million that they throw in for their friends when we have the money here to give to our friends. They are not always the same friends. There we work with OMB and the Legislative Council to make sure that any duplication is ferreted out before we go up on the floor on this, so it will be a while before this particular bill will actually come out of the committee.

Senator Kilzer Regarding this handout, this is ending fund balance report.

Chairman Holmberg: There was a question the fiscal status of the schools with the ending fund balance. He is referring to testimony #1, which was submitted at the beginning of this hearing. A question came up on the floor, how much money do the schools have in reserve and this is where they were as of last fiscal year.

Senator Kilzer: I have a question I know that years ago when school districts were combining, in some situations where two schools were going to combine, one would save a large amount by amassing a large amount of carryover from one year to the next, I am wondering if there is a penalty for that. I am wondering if there are other districts, very high, percentage, is there any penalty like reduction in the next years appropriation or next biennium appropriation?

Chairman Holmberg: The foundation aid. Is that not it if they have too much like Billings County gets all kinds of money?

Joe Morrisette: If their ending general fund balance is in excess of 45% of their previous fiscal year expenditures, then they have a deduction to their state payment. 45% plus \$20,000 is how its' worded in statute.

Senator Kilzer: This is at the end of the biennium, so a school that is very high in the fiscal year 11-12, would they have a big incentive to really spend a lot of money before the next biennium so their next biennium payment will not be reduced?

Joe Morrisette: It's a fiscal year. The balance would affect each fiscal years' payments.

Senator Kilzer: That school district will have a reduction, for the next year then?

Chairman Holmberg Would it be up to 100% of foundation aid?

Billings County does not receive any state money because they are over the percentage.

Chairman Holmberg: Is Bismarck or West Fargo building school from their ending balance they had \$8.8 M, but they can transfer from the general fund to the building fund?

Superintendent Baesler No, school districts cannot draw from the General Fund to go into a building fund. They cannot use the money for that. Their building authority that has been used for those types up to create a building authority that will allow buildings to be built. No, generally they do not, cannot transfer funds.

Chairman Holmberg But with Valley City with \$1.3 M could have bought new locks for their doors.

Superintendent Baesler With Valley City, a general fund ending balance percent of carry over. If you look at Mandan, is at 19%, of the general fund carryover. When you and the school board begin to budget, you should aim for a general rule of guidance that is anywhere to aim from 10-14%. That is because when we collect our taxes, there were school districts operating on lower than a 10% carryover, and they we're needing to go to the bank and get a loan on credit in order to make their payroll those last three months of the calendar year. It is generally good practice for a school board to have a ending fund reserve balance of between 10 to 14%.

Chairman Holmberg We have two school districts Emerado and Manville near Grand Forks that do not have high schools, and I noticed they are running over 40%. Is that because they don't have a high school and have to pay? That seems like a pretty healthy ending fund balance.

Superintendent Baesler: It is and most of often the general trend that you see, with the larger carryover balance is, are those that are property rich districts. The Billings, Watford City; if they are collecting a large amount of revenue, from their property values and oil.

Vice Chairman Bowman: The request for money that we have heard today, really school issues, why are we not looking at what they have, some is already in the budget and in the bank, why can't they use it, or is all dictated by what we do?

Superintendent Baesler: A great majority, as was pointed out Billings County doesn't have any state foundation aid. Several others, Watford City is another and so they are not dependent and aren't ever asking because they are funding their programs. Billings County has a phenomenal preschool program that they are funding because they aren't dependent on state aid. They are making decisions on their local school needs. I'll use Mandan, we have a 19% , of reducing our local mills, areas we wanted to improve, we do use what's in our general fund, we try to advocate as a state.

Vice Chairman Bowman: (1.11.57) My point is let's take the entrepreneur program which anybody can question the fact of what the ultimate goal is, but if you go into an area, where the schools is setting with quite a lot of cash in the bank, and don't want to contribute \$50,000 toward that program, what would stop them from doing that because it is an education program to open the minds up of kids who want to go into business?

Superintendent Baesler: Many times high school districts are presented with those types of opportunities and with our local school district decision at that point which I advocate and believe in firmly. I would hate for it to be limited. I would hate for Mr. Streigel's program to be limited to just those students attending a school district that happens to be in an well positioned reserve balance. I see the Elgin School District is operating at a negative carryover. I would hate for any of those Carson/ Elgin/ New Leipzig students to be eliminated from the opportunity because their school district wasn't able to contribute equity in education.

Further testimony supplied to the Committee but no oral testimony in the hearing in support of HB 1013 are as follows:

Jon Martinson, Executive Director ND School Board Association (Pass Through Grants) in support of HB 1013. Testimony attached # # 7.

Jennifer Carlson, NDTCN President, ND Teacher Center Network Funding request Testimony attached # 8. Funding request in HB 1013.

Bonnie Hass, Director, ND Governor's Schools Funding request in HB 1013, Testimony attached # 9.

Northern Plains Writing Project Request for Increased Funding Testimony attached # 10.

The hearing was closed on HB 1013.

2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013 - Subcommittee
03-20-2013
Job # 20221

Conference Committee

Committee Clerk Signature

Alice DeBruin

Explanation or reason for introduction of bill/resolution:

A Subcommittee for the DPI.

Minutes:

Attached testimony

Chairman Holmberg called the subcommittee hearing together on Wednesday, March 20, 2013 at 10:00 am in the Harvest Room. Senator Krebsbach and Senator O'Connell were present along with Sheila M. Sandness from Legislative Council and Joe Morrisette from OMB also present.

Senator Heckamen, District 23 -Testimony attached # 1.

She also submits written Testimony attached # 2, from Cathy Haarstad, Executive Director of the Pathfinder Parent Center. Rep. Heckamen explains her proposed amendment, 13.0278.04005. #3 Senator O'Connell states that it is a loan from themselves until the next session.

Chairman Holmberg asks Sheila Sandness to explain the bill. Ms. Sandness explains the changes that were made. Chairman Holmberg asks her to point out if any are dependent on what happens in the policy bill. Ms. Sandness indicates there wouldn't be any changes in that Section other than maybe a language change. Ms. Sandness continues explaining the bill changes by Sections. Chairman Holmberg questions agency departments. Senator O'Connell states that the Governor recommended \$5M and the House took it out. Ms. Sandness explains to the committee the distribution of the \$48.5M. Senator Krebsbach asks Ms. Sandness for the total in the Governor's budget. Ms. Sandness responds it was \$1,619,000 for three items that were removed and substituted with 2.5M. Ms. Sandness continues with the bill explaining the Other Grants Reporting Section, saying it was added by the House and moves on to other Sections added by the House. Senator Carlisle asks how many departments were moved and if they had a plan. Ms. Sandness said she was unaware of the motive. Senator O'Connell responds the PSC is moving equipment not personnel.

Senator Krebsbach recesses the sub-committee

2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013 Subcommittee
03-21-2013
Job # 20273

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A subcommittee hearing for DPI

Minutes:

Attached Testimony

Chairman Holmberg opened the subcommittee hearing on HB 1013 on Thursday, March 21, 2013 at 9:00 am. Sheila M. Sandness from Legislative Council and Joe Morrisette from OMB were present. **Senator O'Connell** and **Senator Krebsbach** were present.

Chairman Holmberg told the committee that the question would be on the ancillary parts of the budget, the library, the school for the blind, and school for the deaf. He asked what kind of information they felt they needed to gather from those agencies. Looking at the requests, the library had asked for a reinstatement of the grants. He asked if Sheila would put together a spread sheet with what the issue is, what the request is, and the money amount for the library, so it is all on one sheet. He also asked her to do the same for the school for the blind - the big one was that study. He was very uncomfortable with \$5M. It didn't go through the dept. or OMB. He was more concerned with the wing they rent out.

Senator O'Connell said he was on board with him. **Senator Krebsbach** agreed.

Chairman Holmberg said it would be a tough sell. He asked for guidance regarding flexibility of what will happen at the school for the deaf and the school for the blind. He asked Sheila along with the dept. to explore two options: (1) Leave things as they are, or (2) What is needed to give them the flexibility to have a person at each institution. He talked about just moving the schools. The school for the deaf has to be located in Devils Lake. There already is a spreadsheet on the pass-through grants. There were some requests for additional funding over and above what was there - the entrepreneur group, Mr. Stragel wanting additional funding, the LEAD center, and the teacher mentoring. He asked Sheila to include these additional requests on the worksheet and requested that when she completed the worksheet to share it with the Department.

Sheila M. Sandness provided information about the attendance at the ND Governor's School. Testimony attached # 1.

(06:45) Discussion followed on the attendance numbers.

Chairman Holmberg asked if there was any information the department would like to share.

Steve Snow, Director MIS of DPI: the most concern to him would be section 6 and 7 of the House version of the bill. It takes 6 FTE's from DPI and moves them to ITD. He submitted a letter from Superintendent Baesler and Lisa Feldner. Testimony attached # 2.

Chairman Holmberg asked Sheila to put this on their list.

(11:50) **Mr. Snow** explained what it would cost to move bodies from DPI for desktop support into ITD and pay for the services.

Senator Krebsbach felt the proper way to go would be a study instead of a drastic transfer without actually knowing the facts. She agreed with removing section 6 and 7 and inserting some kind of study language.

Page 12 of the engrossed bill, lines 8-9 additional dollars were in the draft but were missed in the Governor's budget.

Bonnie Miller, DPI - attachment #3 - Optional Requests/Recommendations.

Senator O'Connell referred to the second page of green sheet, item # 4.

Chairman Holmberg explained that was done in the budget. There is still the question of the bottom line regarding how much is grants etc. but that will be resolved as the policy bill works its way through committee.

Superintendent of Public Instruction, Kirsten Baesler (17:09) provided additional information about section 16 which speaks of the DPI study for federal funding. SCR 4012 is also asking for a study of all federal funding in ND not just educational funding. So she asked that section 16 be removed from the engrossed bill. It would be a duplicative effort.

Chairman Holmberg replied that it was on the list.

Ms. Baesler addressed section 14. It was mentioned that \$2.5 million was appropriated in the House; the correct amount would be \$2.7 million to complete the projects. That would be the Governor's executive recommendation budget as well as her top three. What is not in there is her top 4th priority - an amendment by Sen. Heckaman that originally should have been in HB 1319 but would better fit in this replacing the money lost to sequestration in the budget. (18:35) She spoke about consequences of the sequestration that is impacting the school districts.

Chairman Holmberg stated that he also got a request from a House member - performance strategist.

(21:00) **Ms. Baesler** talked about the performance strategist. They are valuable employees within the K-3 system that they work with. They are additional help for the instructors to use with at-risk students. The amendment looks like it deals more with the licensing and requirements.

Senator O'Connell: Can you bring me up to date on the program for building schools?

Bob Marthaller, Assistant Superintendent , DPI, explained the school construction loan program. (22:50)

(24:10) **Ms. Baesler:** What's in 1319 right now would not be helpful for existing loans, just future loans. She talked about the amount they are looking at for existing loans. (24:50) She will be getting more information to them.

Janet Welk, Executive Director of the Education Standards and Practices Board. She explained the amendment that Senator Holmberg received. (24:40) She said she would not be in favor of this endorsement if it was her child.

(26:45) Other items she covered: the teacher support system, additional dollars for National Board certification, and online and SLDS system.

Senator Krebsbach asked to have Ms. Baesler go through the optional request list and recommendations.

Chairman Holmberg said they are the agent for the pass-through money. There is documentation from the various programs for that. There was no metric that was used in the House, to take that out.

Senator O'Connell said they are looking at about 3.7M that the House took out.

Matt Strinden, DPI, addressed the question on the K-3 performance strategist. A special education teacher could qualify under that umbrella if it were to be changed in century code. Currently that is not allowed because it is not allowed by current century code.

(33.15) **Chairman Holmberg** said it is strictly policy. Maybe the supporters need to visit with the conference committee about 1319. That is where it belongs.

Discussion followed about the school districts if Washington doesn't get its act together. The department is anticipating a 9% loss to their budget. That estimated number has been given to the school districts to formulate their reductions.

Senator Krebsbach said they should include the amendment brought forward by Senator Heckaman that was initially put on 1319 to utilize the ending fund balance to supplement...

Discussion: They do have the amendment. Her testimony specifically declares Title 1A in the amendment language but her testimony and her intent is for all Title 1 money.

Chairman Holmberg dismissed the committee.

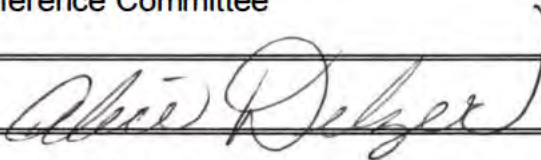
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013 Subcommittee
03-26-2013
Job # 20485

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A Subcommittee hearing for DPI

Minutes:

You may make reference to "attached testimony."

Chairman Holmberg called the subcommittee to order on Tuesday, March 26, 2013 at 11:00 am in regards to HB 1013. All conferees were present: Senators Krebsbach and O'Connell.

Sheila M. Sandness- Legislative Council
Joe Morrissette-OMB

Chairman Holmberg we have a number of issues that were presented to the committee on the bill and some are from the House. For example, we can walk through this, and if there is absolute consensus on something we should mark it as such. First and 2nd one mark as done deal, those are the salary wages, governors pay plan, the House has killed 2059, which would allow the increased assessments for PERS, but I do believe there is discussion in policy to put it back in a House bill and send it back over to the House. If you recall there was that funding pool, for STARS, was actually lower than the cost, around \$200,000. They took out the lines for STARS and Common Core, and then we had testimony that the money was not enough to do it.

Sheila M. Sandness handed out Testimony attached # 1, Listing of Proposed Changes to House Bill #1013. The amount was \$2,758,871. So it's about \$259,000 short for the total they requested for those items. They indicated they wanted her to find efficiencies and take priorities. **Chairman Holmberg:** What do you think of that?

Chairman Holmberg we don't have to make a decision that is number 3. That is what would have to be added to the line item in the bill. So we'll just leave that for now.

Sheila M. Sandness the details of the initiatives would be in the statement of purpose of amendment. So you can look at that detail and decide if those were all appropriate.

Chairman Holmberg if you recall 4,5, and 6, added some funding if I was making a recommendation, I would say we should restore them all to the executive level, the House

took out all of them. So can we look at 4, 5 and 6 as back into the bill. None of them are over the executive recommendation.

Sheila M. Sandness the only request over the Executive budget was the writing for Northern plains. That was not included in the Executive budget.

Chairman Holmberg #7 hold off, gearing up for kindergarten.

Senator Krebsbach, agreed.

Chairman Holmberg the first lady was here and it's through the extension service.

Senator Krebsbach can we get all those issues together? **Chairman Holmberg** we do have a document don't we that talks about pre-school, kindergarten, Gearing up for Kindergarten. Kindergarten is no longer on the map because we funded that.

Sheila M. Sandness we do have a memorandum that includes early childhood education. She will provide it. (#7 we will leave for now)

Chairman Holmberg # 8, not ready today. #9 I think that is fine, we ok that and move on. We increased. So, that's ok. #10, not ready to add \$80,000 we got some letters and a memo, there are folks on the committee that aren't excited about this, we will hold off on this one.

#11 We got some additional data on Governor's school. (Testimony attached #2.) They added the Ag component. They are adding another program. Part of the problem is we are dealing with a different group of people now, they are very busy during the summer now, leaving home and jobs. We will hang onto it for now and will not act on it now.

Senator Krebsbach it is not quite but almost 50% less than what they planned for in totals. **Chairman Holmberg** Do the students pay tuition? They pay room and board. My granddaughter goes to a MN magnet school, but it's a state school. It's the Perprich School of Arts and Sciences and the tuition is free but she gets to live in a dorm.

Sheila M. Sandness it's free to all ND public school sophomores and juniors.

Chairman Holmberg it's 6 weeks at NDSU. I am cold on it. It wasn't in the budget. Why don't we cross it off? #11 They are increasing it, by \$150,000.

Sheila M. Sandness they are currently getting \$460,000 and they wanted \$150,000 more.

Senator Kresbach was it numbers that they were going to try to increase, or was it costs that were escalating?

Sheila M. Sandness I don't recall their nature of their request. There would be no change to the bill. **Senator Kresbach** we can take it out and debate it in conference.

Chairman Holmberg we will take #11 out. We should look at them carefully if they were presented to the executive and the House they both said no.

Senator Krebsbach on their green sheets, does it say anything why they did it. **Sheila M. Sandness** no unfortunately we don't have the details there but it is the departments testimony.

#12 ND teacher Center Network (12.16) of the superintendents' list of things she prioritized what was her top priority? Do you recall?

Sheila M. Sandness an expansion of their programs regarding the governor's school. \$75,000 per year that is the \$150,000 their asking for.

Chairman Holmberg I would vote no on the next 3, they weren't added, they were not part of the executive budget. **Senator Kresbach**, 12 and 13 I would like a little more explanation on the mainframe shared data cost. **Chairman Holmberg**, so are we going to take out 12 and 13 is that okay.

Senator O'Connell, Question on # 14. Adds funding for Education Standards and Practices Board mainframe. On page 36 of testimony, Education Standards & Practices Board. (15.20) let's keep it alive.

Senator Krebsbach in order for ND to receive federal education dollars they need to do this reporting requirement.

Chairman Holmberg I know they don't have a large income but keep in mind, West Fargo is hiring 50 new teachers, GF has 223 new students, we will leave 14 in.

#15 - Pathfinder's project - focused on 2, Kathy Harstead from Minot; Leave in.

#16 - Keep that in - funding source

17- Leave it open governor's request for transportation.

#18 - leave it open

#19- already in House 1356, the House added the money. We might want to keep it alive then. 1356 had its hearing on the 20th of March. Let's hold that off until we hear something from them.

@20 1261 we heard this morning- hold on this for awhile.

#21 adds funding for a study of transfer of T=FTE's - we should approve.

#22 - amendment that says

Sheila M. Sandness this is a different one the superintendent concern about the interest rate, she was going to get a dollar amount. There was only less than a handful of districts that were affected by this. Senator Holmberg let's leave it open for now.

Senator Krebsbach to take care of those that started on projects and they had to be completed? Or am I thinking of something else.

(21.21) **Chairman Holmberg** # 1 of listing of proposed changes to House Bill No. 1013

Sheila M. Sandness These are language changes within the bill. **Chairman Holmberg** that number 1, we should approve that, that has to do with the salary of the superintendent to restore the executive compensation. I am not sure of the next one. Because I think we

don't want to transfer those people who want to do the study on those IT FTE's, so how do I mark this?

Sheila M. Sandness If you do not want to transfer the FTE's and then you would want to do this. You would want to remove those sections. Those sections provide for the transfer and they are currently in the bill.

Chairman Holmberg we would approve #2. **Senator Kresbach** Take it out you mean. Yes.

#3 - remove section regarding federal funds, we already passed a Senate resolution. Do we want to do that? **Senator Kresbach** As I read that it's almost contradictory. **Chairman Holmberg** There is a separate study and they have a similar study in here.

Sheila M. Sandness in the engrossed bill (23.06) Section 16 of Engrossed bill.

Chairman Holmberg we should approve #3. Hold off on #4.

Sheila M. Sandness #5 is necessary to distribute the transportation grants. That was added by the House because it not included in 1319. So you would probably want to leave that. **Chairman Holmberg**, so we axe it off. **Sheila M. Sandness**: We would not want to do that unless you want them to put it in the other bill. This was a change the House made a necessary change to provide for the distribution.

Joe Morrisette if you do approve the additional \$5 Million for transportation funding that was in the Governor's budget you would have to amend this section. Just those rates to spin that out. **Sheila M. Sandness** Jerry Coleman would have to give me new rates.

Chairman Holmberg we will take it but then we'll see.

#6 that is the department develop a format section 15 in the bill. The House put that in. The superintendent shall develop a format for reporting on the cost on the outcome of other grants. Don't we already do that or don't we do it formally?

Joe Morrisette I recall for all the past due grants they cut a check, there is no reporting, they can't answer questions about how it was used or any of those things. So, I think it was to address that issue.

Chairman Holmberg: Shouldn't we remember the question with Gary Striegler, who writes your check, cross off #6, because it will remain in the bill. So the bill would have the section that says the superintendent shall develop, is that okay to take off #6?

Senator Krebsbach (26.) If there asking for permission to develop a formula on outcomes and cost, and there asking that be removed right. **Sheila M. Sandness** this is only in here because this is stuff that was added by the House that you may or may not want to remove. This was added by the House and if you agree with it, we would just take it off this amendment schedule and leave it in there.

Chairman Holmberg we have to pass over #7.

Sheila M. Sandness #8 if you decided to move away from the funding pool altogether. We would not need that language. This had to be added to make that funding pool work.

Chairman Holmberg we moved away from the funding pool. We would want this in the bill correct? **Sheila M. Sandness** My notes are incomplete on the funding pool, did you want to maintain the funding pool or not? **Chairman Holmberg** We are not done with this one yet.

#9 we want of approve, adds the study

#10 is national certification to increase from \$1000 to \$1500. What was the total cost on this again?

Joe Morrissette that was intended to be included in the bill. There would be no fiscal impact, for the 13-15 biennium, because there is also a delayed effective date that would say that stipend amount is going to increase but not until the 15-17 biennium to give them an biennium to implement that change and promote it.

Go back to item #7, not related to total cost of integrated formula, but the policy of whether or not you would like to appropriate directly from the property tax relief fund or have that transferred from the general fund, and then fund the integrated formula out of the general fund. I just wanted to make that clarification there not so much an issue that needs to be resolved after you find out the total cost of 1319. (29.11) Just kind of that policy choice of how you wanted to fund it.

Chairman Holmberg # 10 we've approved. Then we have the Heckaman amendment #11. I would like to think about that a little more. It allows them to utilize carry over funds.

Sheila M. Sandness it was a legislative intent section that said if the school districts experience a reduction in funds under Title I, the Superintendent of Public Instruction shall propose legislation to the 64th assembly seeking reimbursement for the reduction.

Chairman Holmberg what does it accomplish? Wouldn't she do that anyway?

Sheila M. Sandness I am not sure she would normally request an appropriation for the loss of Title 1 funds. But your right at the end of day, it would be up to the legislature whether or not they funded it.

Chairman Holmberg I don't have a problem doing it, because we've done it before. The House has done it before if you recall on the Grafton School. They took out money for tearing down those buildings and then saying they shall request money from the Emergency Commission that was the \$200,000 that they had taken out. Any problem with leaving it in because all it does is tell, her to do that, now she know we'll tell to do it.

State Library

1 and 2 - restore pay package agreed to do.

School for the Deaf
1 and 2 done deal.

#4. Chairman Holmberg we need to look at giving the department flexibility, if they need a superintendent at each place. If you look at how they are accredited, and it's tough to find someone who is qualified in both sight and deafness. The current superintendent is retiring. There would be some money involved to. **Sheila M. Sandness** I don't know the dollar amount. I would have to defer to Joe on that.

Chairman Holmberg If you could get the dollar amount have it as a contingency, the money would be there if they go to two, but they can't use it for anything else.

#3 The House took out \$16,000 for professional development; let's put it back in because in a \$15 Billion dollar budget if we can't find \$16,000 we should be fired.

Sheila M. Sandness # 5 and 6 the last two items were in their testimony, but not funded in their Executive recommendation or added by the House.

Chairman Holmberg they don't have a renter now.

Senator Kresbach The Spears Building is the one that is included there, correct?

Chairman Holmberg right. That 's the Spears building is the one they want to rent out or the Trade building? Trade which is interesting, they don't have a renter at the moment. They have people sniffing, but that wasn't put forth and then the next building. **Senator Krebsbach** back on the #6 for the Spears building that is used partly by the Grand Forks School system, correct? **Chairman Holmberg** no that's used by the School for the Blind.

Joe Morrisette the Spears building is rented out to Head Start in DL

Chairman Holmberg they would like to rent out the Trades building and one of the sniffers in that was Human Services. But they don't have a renter.

Chairman Holmberg but when you go to school for the blind, which is not funded they have a renter whose ready to leave because it needs some work.

On the last page #1 and 2 are just the changes we made on all of the other ones.

#3, same issue that we would add and that has to do with is there going to be a superintendent or not.

Senator Krebsbach #4 the school for the Blind utilizes about ¼ of that complex. **Senator Holmberg** and 40% of their budget is paid for by option 2 # 5. If they were to move out, they would have to have some money to make it rentable or suitable. Do you have a problem with trying grind out \$2.7M? We don't need to go into why it isn't here. They wanted to do it by I guess pace of building pyramids. Senator O'Connell, Senator Kresbach wasn't happy and they expressed the need to do something.

Senator Krebsbach we need to do something, so at this time let's go for option 2, in # 5,

Chairman Holmberg the Visions Services has done some remodeling but the school is back. The school district is happy to be there. It's a great location, it has parking, it's on the

bus route, it has all of those things. They tried to look at closing Wilder Elementary School and utilizing it. They found in a large town it's just as hard to close a school as in a rural area. That is not an option. They are going to have their 71 students in a full school.

Senator Krebsbach they are only utilizing 40% would it not be a wise move to try and either lease the entire thing to Grand Forks and the School for the Blind, find some other location, for their part of it and let the Grand Forks needing more school space.

Chairman Holmberg that other area is office space. There is also living quarters upstairs. Right across the street is an elementary school. The growth in GF is in the south end. (40.01) The north end is kind of stagnant, until the new Super WalMart opens and then everyone will move up there.

Chairman Holmberg we will not meet this week anymore. The subcommittee hearing was closed on HB 1013.

Testimony # 2 - 2013 Governor's School Numbers as of march 25th was submitted after the hearing.

2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013 Subcommittee
04-02-2013
Job # 20755

Conference Committee



Explanation or reason for introduction of bill/resolution:

A Subcommittee hearing for DPI

Minutes:

attachment

Chairman Holmberg called the subcommittee hearing to order on Tuesday, April 02, 2013 at 10:00 am in regard to HB 1013. Senators: Holmberg, Krebsbach, and O'Connell were present.

Sheila M. Sandness- Legislative Council
Joe Morrissette-OMB

Chairman Holmberg: We will start from the back. Go to the School for the Blind (on page 6 of attachment #1). We approved 1, 2, 3, and 4; and on School for the Deaf we approved 1, 2, 3, and 4 (on page 5 of attachment #1) and we added language to give the School for the Deaf flexibility to fill the superintendent position. No one has convinced me on item 6, the \$1.8M for the Trades building.

Senator Krebsbach: There is no definite movement to transfer the Human Services to that building, is there?

Joe Morrissett: There have been discussions. The \$1.8 M would connect the Spears building and the Trades building. There would have to be an additional amount to remodel the Trades building. The timing would have to be worked out to allow for 18-24 months for the work to be done.

Senator O'Connell: How much would that require?

Joe Morrissette: I don't have even a rough guess on that.

Senator Krebsbach: Anything we would do would be premature at this time.

Chairman Holmberg: # 6 is off the table. The \$210,000 for dual sensory contingency request (#5 on page 5 of attachment #1) was not in the executive budget, was it? It was in OAR but not....

Senator Krebsbach: On page 7 of the testimony on the bottom of the page...*inaudible*. (04:25 to 04:30)

There was discussion about the loss of federal funding and how to replace it. (04:35 to 06:40)

There was discussion about the ADA issues for both buildings listed in #6 on page 5 of attachment #1.

Joe Morrissette: The Spears building is rented out to Head Start; the access to the second story is not very accessible. There is a chairlift, but I am not even sure it is operational. This would connect the two buildings and provide ADA restrooms and an elevator that would access both levels of both buildings. So it would address that issue. As far as the cost of remodeling, I looked at the budget detail from last biennium. As part of their request they included \$1.5M to remodel the Trades building. That is a dated number for sure, but 1.5 was submitted in their budget request last time.

Chairman Holmberg: It's a good place for conference committee.

Senator Krebsbach: Do we want to address the ADA issues now so we can talk about it at conference?

Chairman Holmberg: What is our bottom line going to look like in this budget? Because we added \$2.7 on the next page. We'll come back to it. And if there is retreat on dollars after the education bill has come through, it is easier to present something. This will be done after we do HB 1319. State library (page 4 of attachment #1) There have been a lot of calls on the State Library. If you spread \$266,500 over 50 or 60 libraries, it is not a lot of money. Is there any requirement on this money that it goes to places that already have their library tax? Some counties don't have a tax on their libraries.

Joe Morrissette: I don't think there is a requirement for a local levy. There is a formula in statute based on population and area served.

Chairman Holmberg: Someone asked me about that from a county that does have a library levy. Do we want to add one of these?

Senator Krebsbach: There are 23 counties that do not tax themselves to support the public library.

Chairman Holmberg: Would you lean toward a one-time funding for repair and maintenance grants?

Senator Krebsbach: They are asking \$275,000 for that ...

Chairman Holmberg: ...and \$266,000 for the other. He explained to the guests (high school students) what we are doing in this hearing. Holmberg, Senator Krebsbach and Senator O'Connell will be on the conference committee.

Senator Krebsbach I would move we add the \$275,000 for the one time funding for repairs and maintenance. If we want to come back to the additional \$266,500 which is to increase the state aid to the libraries, the House left \$1,766,500 in but it would be just to add that additional dollar for the full amount they requested. Am I correct on that?

Chairman Holmberg: The full amount would be the \$1.7M

Senator Krebsbach: They just removed \$266,000 from that so there is some funding for that, but it is just not what they had requested. I did move the 1st one.

Senator O'Connell: Second

Chairman Holmberg: Go to page 1 of attachment #1. If you recall here were priority items, and then some initiative items by the dept. What the House did was remove \$270,000 and put it all in a pool and did not clearly specify what that money would go for. I recommend we restore \$250,000 to make that \$2,750,000 and leave all those things in a pool so the leadership of the department has some flexibility to use that money as needed. You want to give them some flexibility so they can fine tune what it is rather than us spelling it out. I think the department is approving of that. The total amount would be \$2,750,000 in a pool.

Senator O'Connell: They were asking for \$2.5M and another 270,000.

Chairman Holmberg: They will have to suck up the few thousand difference. Can we approve # 3? (On page 1 of attachment #1.)

Yes by the committee.

Chairman Holmberg: That would include all those items under there.

Senator O'Connell: How many programs were there?

Chairman Holmberg: Wasn't it 4 and 3? It is on the green sheets.

Sheila M. Sandness: It would be the 7 items listed under #3. (On page 1 of attachment #1) Some of those were included in the executive recommendations and some were not.

Chairman Holmberg: They (the House) were not in opposition to any of the programs. Is that correct?

Sheila M. Sandness: That is correct. They had the same programs; they just didn't put in as much money. They just rounded it off to \$2.5M and said we would have to prioritize within that list.

Chairman Holmberg: The superintendent was very direct in saying that one of her top priorities was the accreditation system and that is included in here. They are taken care of. We approved 4, 5, and 6.

There was some discussion about the funding for We the People.

They discussed #7 on page 2 of attachment #1. (22:38 to 23:50) The committee approved #7, Gearing Up for Kindergarten.

Joe Morrissette: The executive budget included the \$190,000 and the \$625,000. They had asked for an additional \$175,000 beyond that. Are you adding back in the amount that was in the executive budget or the additional amount that they had asked for?

Sheila M. Sandness: The executive budget had \$815,000.

Chairman Holmberg: Let's go with the executive budget. This was agreed to by the committee. #8 - still under discussion. That is a lot of money for the mentoring program.

Joe Morrissette: The executive budget said \$2.3M and the house removed \$1M. So to add back to what the executive budget had, would cost \$1M. The 2.1 on here would provide the additional amount that they had asked for on top of the executive budget.

Chairman Holmberg: Let's think about that. #9, The Young Entrepreneur program, is at \$120 or at \$110.

Sheila M. Sandness: They are at 120 currently which is the same as the 2011 to 2013 biennium. There was no increase provided in the executive recommendation or in the House.

Senator O'Connell: Go with \$40,000.

Senator Krebsbach: They are requesting an additional 80. If we cut that in half we have something to go to conference on.

Chairman Holmberg: They should have asked for 160 then. Then they could have gotten what they really wanted. There will be a fight in committee. We'll question mark # 9 for now. We do have to look at Rapid Enrollment but let's walk through these. Let's hold #10. #11-Pathfinders Parent Project.

Senator Krebsbach: This was a new request from the lady who runs the program in Minot. She has been willing to come down, but we do have the information. It was a program that was funded federally and there has been a cut back.

Chairman Holmberg: Let's come back to that.

Senator O'Connell: Basically it does IP with parents; I am willing to hold it for a while.

Chairman Holmberg: # 12, what is the status since the Senate education committee has passed HB 1319?

Sheila M. Sandness: That bill doesn't include funding for the state school so it would be up to this committee to decide whether they wanted to follow the executive recommendation

and fund that 714 out of the property tax relief sustainability fund or out of the general fund. The House made the transfer into the general fund and then appropriated the money for state school out of the general fund.

There was discussion about those options. (29:00 to 29:57)

Chairman Holmberg: #15, early childhood care and education study in HB 1356 - I don't understand what this says.

Sheila M. Sandness explained #15. (30:30 to 31:19)

Chairman Holmberg: # 16, related to HB 1261. (31:30 to 31:50)

Robert Marthaller, Assistant Superintendent with DPI, addressed #16. (32:22 to 33:10)

Chairman Holmberg: This will be one of the last bills passed. We might not do much with that for now. The subcommittee hearing on 1013 was closed.

2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

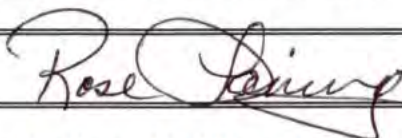
HB 1013 subcommittee

April 5, 2013

Job # 20922

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Discussed 1319 and 1013

Minutes:

Testimony attached # 1 - 2

Legislative Council - Sheila M. Sandness
OMB - Joe Morrissette

Chairman Holmberg opened the subcommittee hearing on HB 1013. **Senators Krebsbach** and **Senator O'Connell** were also present.

Chairman Holmberg said we will be also covering HB 1319 and its impact on HB 1013 and also determine if they are going to do anything on it or just send that back to the floor.

Chairman Holmberg: HB 1319 - Sheila M. Sandness put together a list of fiscal items - attachment # 1. He talked to some house people to remove the part that talks about milk.

Sheila M. Sandness, Legislative Council: This was put together by Jerry Coleman (see attachment # 2) and she proceeded to go over the list.

Chairman Holmberg - Minimum Effort tax, refresh my memory. The other two people here know it. They came in and said they like those corrections.

Sheila M. Sandness - The Reservation Issue. \$6 million increase plus the property tax.

Chairman Holmberg we were uncomfortable with the change that was phased in on the maximum you could have as carryover funds. There was going to be a discussion of a study they wanted to see what the actual impact of this is. This won't go into effect until after the next session meets. If there is a huge problem, the next session can correct - but the school districts knowing that two years from now in law, this is what they are going to have to plan for. I was kind of cold to the idea. **Senator Krebsbach** replied I concur with your thinking on that. It is going to be two years and then we'll be back visiting about this again.

Senator O'Connell feels the same way.

Chairman Holmberg We had testimony from Kulm and their concern about the movement, the policy movement from the issue of \$100 being moved to \$125. My sense was let it go to the conference committee, because there was the difference between the House and the Senate on that. We won't see this bill again in appropriations. This will go over and are you comfortable with that? We recognize that there is an issue.

Senator Krebsbach These situations occur where there are extreme situations. The big question for them was the land area that they cover. They cover 600 square miles. If they don't have neighboring schools they can join they are going to have to treat them differently.

Chairman Holmberg We have to respect reality. There are some places in the state just the distance really impacts on the type of quality of education the students might get at the same time their school is too small and their unable to provide an education. That should also be our concern.

Senator O'Connell: How many hours are you going to put a kid on the bus unless you put a teacher on with them?

Chairman Holmberg: Representative Dennis Johnson came in and had a suggestion. They were working with the agency with the Edmore School District. It had to do with students that went and it was not presented to the House Education Committee, in part because they didn't have the data at that time. When they came over to the Senate Education Committee, their commentary was you should have put it on, in the House because you're on the committee. So, then he came here, and my inclination was to tell him go to the conference committee that you may be serving on. Are you comfortable with that? He just wanted to make sure the level that has been expressed and he can legitimately go whether or not he is on that conference committee and say the Senate Appropriation Committee felt that they weren't going to make that specific policy change but urged you to go to the conference committee and talk about it.

Senator Krebsbach the level has been expressed.

Senator O'Connell Basically refresh my mind on how they change the property tax to make up the difference? Was there a change in the mills? **Chairman Holmberg** Are you talking about the dollar amount? **Senator O'Connell** How was the formula changed to get to the dollar amount, what was changed?

Sheila M. Sandness Are you talking about the \$119.6 Million? **Senator O'Connell** right.

Sheila M. Sandness What the House did is if you remember the formula set up now is that it establishes that rate per student and then from there they subtracted the 50 mills and subtract the revenue and that gives them the state portion. It is kind of a simplified method. Then what the House did is instead of subtracting from that total state aid number, instead of subtracting 50 mills, they subtracted 70 mills. So they increased the local share of that funding which then decreased the bottom line in the state part.

Senator O'Connell So we're back to the state 70 mills. **Sheila M. Sandness** but the Senate did was put it back to the 50 mills. So it would be the total state aid calculated number minus the 50 mills minus the revenue it gives to the state. Does that sound right?

Chairman Holmberg the end result will be the executive recommendation. **Sheila M. Sandness** They put it back to the way it came from the governor. **Senator O'Connell** I was just wondering what the theory was behind it so. **Chairman Holmberg** Any comments about 1319; anything from the department regarding this so we're not embarrassed on the floor. This is testimony, he was called to the podium to talk to us.

Jerry Coleman, Dept. of Public Instruction: There are a couple other bills 1358 - Oil and Gas Gross Production Tax bill, that provides money to school districts that is how that gets considered in the subtractions for the formula will have an impact so that something to be aware of and at some time that will have to be a reconciliation so we can get the dollars right. There is another, 2214 which is an isolated school transition bill that's got a little extra money in that too and should be reconciled with this, because there is some money in the Executive budget to make that transition payment and as there it has been amended it added, it might be \$200,000 to that price tag.

Chairman Holmberg both 1319 and 1358 will go directly to conference committee. There are a lot of discussion points that are out there on those two bills. I'll ask Sheila from the standpoint of our role here in 1319. There is no way we'd want to hold onto 1319 because the big impact will be 1358 and that's not going to be resolved for quite some time. Am I missing something there?

Sheila M. Sandness In order to calculate, you need to know what 1358 says what that local portion is going be. It would be difficult to calculate the dollars in 1013, until 1358 is complete.

Chairman Holmberg In the next week, we'll pass both of them out and then we'll make sure the conference committees work it out. It's possible that 1358 may be one of the last and some heard upstairs that they were not happy. They will be around a long time. We'll just have 1013 on the docket for our discussion.

Senator Krebsbach It will be confusing because these go to different committees when they are finalized by both bodies. It is going to have to take the people from DPI to really watch to coordinate the efforts at the end.

Chairman Holmberg: Governor is comfortable with 1319 as it is. Any questions you have Sheila?

Sheila M. Sandness I guess the only thing on our listing of proposed changes that I handed out there is just a few things that we do have on hold. There was the dollar amount for the discussed #18 that I don't have an amount for. Also, the Listing of Proposed Changes on the 3rd page, we do have other proposed changes. I just wanted to confirm this sub-committee put back the money for giving up.

Chairman Holmberg Are we reconciling just 1319 or are we focusing now on 1013.

Sheila M. Sandness If I am going in the wrong direction let me know. But I was just going to look at those proposed list of things, because actually I do, if you look at #14, on the proposed list, that is your reconciliation number. That is the \$125,000 that would require for 1319 as it stands unless somebody makes a change. That's the dollar amount we'd have put into 1013.

Chairman Holmberg I think we should say we should approve #14. Because 1319 doesn't have that money, is that correct?

Sheila M. Sandness that's correct. It only has the two appropriations at the end.

Chairman Holmberg Then I think we should, so were going to approve #14.

Senator Krebsbach If it's agreed to, we should put it back in.

Chairman Holmberg Was the Gearing Up for Kindergarten, one that we would; we approved that one.

Sheila M. Sandness That was one item they did approve. There was a section that provided legislative intent for kindergarten. That was only put in because the House unfunded it. I'd take it out of 1013.

Senator Krebsbach Is that #7?

Sheila M. Sandness The funding is in #7, and then the language change is under other proposed changes on page 3. It would be #4 there, to take out that section in 1013 as it stands, if you look at it there is a section that if legislative intent that schools could still participate but it wasn't going to be funded. But that was because the House took the funding out. So if you're putting the funding back, I am assuming you're going to want to get rid of that section.

Senator O'Connell How much was funding?

Sheila M. Sandness The Executive recommendation included \$815,000 and that was all removed by the House.

Chairman Holmberg We approved restoring that, so then we would want to approve #4. We would remove the legislative intent language because the money is there so we don't intent.

Senator Krebsbach Remove # 7 leave # 4? **Sheila M. Sandness** replied correct

Chairman Holmberg #5 is a policy thing. That stands alone.

Sheila M. Sandness # 5 would be the distribution and the reason I have that on hold, is because the sub-committee is still deciding on #13 in the funding. On page 2, #13, the House removed \$5 Million in the Transportation Grants line item and I still have that item on hold as to whether that would go back in.

Chairman Holmberg That won't change any language in here. **Sheila M. Sandness** replied the dollar amounts will change. **Chairman Holmberg** in 1319 though. **Sheila M. Sandness** replied no. The language has been tempered. **Chairman Holmberg** standing alone. Is there anything on our list that isn't dependent upon on 1319 that we haven't discussed now?

Sheila M. Sandness Other than funding for 1319, I don't think there is anything else that would need to be done to 1013 as a result of 1319 other than to fund it at that \$125M.

Chairman Holmberg - Jerry, I think we're coming down on the side of the education committee did as long as were comfortable that the numbers as they currently exist with these moving parts still out there 1358, 2214.

Sheila M. Sandness There's 1261 rapid enrollment grants as well.

Chairman Holmberg Should we close the books? Do we need to meet again on 1319 or just focus on the department budget in those other questions that are filtering out there?

Senator O'Connell I'd focus on the budget.

Senator Krebsbach Do we have to add in the \$125,000 into 1319 or is that something that goes into the funding budget?

Sheila M. Sandness The \$125M is going into 1013 as a result of what we've done with 1319. Is that what you were asking?

Chairman Holmberg at some point we will pass it out and the education committees would like something to do. This is the last we will look at 1319. We don't finally finalize 1013, until 1319 is passed both Houses. This is the last we will look at 1319. Everything on the big sheet that you just got, on the first page has been approved. On the 2nd page, there is a number of the funding issues that #12, does that require us to approve #12?

Sheila M. Sandness If you approve, we would, it would require a funding source change of that portion of the integrated formula payment that is coming from the property tax release and sustainability fund. What happened is the House transferred the funding from the Special Fund from the Property Tax Relief Sustainability Fund into the General Fund and then appropriated the funding for the Integrated Formula payments out of the general fund. Now, if you wanted to you could go back to the executive recommendation which would be taking away the transfer and then just appropriating it out of the Property Tax Relief Sustainability Fund. That is something for this committee to consider.

Chairman Holmberg In other instances we have laundered the money through the General Fund, in other budgets. We did that on the DOT.

Senator O'Connell The way it's going now, we've got the \$19.4 that we have to subtract for?

Chairman Holmberg 9.5% would be added to the Budget Stabilization Fund and at some point we'll have to look at that percentage.

Senator O'Connell - I was wondering if we go through it on this here when we don't with the transfer and stuff, just take it right straight out of the fund. Do we have an option there?

Chairman Holmberg We don't have to say yes or no today. The big issues are the money issues on that page (2). We need to look at the libraries and we still have that issue that we didn't resolve regarding the School for the Deaf, that elevator that is between Spears and the Trades building.

Chairman Holmberg We funded at \$2.75 on the pool but were leaving the pool in, right? We will have flexibility with that \$2.75 Million to do those.

Sheila M. Sandness Yes, and increased it by \$250,000.

Chairman Holmberg closed the hearing on HB 1013.

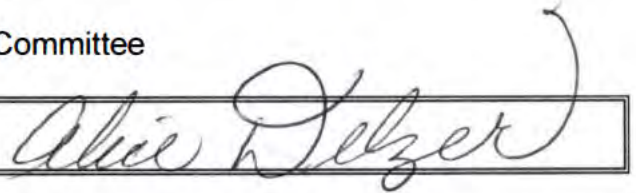
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013 Subcommittee
04-09-2013
Job # 21038

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A Subcommittee for the DPI budget

Minutes:

Attached testimony:

Chairman Holmberg called the subcommittee to order on Tuesday, April 09, 2013 at 2:30 pm in the Senate Conference Room. Let the record show that all conferees are present: Senators Holmberg, Krebsbach, and O'Connell.

Sheila M. Sandness - Legislative Council
Joe Morrissette - OMB

Chairman Holmberg: re: new sheet, #2; anyone in the audience has anything to consider?

Senator Heckaman: submitted amendment 13.8142.02002, (attachment #1) companion amendment to HB1319 from \$27,500 to \$32,000. We have here an appropriation for funding to take care of that, according to NDEA it is in the range of \$4M. This says that out of the General Fund there be \$5M, or much as necessary, to the Supt of DPI. Section one, on/before Oct 1, 2013, or 30 days after the start of the school year the board of the school district might file a claim with the Superintendent for the reimbursement of money to be extended by the district to raise the minimum base salary for each full time equivalent teacher. A lot of school districts are at or above that, it will not affect them. I don't think that if we are requiring \$32,000 as a starting salary, that it should be up to the school district to put that bill to get it going. That is why I had this amendment drafted for your consideration.

Chairman Holmberg: it is a one-time incentive for that school district. They would be scattered around the state. I am guessing it wouldn't be the larger cities' schools

Sen. Heckaman - I think it is rural K-12 and graded elementary. I was pleased, you divided that out. Some schools don't pay the teachers share of their retirement. West of Hwy 83, living expenses are up, some schools are not paying health insurance, what does a teacher have to live on? This is boosting it up a little more, not a lot. ND has a critical shortage of teachers in every area, except PH ED and elementary education. We heard Job Service had 15 pages of teacher openings with 25 entries/page. If we don't keep our teachers after they graduate or provide enough starting salary for them to even consider going into the teaching profession it will be worse than a critical shortage. (7.20)

Chairman Holmberg- the process that is going if the amendment on 1319 is not attached; there is no need for this amendment. If the policy doesn't pass then there is no need for the money. Something will work out. (8:13)

Chairman Holmberg: look at the sheet, dated April 9. We will do a quick recap, it includes everything we talked about previously, including taking 7 items that were priorities, some were in the budget some were not, fully funding them but giving the department flexibility to move funding around within those 7 program for any differences that arise. Testimony attached # 2. On the 1st page

#4 the National Writing Project, following the recommendations, they are not exactly 50/50. The one in Minot is slightly bigger; the one in GF has some spills over to MN. #s 4-6 restored to the executive budget. (9:16-10:21)

Chairman Holmberg went through the rest of the sheet:

#8, Senator Krebsbach suggested to add back the \$1M they took out, to bring it back up to \$2.3M. They asked for \$1,061,000 over that. Then add \$261,155 just as it is on the sheet. They were looking for \$3M. **Joe Morrisette** said the \$2.3M is in the current 13-15 appropriation. The executive budget, continued at that level for the 2013 biennium, the House took it down. The sub- committee agreed to restore it to \$2.3M (10:25-13:20)

Chairman Holmberg:

#9- I didn't sense a lot of interest in raising #9. (13:22-13:28)

#10, is this needed or is this nice? Joe Morrisette you did appropriate in the current biennium, you did fund a part of the project. It is not in the governor's budget. Discussion followed. We come back to it today. (13:30-14:58)

11 - The Pathfinders Parent Project was approved (15:00-15:25)

#12, we kept looking at it from a negative standpoint. We want to continue the money coming out of the general fund so we take it off. (15:26-15:48)

#13 there is always discussion about transportation. The House removed \$5M from the executive recommendation. Let's put back \$5M, we have to be concerned about the bottom line. We will have to adjust the language when we put the money back. (15:49-17:41)

#14, is adjusted because of the tax issue. We approved that. (17:43-17:59)

#15, 1356, is on the calendar for a do not pass, so we remove the money, we would say approve that. Discussion followed. Leave it there and not do anything. The money is in the appropriation bill the directive is in 2229 (18:04-23:50)

#16, we don't need it, you can scratch it off. **Sheila M. Sandness** said it would have to added back because the House took it out. As 1013 stands there is no money for rapid enrollment grants. They put it back. (23:51-24:35)

#17 Approved (24:36-24:41)

#18 we got a couple weeks on this; we won't do anything until the last week (24:44-25:07)

#19 we will approve, most of the work is done by volunteers. It would go to the Historical society. (25:08-25:57)

On the next page (attachment #2 page 3) 5 and 6, 5 needs to be changed. **Sheila M. Sandness** said because \$5M were added, we need to update the rates, would need to scratch 6.

Chairman Holmberg: on another day in another bill. We would need to update the percentage of dollars that are going to stay in the budget stabilization fund, because \$9 ½ is too large.

Next are the libraries (attachment #2 page 3) we looked at one time funding, if we can do 1, 3 or 4, which one has the largest support by the libraries? Doesn't seem like a lot of money going out to a bunch of libraries. We will do 4 at \$266. Discussion followed (27:04 - 28:37)

Chairman Holmberg: Next: school for the deaf; I got an email and DHS had looked at the bill and they may be interested. **Joe Morrisette** said they were concerned that the federal funding they rely on for that program would go away or decline and this was a contingent request to fund it in. **Senator Krebsbach** so this is a just in case. **Senator O'Connell** remove that. (28:39-29:58)

Chairman Holmberg the school of the blind, option 2. We don't need to spend money on a study. Both of them have the language to allow the superintendent position to be filled. I would have a recommendation on **Senator Heckamans** thing; see what happens on the floor, because she will have that amendment Thursday. She can add it on the floor. Prepare the amendments; send a copy to the DPI and members of the committee. (30:01-32:57)

Joe Morrisette did you address 9 and 10 on page 2. (33:04) Young Entrepreneur education program this was an increase there is money for the program. Discussion followed (33:04-34:45)

Chairman Holmberg put it to bed. The hearing was closed on HB 1013.

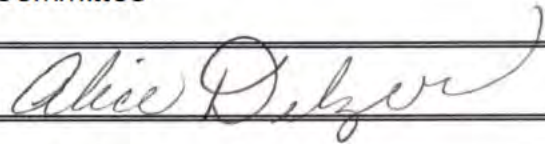
2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee Harvest Room, State Capitol

HB 1013
04-11-2013
Job # 21101

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for DPI Budget (Do Pass as Amended)

Minutes:

Chairman Holmberg called the committee to order on Thursday, April 11, 2013.
Roll call was taken. All committee members were present.

Sheila M. Sandness- Legislative Council
Sheila Peterson - OMB

Chairman Holmberg handed out the amendments to HB 1013. (13.8142.02003)

Chairman Holmberg - Keep in mind that HB 1013 has 2 functions in the bill itself. One of them is to fund the agency DPI, and then to mesh with HB 1319, the funding bill so that the dollars are associated with what 1319 does. You will find there will be a number of changes in HB 1013 that are strictly related to the changes that have already been made on HB 1319 that will be voted on, on the floor at 1pm today. This amendment does nothing to increase FTE's in the department. The department has 99.75 and continues at 99.75. The executive budget did not include any new FTE's in the department. (5:23) (Chairman Holmberg went on to explain the amendment)

Sheila M. Sandness - Those are the changes to the integrated formula payment based on the different changes in the formula that are included in the policy bill.

Chairman Holmberg - I assured the chairman of Senate Education Committee that the bills mesh at this time. Let's look at the state library. We did the compensation and then there were two areas that the House had reduced, one of them was a new program that had to do with assisting libraries with infrastructure work, the other one the House reduced the amount of aide to libraries. We determined as a subcommittee to recommended not going into the new program which was the infrastructure but including the \$266,000 from the executive budget that had been removed by the House. School for the Deaf we added the compensation changes. The professional development that was included in the executive budget was removed by the House to the tune of \$16,299 and we restored it. And right now the superintendent of the School for the Deaf is also superintendent for the School for the Blind. We put in contingent language that would allow the department when

they replace Carmen to have a superintendent at each location if that is the way they recommend going. The way the current law was they couldn't have done that because they didn't have the money to have a superintendent at each. We had been asked to put some construction money in to the trades building. One of the buildings has had some started on it, the other one is something they would like to lease out. School for the Blind, we did do some capital construction. The building was built in the 1960's; they don't have full time residents. Part of the building has been rented by Grand Forks School District. That area of the building has not been reconditioned. The other side of the building was brought up to date in the mid 90's and very usable for vision services. The problem the school district has is that the school district in their lease takes care of the snow removal for that area and they pay 41% of the budget for vision services. They are finding the building is no longer suitable. (21:45)

Senator Warner - It seems like of awkward to be financing this school for the blind with rental, wouldn't it make more sense to fund the School for the Blind and run the money back through the general fund. Have there been any thoughts of just changing the way that we measure the accounting for this project?

Chairman Holmberg - The money comes from the general fund but the money that the school district pays doesn't go to the School for the Blind it goes to the general fund. So they are leasing it from the state.

Senator Warner - Was there any discussion of what our payback period on the renovation would be? How many years?

Chairman Holmberg - No, there was no discussion. It's a 1960's school and to teach folks in 2015, it's really a dump and the state owns it. Continuing on, section 17 the superintendent should as the next legislative session to offset sequestration changes that have occurred in the school's budgets but the problem is today that we don't know what they are.

Senator Mathern - I am wondering if you would be willing to add Head Starts to that same thing. They are dealing with the same issue and they are basically preparing these kids for school. They've got some data that says it's about a million dollars. I can understand if it's not real money yet being cut it might not be real money in Head Starts yet. I'm just wondering if some wording that, if you would consider adding that.

Chairman Holmberg - I would consider to bring it up at the conference committee.

Senator Krebsbach moved the adoption of amendment # 13.8142.03000. 2nd by Senator O'Connell. Verbal vote - motion carried.

Senator O'Connell Moved Do Pass as Amended. 2nd by Senator Krebsbach.

Chairman Holmberg: Call the roll on a Do pass as amended on 1013.

A Roll Call vote was taken. Yea: 13; Nay: 0; Absent: 0. Chairman Holmberg will carry the bill.

1 of 11
4/11/13
TO

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page 1, remove lines 21 through 24

Page 2, replace lines 1 through 5 with:

"Salaries and wages	\$14,409,300	\$2,211,536	\$16,620,836
Accrued leave payments	0	0	0
Operating expenses	29,099,187	631,615	29,730,802
Funding pool for initiatives	0	2,750,000	2,750,000
Grants - state school aid	918,459,478	(918,459,478)	0
Integrated formula payments	0	1,809,800,000	1,809,800,000
Grants - special education contracts	16,000,000	500,000	16,500,000
Grants - transportation	48,500,000	5,000,000	53,500,000
Grants - other grants	304,609,393	(31,903,132)	272,706,261"

Page 2, replace lines 10 through 12 with:

"Total all funds	\$1,678,082,358	\$523,675,541	\$2,201,757,899
Less estimated income	<u>434,485,707</u>	<u>2,758,442</u>	<u>437,244,149</u>
Total general fund	\$1,243,596,651	\$520,917,099	\$1,764,513,750"

Page 2, replace lines 18 through 24 with:

"Salaries and wages	\$3,450,359	\$482,347	\$3,932,706
Accrued leave payments	0	0	0
Operating expenses	1,695,726	200,000	1,895,726
Grants	<u>2,252,500</u>	<u>266,500</u>	<u>2,519,000</u>
Total all funds	\$7,398,585	\$948,847	\$8,347,432
Less estimated income	<u>2,134,610</u>	<u>266,237</u>	<u>2,400,847</u>
Total general fund	\$5,263,975	\$682,610	\$5,946,585"

Page 2, remove lines 30 and 31

Page 3, replace line 1 with:

"Salaries and wages	\$5,932,638	\$1,254,447	\$7,187,085
Accrued leave payments	0	0	0
Operating expenses	1,633,911	274,883	1,908,794"

Page 3, replace lines 4 through 6 with:

"Total all funds	\$7,808,249	\$2,681,651	\$10,489,900
Less estimated income	<u>1,193,277</u>	<u>1,382,391</u>	<u>2,575,668</u>
Total general fund	\$6,614,972	\$1,299,260	\$7,914,232"

Page 3, replace lines 12 through 19 with:

"Salaries and wages	\$3,815,825	\$780,860	\$4,596,685
Accrued leave payments	0	0	0
Operating expenses	707,006	13,800	720,806
Capital assets	<u>39,500</u>	<u>3,284,900</u>	<u>3,324,400</u>

Total all funds	\$4,562,331	\$4,079,560	\$8,641,891
Less estimated income	<u>835,091</u>	<u>24,264</u>	<u>859,355</u>
Total general fund	\$3,727,240	\$4,055,296	\$7,782,536
Full-time equivalent positions	29.50	0.50	30.00"

Page 3, replace lines 24 through 26 with:

"Grand total general fund	\$1,259,202,838	\$526,954,265	\$1,786,157,103
Grand total special funds	<u>438,648,685</u>	<u>4,431,334</u>	<u>443,080,019</u>
Grand total all funds	\$1,697,851,523	\$531,385,599	\$2,229,237,122"

Page 4, after line 4, insert:

"Funding pool for initiatives	0	2,750,000
Information technology staffing analysis	0	100,000
Early childhood care and education study	0	200,000
Governing North Dakota textbook	0	20,000"

Page 4, replace lines 6 through 8 with:

"Total department of public instruction - all funds	\$22,101,716	\$3,070,000
Total department of public instruction - estimated income	<u>21,717,716</u>	<u>0</u>
Total department of public instruction - general fund	\$384,000	\$3,070,000"

Page 4, after line 18, insert:

"Remodel of west wing	0	2,762,000"
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Page 4, replace lines 21 through 26 with:

"Total school for the blind - all funds	\$70,000	\$3,302,829
Total school for the blind - estimated income	<u>0</u>	<u>110,329</u>
Total school for the blind - general fund	\$70,000	\$3,192,500
Grand total - all funds	\$23,170,246	\$7,375,088
Grand total - estimated income	<u>22,612,446</u>	<u>1,112,588</u>
Grand total - general fund	\$557,800	\$6,262,500"

Page 5, remove lines 15 through 30

Page 6, remove lines 1 and 2

Page 7, line 13, replace "three" with "thirteen"

Page 7, line 15, replace "Forty-six" with "Fifty-two"

Page 7, line 17, replace "Forty-six" with "Fifty"

Page 7, line 28, replace "Forty-six" with "Fifty"

Page 8, line 4, replace "Twenty-six" with "Thirty"

Page 9, after line 2, insert:

"SECTION 11. SUPERINTENDENT - SCHOOL FOR THE DEAF - AUTHORIZATION - CONTINGENT FUNDING. The salaries and wages line item in subdivision 3 of section 1 of this Act includes \$142,242 from the general fund to provide funding for a full-time superintendent at the school for the deaf. The school for the deaf may use the funding to fill a full-time superintendent position as directed by

the superintendent of public instruction. This funding is contingent on the superintendent of public instruction certifying to the director of the office of management and budget that the position has been filled by a full-time superintendent. The office of management and budget shall prorate the amount of funding available to the school for the deaf based on the retirement date of the current superintendent of the school for the deaf.

SECTION 12. SUPERINTENDENT - SCHOOL FOR THE BLIND - AUTHORIZATION - CONTINGENT FUNDING. The salaries and wages line item in subdivision 4 of section 1 of this Act includes \$144,670 from the general fund to provide funding for a full-time superintendent at the school for the blind. In addition, a .5 full-time equivalent position is added, which is contingent on a determination made by the superintendent of public instruction that the position should be filled by a full-time superintendent. The school for the blind may use the funding to fill a full-time superintendent position as directed by the superintendent of public instruction. This funding is contingent on the superintendent of public instruction certifying to the director of the office of management and budget that the position has been filled by a full-time superintendent. The office of management and budget shall prorate the amount of funding available to the school for the blind based on the retirement date of the current superintendent of the school for the blind."

Page 9, after line 10, insert:

"SECTION 15. INFORMATION TECHNOLOGY STAFFING ANALYSIS. Subdivision 1 of section 1 of this Act includes \$100,000 from the general fund for the superintendent of public instruction to contract with the information technology department and a private consultant to conduct an information technology staffing analysis for the biennium beginning July 1, 2013, and ending June 30, 2015. The analysis must include a review of the department of public instruction information technology staffing duties, responsibilities, and staffing levels and must consider the feasibility and desirability of transferring additional information technology positions to the information technology department and must provide recommendations regarding the appropriate level of information technology staff for the department of public instruction."

Page 9, replace lines 15 through 21 with:

"SECTION 17. LEGISLATIVE INTENT - REIMBURSEMENT OF TITLE FUNDING DUE TO FEDERAL SEQUESTRATION. If, as a result of the federal sequestration order for fiscal year 2013, issued pursuant to section 251A of the Balanced Budget and Emergency Deficit Control Act, as amended [2 U.S.C. 901A], school districts experience a reduction in funds provided under title I, part A of the Elementary and Secondary Education Act of 1965, as amended [20 U.S.C. 6301, et seq.], it is the intent of the legislative assembly that the superintendent of public instruction introduce legislation to the sixty-fourth legislative assembly seeking state funding for school districts to offset these federal funding reductions."

Page 9, line 23, replace "\$1,500,000" with "\$1,766,500"

Page 10, line 25, replace "nine" with "ten"

Page 10, line 26, replace "thirty-three" with "ninety-two"

Page 10, line 27, replace "twelve" with "fourteen"

Page 10, line 27, replace "four" with "six"

Page 10, line 27, remove "seven"

Page 12, line 9, after "thousand" insert "five hundred"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Information Technology Department				
Total all funds	\$0	\$880,953	(\$880,953)	\$0
Less estimated income	0	880,953	(880,953)	0
General fund	\$0	\$0	\$0	\$0
Department of Public Instruction				
Total all funds	\$2,194,721,295	\$2,068,395,430	\$133,362,469	\$2,201,757,899
Less estimated income	1,151,411,433	436,763,161	480,988	437,244,149
General fund	\$1,043,309,862	\$1,631,632,269	\$132,881,481	\$1,764,513,750
State Library				
Total all funds	\$8,622,432	\$7,928,807	\$418,625	\$8,347,432
Less estimated income	2,400,847	2,388,159	12,688	2,400,847
General fund	\$6,221,585	\$5,540,648	\$405,937	\$5,946,585
School for the Deaf				
Total all funds	\$10,347,658	\$10,096,929	\$392,971	\$10,489,900
Less estimated income	2,575,668	2,566,583	9,085	2,575,668
General fund	\$7,771,990	\$7,530,346	\$383,886	\$7,914,232
Vision Services - School for the Blind				
Total all funds	\$5,735,221	\$5,561,739	\$3,080,152	\$8,641,891
Less estimated income	859,355	849,784	9,571	859,355
General fund	\$4,875,866	\$4,711,955	\$3,070,581	\$7,782,536
Bill total				
Total all funds	\$2,219,426,606	\$2,092,863,858	\$136,373,264	\$2,229,237,122
Less estimated income	1,157,247,303	443,448,640	(368,621)	443,080,019
General fund	\$1,062,179,303	\$1,649,415,218	\$136,741,885	\$1,786,157,103

House Bill No. 1013 - Information Technology Department - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages		\$880,953	(\$880,953)	
Total all funds	\$0	\$880,953	(\$880,953)	\$0
Less estimated income	0	880,953	(880,953)	0
General fund	\$0	\$0	\$0	\$0
FTE	0.00	6.00	(6.00)	0.00

Department No. 112 - Information Technology Department - Detail of Senate Changes

	Removes Transfer of FTE Positions to the Information Technology Department ¹	Total Senate Changes
Salaries and wages	(\$880,953)	(\$880,953)
Total all funds	(\$880,953)	(\$880,953)
Less estimated income	(880,953)	(880,953)

5 of 11

General fund	\$0	\$0
FTE	(6.00)	(6.00)

¹ Funding added by the House for 6 FTE positions to be transferred from the Department of Public Instruction is removed.

This amendment removes:

- A section added by the House requiring the Superintendent of Public Instruction to transfer 6 FTE information technology positions to the Information Technology Department by September 30, 2014, or request Budget Section approval for an extension of the deadline. The section also provides the department may seek Emergency Commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for the services provided by the Information Technology Department.
- A section added by the House to authorize 6 FTE positions and appropriate \$880,953 from special funds derived from other income to the Information Technology Department for positions to be transferred from the Department of Public Instruction.

House Bill No. 1013 - Department of Public Instruction - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	\$16,611,338	\$15,602,405	\$1,018,431	\$16,620,836
Operating expenses	30,149,802	29,630,802	100,000	29,730,802
Integrated formula payments	1,787,400,000	1,684,550,000	125,250,000	1,809,800,000
Grants - Special education contracts	16,500,000	16,500,000		16,500,000
Grants - Transportation	53,500,000	48,500,000	5,000,000	53,500,000
Grants - Other grants	273,410,155	270,640,155	2,066,106	272,706,261
Rapid enrollment grants	17,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Accrued leave payments		322,068	(322,068)	
Funding pool for initiatives		2,500,000	250,000	2,750,000
Total all funds	\$2,194,721,295	\$2,068,395,430	\$133,362,469	\$2,201,757,899
Less estimated income	1,151,411,433	436,763,161	480,988	437,244,149
General fund	\$1,043,309,862	\$1,631,632,269	\$132,881,481	\$1,764,513,750
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Increases Funding Pool for Initiatives ³	Increases Funding for Passthrough Grants ⁴	Increases Funding for the Teacher Mentoring Program ⁵	Adds Funding for Pathfinders Parent Project ⁶
Salaries and wages	\$696,363	\$322,068				
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants				915,000	1,000,000	131,106
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments		(322,068)				
Funding pool for initiatives			250,000			
	<u>\$696,363</u>	<u>\$0</u>	<u>\$250,000</u>	<u>\$915,000</u>	<u>\$1,000,000</u>	<u>\$131,106</u>

Total all funds						
Less estimated income	480,988	0	0	0	0	0
General fund	\$215,375	\$0	\$250,000	\$915,000	\$1,000,000	\$131,106
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Governing North Dakota Textbook ⁷	Increases Funding for Transportation Grants ⁸	Adds Funding for Study of Information Technology FTE Positions and Services ⁹	Decreases Funding Related to Isolated Schools ¹⁰	Decreases Funding Related to Home Education Supervision Factor ¹¹	Decreases Funding Related to the School District Size Weighting Factor ¹²
Salaries and wages			100,000			
Operating expenses				(1,300,000)	(515,000)	(435,000)
Integrated formula payments						
Grants - Special education contracts		5,000,000				
Grants - Transportation	20,000					
Grants - Other grants						
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives						
Total all funds	\$20,000	\$5,000,000	\$100,000	(\$1,300,000)	(\$515,000)	\$435,000.00
Less estimated income	0	0	0	0	0	0
General fund	\$20,000	\$5,000,000	\$100,000	(\$1,300,000)	(\$515,000)	(\$435,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Decreases Funding Related to Changes in Other In-Lieu Revenue Percentages ¹³	Increases Funding Related to a Decrease in the Local Tax Contribution ¹⁴	Increases Funding Related to Changes in the Minimum Local Effort Calculation ¹⁵	Total Senate Changes
Salaries and wages				\$1,018,431
Operating expenses			100,000	100,000
Integrated formula payments	(2,700,000)	119,600,000	10,600,000	125,250,000
Grants - Special education contracts				
Grants - Transportation				5,000,000
Grants - Other grants				2,066,106
Rapid enrollment grants				
Transportation efficiency				
National board certification				
Accrued leave payments				(322,068)
Funding pool for initiatives				250,000
Total all funds	(\$2,700,000)	\$119,600,000	\$10,600,000	\$133,362,469
Less estimated income	0	0	0	480,988
General fund	(\$2,700,000)	\$119,600,000	\$10,600,000	\$132,881,481
FTE	0.00	0.00	0.00	0.00

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed and the associated funding returned to line items with salaries and wages funding.

³ This amendment increases the flexible funding pool added by the House to provide one-time funding

totaling \$2,750,000 for the following items that were **not** included in the executive recommendation:

- Management information systems - Website updates.
- Safe and drug-free schools salary funding.
- Statewide accreditation system.
- Business manager training program.

Funding is also included in the pool for the following items included in the executive recommendation:

- Management information systems - STARS maintenance and development (\$719,000).
- Common core state standards (\$500,000).
- Teacher and principal evaluation systems (\$400,000).

The funding provided for the Superintendent's initiatives funding pool is offset by funding reductions in line items related to the initiatives included in the executive recommendation, for a net increase in funding of \$1,131,000 from the general fund.

⁴ This amendment increases funding in the other grants line item to restore funding increases included in the executive recommendation and removed by the House for the following passthrough grants:

- North Central Council for School Television (\$50,000) to provide a total of \$535,000, the same as the executive recommendation.
- Rural art outreach project (\$35,000) to provide a total of \$415,000, the same as the executive recommendation.
- National writing projects (\$15,000) to provide a total of \$173,000, the same as the executive recommendation.

In addition, funding for a passthrough grant for the Gearing Up for Kindergarten program removed by the House is restored to \$815,000, the same as the executive recommendation.

⁵ Funding for the teacher mentoring program removed by the House is restored to provide a total of \$2.3 million from the general fund, the same as the executive recommendation.

⁶ Funding is added for a passthrough grant to the Pathfinders Parent Project. This funding was not included in the executive recommendation.

⁷ One-time funding is added for a grant to the State Historical Society for the republication of the *Governing North Dakota* textbook. This funding was not included in the executive recommendation.

⁸ This amendment restores the increase in transportation grants included in the executive recommendation and removed by the House to provide a total of \$53.5 million from the general fund.

⁹ This amendment adds one-time funding for the Superintendent of Public Instruction to contract with the Information Technology Department and a private consultant to conduct an information technology staffing analysis.

¹⁰ Funding added by the House related to a change in the average daily membership eligibility criteria for isolated schools from 100 students to 125 students is removed. The executive recommendation did not include this change.

¹¹ Funding is reduced for savings related to a reduction in the home education supervision factor from .50 to .20. The executive recommendation did not include this change.

¹² Funding added by the House for changes in the school district size weighting factor is reduced by the Senate. The executive recommendation did not change the school district size weighting factors.

¹³ Funding is reduced for savings related to changes in the percentage of other in-lieu revenue included in the formula. The executive recommendation did not include this change.

¹⁴ Funding for integrated formula payments is increased due to a decrease in the local contribution from 70 mills to 50 mills, the same as the executive recommendation.

¹⁵ Funding for integrated formula payments is increased due to changes in the minimum local effort calculation. The executive recommendation did not include this change.

This amendment also:

- Changes the section of the bill related to the salary of the Superintendent of Public Instruction to provide 4 percent annual salary increases, the same as the executive budget. The House provided 3 percent annual increases.
- Removes two sections added by the House related to the transfer of 6 FTE positions to the Information Technology Department, including a section providing an appropriation of \$883,953 from special funds to the Information Technology Department for defraying the expenses of 6 FTE information technology positions transferred from the Department of Public Instruction.
- Removes a section added by the House related to a study of the costs and benefits of accepting federal funds and the consequences of declining federal funds.
- Removes a legislative intent section added by the House allowing school districts to participate in the Gearing Up for Kindergarten program.
- Amends a section related to the distribution of transportation grants to update reimbursement rates for the \$5 million increase restored by the Senate to the executive budget level.
- Adds a section to identify funding for an information technology staffing analysis of the Department of Public Instruction.
- Amends North Dakota Century Code Section 15.1-18.1-02 related to the national certification program to increase the payment from \$1,000 to \$1,500 effective July 1, 2015. The change recommended in the executive budget was inadvertently not changed in the bill as introduced.
- Adds a section of legislative intent that the Superintendent of Public Instruction propose legislation to the 64th Legislative Assembly to replace any reductions to federal title funds due to sequestration with state funding.

House Bill No. 1013 - State Library - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	\$3,932,706	\$3,705,227	\$227,479	\$3,932,706
Operating expenses	1,895,726	1,895,726		1,895,726
Grants	2,794,000	2,252,500	266,500	2,519,000
Accrued leave payments		75,354	(75,354)	
Total all funds	\$8,622,432	\$7,928,807	\$418,625	\$8,347,432
Less estimated income	2,400,847	2,388,159	12,688	2,400,847
General fund	\$6,221,585	\$5,540,648	\$405,937	\$5,946,585
FTE	29.75	29.75	0.00	29.75

Department No. 250 - State Library - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Increases State Aid to Libraries ³	Total Senate Changes
Salaries and wages	\$152,125	\$75,354		\$227,479
Operating expenses				
Grants			266,500	266,500
Accrued leave payments		(75,354)		(75,354)
Total all funds	\$152,125	\$0	\$266,500	\$418,625
Less estimated income	12,688	0	0	12,688
General fund	\$139,437	\$0	\$266,500	\$405,937
FTE	0.00	0.00	0.00	0.00

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed and the associated funding returned to line items with salaries and wages funding.

³ This amendment restores the increase in state aid to libraries included in the executive recommendation and removed by the House to provide a total of \$1,766,500 from the general fund.

In addition, the section related to the distribution of state aid to public libraries is amended to provide for the distribution of aid totaling \$1,766,500.

House Bill No. 1013 - School for the Deaf - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	\$7,044,843	\$6,675,567	\$511,518	\$7,187,085
Operating expenses	1,908,794	1,892,495	16,299	1,908,794
Capital assets	1,194,021	1,194,021		1,194,021
Grants	200,000	200,000		200,000
Accrued leave payments		134,846	(134,846)	
Total all funds	\$10,347,658	\$10,096,929	\$392,971	\$10,489,900
Less estimated income	2,575,668	2,566,583	9,085	2,575,668
General fund	\$7,771,990	\$7,530,346	\$383,886	\$7,914,232
FTE	44.61	44.61	0.00	44.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Restores Funding for Professional Development ³	Adds Contingent Funding for a Full-Time Superintendent Position ⁴	Total Senate Changes
Salaries and wages	\$234,430	\$134,846		\$142,242	\$511,518
Operating expenses			16,299		16,299
Capital assets					
Grants					
Accrued leave payments		(134,846)			(134,846)
Total all funds	\$234,430	\$0	\$16,299	\$142,242	\$392,971
Less estimated income	9,085	0	0	0	9,085
General fund	\$225,345	\$0	\$16,299	\$142,242	\$383,886
FTE	0.00	0.00	0.00	0.00	0.00

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed and the associated funding returned to line items with salaries and wages funding.

³ This amendment restores a funding increase for professional development included in the executive recommendation and removed by the House.

⁴ Contingent funding is added for a full-time superintendent position. The position is currently vacant and is shared with North Dakota Vision Services - School for the Blind.

In addition, this amendment adds a section to provide the School for the Deaf may use up to \$142,242 provided from the general fund, contingent on the retirement of the current superintendent, to fill a full-time superintendent position. The salary authorization is to be prorated based on the retirement date of the current superintendent. The section also provides the Superintendent of Public Instruction may determine how the superintendent position at the School for the Deaf is filled.

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	\$4,452,015	\$4,191,070	\$405,615	\$4,596,685
Operating expenses	720,806	720,806		720,806
Capital assets	562,400	562,400	2,762,000	3,324,400
Accrued leave payments		87,463	(87,463)	
Total all funds	\$5,735,221	\$5,561,739	\$3,080,152	\$8,641,891
Less estimated income	859,355	849,784	9,571	859,355
General fund	\$4,875,866	\$4,711,955	\$3,070,581	\$7,782,536
FTE	29.50	29.50	0.50	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Adds Contingent Funding for a Full-Time Superintendent Position ³	Adds Funding to Remodel West Wing of the School Building ⁴	Total Senate Changes
Salaries and wages	\$173,482	\$87,463	\$144,670		\$405,615
Operating expenses					
Capital assets				2,762,000	2,762,000
Accrued leave payments		(87,463)			(87,463)
Total all funds	\$173,482	\$0	\$144,670	\$2,762,000	\$3,080,152
Less estimated income	9,571	0	0	0	9,571
General fund	\$163,911	\$0	\$144,670	\$2,762,000	\$3,070,581
FTE	0.00	0.00	0.50	0.00	0.50

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed and the associated funding returned to line items with salaries and wages funding.

³ Contingent funding and a .5 FTE position is added for a full-time superintendent position. Currently, the .5 FTE position related to the superintendent is filled by a Braille music instructor and the superintendent is shared with the School for the Deaf.

⁴ One-time funding is provided to remodel the west wing of the school building occupied by Grand Forks Public Schools.

In addition, this amendment adds a section to provide the North Dakota Vision Services - School for the Blind may use up to \$144,670 provided from the general fund, contingent on the retirement of the current superintendent, to fill a full-time superintendent position. The salary authorization is to be prorated based on the retirement date of the current superintendent. The section provides a .5 FTE superintendent position added to the School for the Blind is contingent on a determination made by the Superintendent of Public Instruction that a full-time superintendent position is required at the School for the Blind. The section also provides that the Superintendent of Public Instruction may determine how the superintendent position at the School for the Blind is filled.

Date: 4-11-13

Roll Call Vote # 1

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 1013

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number 13.8142.02003

Action Taken Adopt Amendment Do Pass
 Do Pass as Amended Do Not Pass

Motion Made By Krebsbach Seconded By O'Connell

Senators	Yes	No	Senator	Yes	No
Chairman Ray Holmberg			Senator Tim Mathern		
Co-Vice Chairman Bill Bowman			Senator David O'Connell		
Co-Vice Chair Tony Grindberg			Senator Larry Robinson		
Senator Ralph Kilzer			Senator John Warner		
Senator Karen Krebsbach					
Senator Robert Erbele					
Senator Terry Wanzek					
Senator Ron Carlisle					
Senator Gary Lee					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

*Voice
Vote
Carried*

Date: 4-11-13

Roll Call Vote # 2

2013 SENATE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 1013

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Adopt Amendment Do Pass
 Do Pass as Amended Do Not Pass

Motion Made By O'Connell Seconded By Krebsbach

Senators	Yes	No	Senator	Yes	No
Chairman Ray Holmberg	✓		Senator Tim Mathern	✓	
Co-Vice Chairman Bill Bowman	✓		Senator David O'Connell	✓	
Co-Vice Chair Tony Grindberg	✓		Senator Larry Robinson	✓	
Senator Ralph Kilzer	✓		Senator John Warner	✓	
Senator Karen Krebsbach	✓				
Senator Robert Erbele	✓				
Senator Terry Wanzek	✓				
Senator Ron Carlisle	✓				
Senator Gary Lee	✓				

Total (Yes) 13 No 0

Absent 0

Floor Assignment Holmberg

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

REPORT OF STANDING COMMITTEE

HB 1013, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)
 recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends
DO PASS (13 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1013
 was placed on the Sixth order on the calendar.

Page 1, remove lines 21 through 24

Page 2, replace lines 1 through 5 with:

"Salaries and wages	\$14,409,300	\$2,211,536	\$16,620,836
Accrued leave payments	0	0	0
Operating expenses	29,099,187	631,615	29,730,802
Funding pool for initiatives	0	2,750,000	2,750,000
Grants - state school aid	918,459,478	(918,459,478)	0
Integrated formula payments	0	1,809,800,000	1,809,800,000
Grants - special education contracts	16,000,000	500,000	16,500,000
Grants - transportation	48,500,000	5,000,000	53,500,000
Grants - other grants	304,609,393	(31,903,132)	272,706,261"

Page 2, replace lines 10 through 12 with:

"Total all funds	\$1,678,082,358	\$523,675,541	\$2,201,757,899
Less estimated income	<u>434,485,707</u>	<u>2,758,442</u>	<u>437,244,149</u>
Total general fund	\$1,243,596,651	\$520,917,099	\$1,764,513,750"

Page 2, replace lines 18 through 24 with:

"Salaries and wages	\$3,450,359	\$482,347	\$3,932,706
Accrued leave payments	0	0	0
Operating expenses	1,695,726	200,000	1,895,726
Grants	<u>2,252,500</u>	<u>266,500</u>	<u>2,519,000</u>
Total all funds	\$7,398,585	\$948,847	\$8,347,432
Less estimated income	<u>2,134,610</u>	<u>266,237</u>	<u>2,400,847</u>
Total general fund	\$5,263,975	\$682,610	\$5,946,585"

Page 2, remove lines 30 and 31

Page 3, replace line 1 with:

"Salaries and wages	\$5,932,638	\$1,254,447	\$7,187,085
Accrued leave payments	0	0	0
Operating expenses	1,633,911	274,883	1,908,794"

Page 3, replace lines 4 through 6 with:

"Total all funds	\$7,808,249	\$2,681,651	\$10,489,900
Less estimated income	<u>1,193,277</u>	<u>1,382,391</u>	<u>2,575,668</u>
Total general fund	\$6,614,972	\$1,299,260	\$7,914,232"

Page 3, replace lines 12 through 19 with:

"Salaries and wages	\$3,815,825	\$780,860	\$4,596,685
Accrued leave payments	0	0	0
Operating expenses	707,006	13,800	720,806
Capital assets	<u>39,500</u>	<u>3,284,900</u>	<u>3,324,400</u>
Total all funds	\$4,562,331	\$4,079,560	\$8,641,891
Less estimated income	<u>835,091</u>	<u>24,264</u>	<u>859,355</u>
Total general fund	\$3,727,240	\$4,055,296	\$7,782,536
Full-time equivalent positions	29.50	0.50	30.00"

Page 3, replace lines 24 through 26 with:

"Grand total general fund	\$1,259,202,838	\$526,954,265	\$1,786,157,103
Grand total special funds	<u>438,648,685</u>	<u>4,431,334</u>	<u>443,080,019</u>
Grand total all funds	\$1,697,851,523	\$531,385,599	\$2,229,237,122"

Page 4, after line 4, insert:

"Funding pool for initiatives	0	2,750,000
Information technology staffing analysis	0	100,000
Early childhood care and education study	0	200,000
Governing North Dakota textbook	0	20,000"

Page 4, replace lines 6 through 8 with:

"Total department of public instruction - all funds	\$22,101,716	\$3,070,000
Total department of public instruction - estimated income	<u>21,717,716</u>	<u>0</u>
Total department of public instruction - general fund	\$384,000	\$3,070,000"

Page 4, after line 18, insert:

"Remodel of west wing	0	2,762,000"
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Page 4, replace lines 21 through 26 with:

"Total school for the blind - all funds	\$70,000	\$3,302,829
Total school for the blind - estimated income	<u>0</u>	<u>110,329</u>
Total school for the blind - general fund	\$70,000	\$3,192,500
Grand total - all funds	\$23,170,246	\$7,375,088
Grand total - estimated income	<u>22,612,446</u>	<u>1,112,588</u>
Grand total - general fund	\$557,800	\$6,262,500"

Page 5, remove lines 15 through 30

Page 6, remove lines 1 and 2

Page 7, line 13, replace "three" with "thirteen"

Page 7, line 15, replace "Forty-six" with "Fifty-two"

Page 7, line 17, replace "Forty-six" with "Fifty"

Page 7, line 28, replace "Forty-six" with "Fifty"

Page 8, line 4, replace "Twenty-six" with "Thirty"

Page 9, after line 2, insert:

"SECTION 11. SUPERINTENDENT - SCHOOL FOR THE DEAF - AUTHORIZATION - CONTINGENT FUNDING. The salaries and wages line item in subdivision 3 of section 1 of this Act includes \$142,242 from the general fund to provide funding for a full-time superintendent at the school for the deaf. The school for the deaf may use the funding to fill a full-time superintendent position as directed by the superintendent of public instruction. This funding is contingent on the superintendent of public instruction certifying to the director of the office of management and budget that the position has been filled by a full-time superintendent. The office of management and budget shall prorate the amount of funding available to the school for the deaf based on the retirement date of the current superintendent of the school for the deaf.

SECTION 12. SUPERINTENDENT - SCHOOL FOR THE BLIND - AUTHORIZATION - CONTINGENT FUNDING. The salaries and wages line item in subdivision 4 of section 1 of this Act includes \$144,670 from the general fund to provide funding for a full-time superintendent at the school for the blind. In addition, a .5 full-time equivalent position is added, which is contingent on a determination made by the superintendent of public instruction that the position should be filled by a full-time superintendent. The school for the blind may use the funding to fill a full-time superintendent position as directed by the superintendent of public instruction. This funding is contingent on the superintendent of public instruction certifying to the director of the office of management and budget that the position has been filled by a full-time superintendent. The office of management and budget shall prorate the amount of funding available to the school for the blind based on the retirement date of the current superintendent of the school for the blind."

Page 9, after line 10, insert:

"SECTION 15. INFORMATION TECHNOLOGY STAFFING ANALYSIS. Subdivision 1 of section 1 of this Act includes \$100,000 from the general fund for the superintendent of public instruction to contract with the information technology department and a private consultant to conduct an information technology staffing analysis for the biennium beginning July 1, 2013, and ending June 30, 2015. The analysis must include a review of the department of public instruction information technology staffing duties, responsibilities, and staffing levels and must consider the feasibility and desirability of transferring additional information technology positions to the information technology department and must provide recommendations regarding the appropriate level of information technology staff for the department of public instruction."

Page 9, replace lines 15 through 21 with:

"SECTION 17. LEGISLATIVE INTENT - REIMBURSEMENT OF TITLE FUNDING DUE TO FEDERAL SEQUESTRATION. If, as a result of the federal sequestration order for fiscal year 2013, issued pursuant to section 251A of the Balanced Budget and Emergency Deficit Control Act, as amended [2 U.S.C. 901A], school districts experience a reduction in funds provided under title I, part A of the Elementary and Secondary Education Act of 1965, as amended [20 U.S.C. 6301, et seq.], it is the intent of the legislative assembly that the superintendent of public instruction introduce legislation to the sixty-fourth legislative assembly seeking state funding for school districts to offset these federal funding reductions."

Page 9, line 23, replace "\$1,500,000" with "\$1,766,500"

Page 10, line 25, replace "nine" with "ten"

Page 10, line 26, replace "thirty-three" with "ninety-two"

Page 10, line 27, replace "twelve" with "fourteen"

Page 10, line 27, replace "four" with "six"

Page 10, line 27, remove "seven"

Page 12, line 9, after "thousand" insert "five hundred"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Senate Action

Executive	House	Senate	Senate
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	Budget	Version	Changes	Version
Information Technology Department				
Total all funds	\$0	\$880,953	(\$880,953)	\$0
Less estimated income	0	880,953	(880,953)	0
General fund	\$0	\$0	\$0	\$0
Department of Public Instruction				
Total all funds	\$2,194,721,295	\$2,068,395,430	\$133,362,469	\$2,201,757,899
Less estimated income	1,151,411,433	436,763,161	480,988	437,244,149
General fund	\$1,043,309,862	\$1,631,632,269	\$132,881,481	\$1,764,513,750
State Library				
Total all funds	\$8,622,432	\$7,928,807	\$418,625	\$8,347,432
Less estimated income	2,400,847	2,388,159	12,688	2,400,847
General fund	\$6,221,585	\$5,540,648	\$405,937	\$5,946,585
School for the Deaf				
Total all funds	\$10,347,658	\$10,096,929	\$392,971	\$10,489,900
Less estimated income	2,575,668	2,566,583	9,085	2,575,668
General fund	\$7,771,990	\$7,530,346	\$383,886	\$7,914,232
Vision Services School for the Blind				
Total all funds	\$5,735,221	\$5,561,739	\$3,080,152	\$8,641,891
Less estimated income	859,355	849,784	9,571	859,355
General fund	\$4,875,866	\$4,711,955	\$3,070,581	\$7,782,536
Bill total				
Total all funds	\$2,219,426,606	\$2,092,863,858	\$136,373,264	\$2,229,237,122
Less estimated income	1,157,247,303	443,448,640	(368,621)	443,080,019
General fund	\$1,062,179,303	\$1,649,415,218	\$136,741,885	\$1,786,157,103

House Bill No. 1013 - Information Technology Department - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages		\$880,953	(\$880,953)	
Total all funds	\$0	\$880,953	(\$880,953)	\$0
Less estimated income	0	880,953	(880,953)	0
General fund	\$0	\$0	\$0	\$0
FTE	0.00	6.00	(6.00)	0.00

Department No. 112 - Information Technology Department - Detail of Senate Changes

	Removes Transfer of FTE Positions to the Information Technology Department ¹	Total Senate Changes
Salaries and wages	(\$880,953)	(\$880,953)
Total all funds	(\$880,953)	(\$880,953)
Less estimated income	(880,953)	(880,953)
General fund	\$0	\$0
FTE	(6.00)	(6.00)

¹ Funding added by the House for 6 FTE positions to be transferred from the Department of Public Instruction is removed.

This amendment removes:

- A section added by the House requiring the Superintendent of Public Instruction to transfer 6 FTE information technology positions to the Information Technology

Department by September 30, 2014, or request Budget Section approval for an extension of the deadline. The section also provides the department may seek Emergency Commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for the services provided by the Information Technology Department.

- A section added by the House to authorize 6 FTE positions and appropriate \$880,953 from special funds derived from other income to the Information Technology Department for positions to be transferred from the Department of Public Instruction.

House Bill No. 1013 - Department of Public Instruction - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	\$16,611,338	\$15,602,405	\$1,018,431	\$16,620,836
Operating expenses	30,149,802	29,630,802	100,000	29,730,802
Integrated formula payments	1,787,400,000	1,684,550,000	125,250,000	1,809,800,000
Grants - Special education contracts	16,500,000	16,500,000		16,500,000
Grants - Transportation	53,500,000	48,500,000	5,000,000	53,500,000
Grants - Other grants	273,410,155	270,640,155	2,066,106	272,706,261
Rapid enrollment grants	17,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Accrued leave payments		322,068	(322,068)	
Funding pool for initiatives		2,500,000	250,000	2,750,000
Total all funds	\$2,194,721,295	\$2,068,395,430	\$133,362,469	\$2,201,757,899
Less estimated income	1,151,411,433	436,763,161	480,988	437,244,149
General fund	\$1,043,309,862	\$1,631,632,269	\$132,881,481	\$1,764,513,750
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Increases Funding Pool for Initiatives ³	Increases Funding for Passthrough Grants ⁴	Increases Funding for the Teacher Mentoring Program ⁵	Adds Funding for Pathfinders Parent Project ⁶
Salaries and wages	\$696,363	\$322,068				
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants				915,000	1,000,000	131,106
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments		(322,068)				
Funding pool for initiatives			250,000			
Total all funds	\$696,363	\$0	\$250,000	\$915,000	\$1,000,000	\$131,106
Less estimated income	480,988	0	0	0	0	0
General fund	\$215,375	\$0	\$250,000	\$915,000	\$1,000,000	\$131,106
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Governing North Dakota Textbook ⁷	Increases Funding for Transportation Grants ⁸	Adds Funding for Study of Information Technology FTE Positions and Services ⁹	Decreases Funding Related to Isolated Schools ¹⁰	Decreases Funding Related to Home Education Supervision Factor ¹¹	Decreases Funding Related to the School District Size Weighting Factor ¹²
Salaries and wages						
Operating expenses			100,000			
Integrated formula payments				(1,300,000)	(515,000)	(435,000)
Grants - Special education contracts						
Grants - Transportation		5,000,000				

Grants - Other grants	20,000					
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives						
Total all funds	\$20,000	\$5,000,000	\$100,000	(\$1,300,000)	(\$515,000)	\$435,000.00
Less estimated income						0
General fund	\$20,000	\$5,000,000	\$100,000	(\$1,300,000)	(\$515,000)	(\$435,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Decreases Funding Related to Changes in Other In-Lieu Revenue Percentages¹³	Increases Funding Related to a Decrease in the Local Tax Contribution¹⁴	Increases Funding Related to Changes in the Minimum Local Effort Calculation¹⁵	Total Senate Changes
Salaries and wages				\$1,018,431
Operating expenses				100,000
Integrated formula payments	(2,700,000)	119,600,000	10,600,000	125,250,000
Grants - Special education contracts				5,000,000
Grants - Transportation				2,066,106
Grants - Other grants				
Rapid enrollment grants				
Transportation efficiency				
National board certification				
Accrued leave payments				(322,068)
Funding pool for initiatives				250,000
Total all funds	(\$2,700,000)	\$119,600,000	\$10,600,000	\$133,362,469
Less estimated income	0	0	0	480,988
General fund	(\$2,700,000)	\$119,600,000	\$10,600,000	\$132,881,481
FTE	0.00	0.00	0.00	0.00

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed and the associated funding returned to line items with salaries and wages funding.

³ This amendment increases the flexible funding pool added by the House to provide one-time funding totaling \$2,750,000 for the following items that were **not** included in the executive recommendation:

- Management information systems - Website updates.
- Safe and drug-free schools salary funding.
- Statewide accreditation system.
- Business manager training program.

Funding is also included in the pool for the following items included in the executive recommendation:

- Management information systems - STARS maintenance and development (\$719,000).
- Common core state standards (\$500,000).
- Teacher and principal evaluation systems (\$400,000).

The funding provided for the Superintendent's initiatives funding pool is offset by funding reductions in line items related to the initiatives included in the executive recommendation, for a net increase in funding of \$1,131,000 from the general fund.

⁴ This amendment increases funding in the other grants line item to restore funding increases included in the executive recommendation and removed by the House for the following passthrough grants:

- North Central Council for School Television (\$50,000) to provide a total of \$535,000, the same as the executive recommendation.
- Rural art outreach project (\$35,000) to provide a total of \$415,000, the same as the executive recommendation.
- National writing projects (\$15,000) to provide a total of \$173,000, the same as the executive recommendation.

In addition, funding for a passthrough grant for the Gearing Up for Kindergarten program removed by the House is restored to \$815,000, the same as the executive recommendation.

⁵ Funding for the teacher mentoring program removed by the House is restored to provide a total of \$2.3 million from the general fund, the same as the executive recommendation.

⁶ Funding is added for a passthrough grant to the Pathfinders Parent Project. This funding was not included in the executive recommendation.

⁷ One-time funding is added for a grant to the State Historical Society for the republication of the *Governing North Dakota* textbook. This funding was not included in the executive recommendation.

⁸ This amendment restores the increase in transportation grants included in the executive recommendation and removed by the House to provide a total of \$53.5 million from the general fund.

⁹ This amendment adds one-time funding for the Superintendent of Public Instruction to contract with the Information Technology Department and a private consultant to conduct an information technology staffing analysis.

¹⁰ Funding added by the House related to a change in the average daily membership eligibility criteria for isolated schools from 100 students to 125 students is removed. The executive recommendation did not include this change.

¹¹ Funding is reduced for savings related to a reduction in the home education supervision factor from .50 to .20. The executive recommendation did not include this change.

¹² Funding added by the House for changes in the school district size weighting factor is reduced by the Senate. The executive recommendation did not change the school district size weighting factors.

¹³ Funding is reduced for savings related to changes in the percentage of other in-lieu revenue included in the formula. The executive recommendation did not include this change.

¹⁴ Funding for integrated formula payments is increased due to a decrease in the local contribution from 70 mills to 50 mills, the same as the executive recommendation.

¹⁵ Funding for integrated formula payments is increased due to changes in the minimum local effort calculation. The executive recommendation did not include this change.

This amendment also:

- Changes the section of the bill related to the salary of the Superintendent of Public

Instruction to provide 4 percent annual salary increases, the same as the executive budget. The House provided 3 percent annual increases.

- Removes two sections added by the House related to the transfer of 6 FTE positions to the Information Technology Department, including a section providing an appropriation of \$883,953 from special funds to the Information Technology Department for defraying the expenses of 6 FTE information technology positions transferred from the Department of Public Instruction.
- Removes a section added by the House related to a study of the costs and benefits of accepting federal funds and the consequences of declining federal funds.
- Removes a legislative intent section added by the House allowing school districts to participate in the Gearing Up for Kindergarten program
- Amends a section related to the distribution of transportation grants to update reimbursement rates for the \$5 million increase restored by the Senate to the executive budget level.
- Adds a section to identify funding for an information technology staffing analysis of the Department of Public Instruction.
- Amends North Dakota Century Code Section 15.1-18.1-02 related to the national certification program to increase the payment from \$1,000 to \$1,500 effective July 1, 2015. The change recommended in the executive budget was inadvertently not changed in the bill as introduced.
- Adds a section of legislative intent that the Superintendent of Public Instruction propose legislation to the 64th Legislative Assembly to replace any reductions to federal title funds due to sequestration with state funding.

House Bill No. 1013 - State Library - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	\$3,932,706	\$3,705,227	\$227,479	\$3,932,706
Operating expenses	1,895,726	1,895,726		1,895,726
Grants	2,794,000	2,252,500	266,500	2,519,000
Accrued leave payments		75,354	(75,354)	
Total all funds	\$8,622,432	\$7,928,807	\$418,625	\$8,347,432
Less estimated income	2,400,847	2,388,159	12,688	2,400,847
General fund	\$6,221,585	\$5,540,648	\$405,937	\$5,946,585
FTE	29.75	29.75	0.00	29.75

Department No. 250 - State Library - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Increases State Aid to Libraries ³	Total Senate Changes
Salaries and wages	\$152,125	\$75,354		\$227,479
Operating expenses				
Grants			266,500	266,500
Accrued leave payments		(75,354)		(75,354)
Total all funds	\$152,125	\$0	\$266,500	\$418,625
Less estimated income	12,688	0	0	12,688
General fund	\$139,437	\$0	\$266,500	\$405,937
FTE	0.00	0.00	0.00	0.00

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed and the associated funding returned to line items with salaries and wages funding.

³ This amendment restores the increase in state aid to libraries included in the executive recommendation and removed by the House to provide a total of \$1,766,500 from the general fund.

In addition, the section related to the distribution of state aid to public libraries is amended to provide for the distribution of aid totaling \$1,766,500.

House Bill No. 1013 - School for the Deaf - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	\$7,044,843	\$6,675,567	\$511,518	\$7,187,085
Operating expenses	1,908,794	1,892,495	16,299	1,908,794
Capital assets	1,194,021	1,194,021		1,194,021
Grants	200,000	200,000		200,000
Accrued leave payments		134,846	(134,846)	
Total all funds	\$10,347,658	\$10,096,929	\$392,971	\$10,489,900
Less estimated income	2,575,668	2,566,583	9,085	2,575,668
General fund	\$7,771,990	\$7,530,346	\$383,886	\$7,914,232
FTE	44.61	44.61	0.00	44.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Restores Funding for Professional Development ³	Adds Contingent Funding for a Full-Time Superintendent Position ⁴	Total Senate Changes
Salaries and wages	\$234,430	\$134,846		\$142,242	\$511,518
Operating expenses			16,299		16,299
Capital assets					
Grants					
Accrued leave payments		(134,846)			(134,846)
Total all funds	\$234,430	\$0	\$16,299	\$142,242	\$392,971
Less estimated income	9,085	0	0	0	9,085
General fund	\$225,345	\$0	\$16,299	\$142,242	\$383,886
FTE	0.00	0.00	0.00	0.00	0.00

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed and the associated funding returned to line items with salaries and wages funding.

³ This amendment restores a funding increase for professional development included in the executive recommendation and removed by the House.

⁴ Contingent funding is added for a full-time superintendent position. The position is currently vacant and is shared with North Dakota Vision Services - School for the Blind.

In addition, this amendment adds a section to provide the School for the Deaf may use up to

\$142,242 provided from the general fund, contingent on the retirement of the current superintendent, to fill a full-time superintendent position. The salary authorization is to be prorated based on the retirement date of the current superintendent. The section also provides the Superintendent of Public Instruction may determine how the superintendent position at the School for the Deaf is filled.

House Bill No. 1013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	\$4,452,015	\$4,191,070	\$405,615	\$4,596,685
Operating expenses	720,806	720,806		720,806
Capital assets	562,400	562,400	2,762,000	3,324,400
Accrued leave payments		87,463	(87,463)	
Total all funds	\$5,735,221	\$5,561,739	\$3,080,152	\$8,641,891
Less estimated income	859,355	849,784	9,571	859,355
General fund	\$4,875,866	\$4,711,955	\$3,070,581	\$7,782,536
FTE	29.50	29.50	0.50	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Adds Contingent Funding for a Full-Time Superintendent Position ³	Adds Funding to Remodel West Wing of the School Building ⁴	Total Senate Changes
Salaries and wages	\$173,482	\$87,463	\$144,670		\$405,615
Operating expenses					
Capital assets				2,762,000	2,762,000
Accrued leave payments		(87,463)			(87,463)
Total all funds	\$173,482	\$0	\$144,670	\$2,762,000	\$3,080,152
Less estimated income	9,571	0	0	0	9,571
General fund	\$163,911	\$0	\$144,670	\$2,762,000	\$3,070,581
FTE	0.00	0.00	0.50	0.00	0.50

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed and the associated funding returned to line items with salaries and wages funding.

³ Contingent funding and a .5 FTE position is added for a full-time superintendent position. Currently, the .5 FTE position related to the superintendent is filled by a Braille music instructor and the superintendent is shared with the School for the Deaf.

⁴ One-time funding is provided to remodel the west wing of the school building occupied by Grand Forks Public Schools.

In addition, this amendment adds a section to provide the North Dakota Vision Services - School for the Blind may use up to \$144,670 provided from the general fund, contingent on the retirement of the current superintendent, to fill a full-time superintendent position. The salary authorization is to be prorated based on the retirement date of the current superintendent. The section provides a .5 FTE superintendent position added to the School for the Blind is contingent on a determination made by the Superintendent of Public Instruction that a full-time superintendent position is required at the School for the Blind. The

section also provides that the Superintendent of Public Instruction may determine how the superintendent position at the School for the Blind is filled.

2013 CONFERENCE COMMITTEE

HB 1013

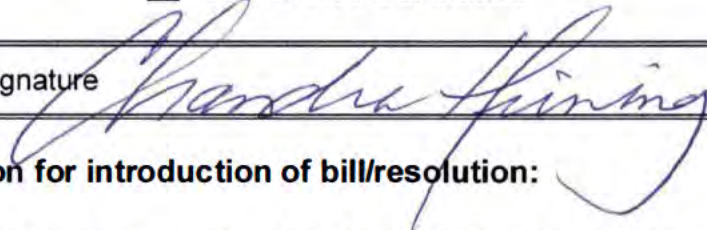
2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
April 18, 2013
Job 21236

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction.

Minutes:

You may make reference to "attached testimony."

Chairman Monson called the committee to order and a quorum was present.

Chairman Monson: We'll ask the Senators to explain what they did and why.

Sen. Holmberg: The bulk of the changes refer to harmonizing this bill with 1319. Starting on page 2, we had a lot of discussion about the transfer and the FTEs to IT from the Department of Public Instruction. Our understanding was that we were going to ask the department to study that in conjunction with the IT department about the feasibility. I was led to believe that ITD and DPI agreed that that was a good way to go, so we made that change. We took them back.

Chairman Monson: So you took them back and put them from ITD back to K-12.

Sen. Holmberg: My understanding was that they were all happy about it.

Chairman Monson: With study language in there?

Sen. Holmberg: With study language in there. Sheila, is there any easier page to go by?

Sheila Peterson, OMB: This is set up by department. Page 7 begins the Senate action on the actual Department of Public Instruction and the related entities. The reason that particular change shows up earlier is because ITD had some impacts in this bill, and those are shown earlier because of their agency number. If you start on page 7, that might be easier to follow.

3:01 **Sen. Holmberg:** So actually page 8 would be the detail of the Senate action. Starting at the first two items, we did what the Senate has done, and those decisions are made probably at pay grades higher than ours, so I won't dwell on those. It's what we did in budgets and what you had in budgets.

Chairman Monson: So you did in this budget reverse what the House did in all of our budgets?

Sen. Holmberg: No, just in this budget. The next item was intriguing, and we liked it. The superintendent has some initiatives; some were in the executive budget and some were not. You funded them at the level of \$2.5 million. We liked the initiatives, and we went closer to what the department had requested. We cut a little off, but we added \$250,000 for the initiatives. The beauty of your idea was that if Initiative A does not take as much money, she can institute it and use that money for another one of those initiatives that does not have enough. So we did not go back to the line items.

5:04 **Rep. Skarphol:** Did we require a report on how she utilizes those dollars as compared to what was.... I don't recall, but I thought we had asked that there be some kinds of report as to how the money was utilized so we could see whether or not the dollars seemed appropriate in those various categories.

Chairman Monson: We did that in other budgets when we pooled them together and asked how it worked. This is a little bit of a new idea, so that might be something we want to look at.

Sen. Holmberg: At the appropriate time, we wouldn't mind that. If nothing else, to the budget section once a year. The next item, number 4, you had added some items to the pass through grants. We did not touch any of those items you added. We did restore funding in that area to the Executive branch for television rural outreach and national writing projects and gearing up for kindergarten. Our committee fights over preschool, Head Start, and kindergarten, but they all liked gearing up for kindergarten, so we restored that to the Executive budget. We had other requests that we did not increase. Elaborated with examples.

Chairman Monson: But the amount is not all for gearing up for kindergarten.

Sen. Holmberg: Clarified amount. The teacher mentoring program was restored. We had information from the department about the importance of the money to bring that line item up to the Executive budget. We decided to add that so that could be part of our discussion.

8:13 **Rep. Skarphol:** If I go back to page 4 in the document, that reflects the actions that we took, correct? For example, number 7 on page 4. Question on amounts indicated.

Sheila Peterson: If you look at footnote 5 in the House changes on page 6... The first action that the House did was to take out the increases in that governor's budget. If you look at the amount for gearing up for kindergarten, first the increase was removed, and then it was decided to take the amount out of the base. So the 615 is the base amount. The 190,000 was the increase. So the total together in the Executive recommendation was the 815.

9:33 **Sen. Holmberg:** Provided information about the Pathfinders Program. They had asked for a specific amount, and we added it. It was not in the Executive budget.

Sen. O'Connell: (faint audio) I served on the board... It helps them if there is a conflict between the parents and the schools. Elaborated.

Chairman Monson: It looks like a conflict resolution thing between parents and school staff.

Sen. O'Connell: Pretty much. They have federal funding. Elaborated.

11:05 **Rep. Skarphol:** I'm intrigued. You said it has federal funding, or it had federal funding? I'm also intrigued by who gets served by it. It is a city of Minot program, or is it a regional program?

Sen. O'Connell: It's a regional program with a headquarters in Minot. It's a state-wide program.

Chairman Monson: But it is currently being funded with federal funds or has been in the past?

Sen. O'Connell: It has had some federal funds in the past. Basically right now it's all state funding.

Sen. Krebsbach: There is little doubt that they are not going to receive the federal funding they've received in the past. They are looking for a little bit of help from the state for this state-wide program.

12:20 **Sen. Holmberg:** After every session, an edition of *Governing North Dakota*, a textbook, has been published. Summarized writing and publication process. They needed some assistance in the printing, photography, and layout. They are looking at publishing it for e-readers. We added money there for the funding of the textbook. The money goes to the historical society, and then it is granted out to them.

Chairman Monson: This was over and above the governor's...

Sen. Holmberg: Yes, this was not in the Executive budget.

Chairman Monson: This is to digitalize the process?

Sen. Holmberg: That is their goal also.

Chairman Monson: They did have some funds in some budget for doing some of the digitalizing.

Sen. Holmberg: Was this, or was this the history?

Chairman Monson: North Dakota history. This is different.

Sen. Holmberg: This is different. This is strictly a government document.

Chairman Monson: But it's under the historical society.

Sen. Holmberg: It's under the historical society, but they don't do the writing themselves. Because the historical society had already been put to bed, and this was an education thing in that it's a textbook used in a number of schools, we added that in.

Chairman Monson: But it's not the...

Sen. Holmberg: It's not that other book...

Chairman Monson: We do require that be taught at grades 4, 8 and 11. This is different.

Chairman Monson: This is strictly about the legislative process and the legislature.

15:02 **Sen. Krebsbach:** One member of the Senate who is an educator recommended using the book in the classroom.

Chairman Monson: I would like to see a copy of that.

Sen. Holmberg: Continued to explain the Senate action regarding transportation grants. In our discussion of the issue of the IT folks, we did put in language for the study of the IT people at a \$100,000 operating expense grant. It's done between the department and IT.

Rep. Skarphol: The \$100,000 is to evaluate whether or not they should consider moving some staff from DPI to ITD?

Sen. Holmberg: That's what we are, but the superintendent is here. I don't know if you want her to comment.

Chairman Monson: We can catch up on that later. It's pretty clear that it's adding funding for the study of that move.

Rep. Skarphol: Is this for a consultant to conduct the study?

Sen. Holmberg: It might be used for that.

Chairman Monson: We'll dig into that more in the next meeting.

17:19 **Sen. Holmberg:** The other changes on this page relate to the integrated payments and the language that had passed the Senate on 1319. Explained. We went back to the original formula in 1319. Elaborated.

Chairman Monson: These were part of all the formula that was removed.

Sen. Holmberg: That was changed.

Chairman Monson: Changed and made into a tax package.

Sen. Holmberg: The tax package here in this bill pays for the \$714 million that was in the Executive budget. As you know, it's a challenge because we have at least three bills dealing in the area of property tax relief.

Chairman Monson: So are 10 11 12 13 14, and 15 all restoring back to the original bill?

Sen. Holmberg: They are restoring to the level that is in contained in 1319. That's what they do. We're not going to pass this bill out immediately because we have to see what happens with the property tax issue.

Chairman Monson: This is going to hinge on several things. Elaborated. This will probably be one of the last ones settled because it has to coincide with a lot of other bills.

20:21 **Rep. Skarphol:** Are 10 and 12 related to the amendment Rep. Brandenburg got put in for the smaller schools that were going to be adversely affected in 1319?

Sheila Peterson: I believe 12 has to do with the district size weighting factor. I don't believe number 10 is; I believe that one is different. I think there was a small tweak to the changes in the numbers of students and the way that that factor was used in number 12, but I believe that one is the same section of the formula that Rep. Brandenburg was working with. I'd have to look at 1319 to double check.

Sen. Holmberg: We conformed this bill to what has passed in the Senate. HB 1319 had passed before this came out. So we let 1319 go out, so what we did here is to conform to what the Senate had passed. Then the question arose about the weighting factor and the 120 to 125.

Chairman Monson: Did that weighting factor change, or just the money that was associated with the tax part of this bill?

Sheila Peterson: The district size weighting factor? I think it had to do with the placement of the factors and the size of the school districts versus the actual factor. I don't think it had anything to do with taxes.

Chairman Monson: Technically, it has nothing to do with this bill because that factor, all the language changes, are in 1319.

Sheila Peterson: Right. It had to do with the effect of that change on the formula payment total. When the factor changed, that changes the weighting student units, which changes the dollar amount, which is in this bill.

Rep. Skarphol: But if the House is determined that Rep. Brandenburg's amendment is appropriate, obviously we're going to affect 1319. That's the dilemma we have because those of us who are here may not be on 1319.

Chairman Monson: We're not. That's the problem. On the House side, none of us are.

Sen. Holmberg: In the past we have had that same anomaly with the policy bill and this bill. I don't think I've served on the policy bill in conference committee.

Chairman Monson: I have. Rep. Kelsch and I usually were on the policy one. This time it's even more complicated because we have tax people and not just education people on the education funding policy bill.

Rep. Skarphol: Rep. Boe, you had a concern when 1319 left the House. I'm curious whether your concern has been allayed in the actions of the Senate and if any of the changes here affect what you were working on.

Rep. Boe: I know that on 1319, they did change the mill levy. What they wanted in the amendment is in 1319, but I don't know how that reflects in here.

Chairman Monson: That did have a fiscal impact. Is that to your knowledge in here?

Unidentified speaker: That was not discussed. Sheila, who is the Council person on 1319?

Sheila Peterson: That would be Anita Thomas. The way the dollar amounts were calculated, as far as the amendments for the Senate appropriations, they were provided by Jerry Coleman at DPI. He would have had the final copy of 1319 and used that to run the numbers. I would believe that the effects of all the changes in 1319 would have been reflected in the total dollar amounts that he provided.

Chairman Monson: So, when you did you amendments, they should have been coordinated with 1319. I'm assuming that this money

Joel Morrissette, OMB: I think that is included in item 15. That relates to the local effort item that Rep. Boe is discussing.

Rep. Skarphol: Senator Holmberg, would you comment on 13, the 2.7 million. Who is affected by that? Is that the mobile homes?

Joel Morrissette: It was mobile home taxes. There was one other type of tax revenue that were changed. That is the dollar amount that relates to that.

Chairman Monson: And you guys probably never had anything to do with that, so that would be in 1319.

Sen. Holmberg: We did make some changes in the three ancillary groups. What we did with the State Library is... You had removed one-time funding for library repair and maintenance, and you had decreased state aid to libraries. We restored the state aid to libraries; we did not restore the one-time funding for library maintenance grants. We got a lot of input from librarians about the relatively small reduction in their money. We added that back in.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1019
April 19, 2013
Job 21314

Conference Committee

Committee Clerk Signature

David Hanson

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the parks and recreation department and for providing a grant to the International Peace Garden; to provide for matching funds; to provide an exemption; and to declare an emergency.

Minutes:

Attachments 1 and 2.

Chairman Dosch called the committee to order. The clerk called the roll with a quorum present.

Sen. Krebsbach: Explained the Senate changes. See attachment 2. 3:20

Chairman Dosch: If we were to do that we should do it in the State Historical Society budget. Did you discuss that at all.

Sen. Krebsbach: From my understanding the State Historical Society is not interested this type of collection. It was something that was found at Fort Abraham Lincoln Park; to keep it there is what was desired. 4:19 Continued to go over the Senate's amendments. 6:05

Chairman Dosch: Asked what the governor's budget recommended.

Sen. Krebsbach: Explained attachment 1, the onetime grant for the expansion of Lewis and Clark Interpretive Center. They were unable to raise enough money for the expansion. We thought it was prudent to do this at this time. Continued explaining the Senate amendments. 13:05

Chairman Dosch: Has there been any communication with the Canadian government with regard to how much money they would be willing to match for the Peace Gardens?

Sen. Krebsbach: She knows someone has been in touch with them, but she hasn't heard back from him. We are protected in the fact that we wouldn't do anything until they have matching dollars.

Chairman Dosch: That was not in the governor's budget. Do you know any reason why it was not?

Sen. Krebsbach: I'm not sure.

Chairman Dosch: The Interpretive Center, the governor did not have anything in his budget for that?

Sen. Krebsbach: No. He did not. And I don't believe he had anything for the Walhalla Gorge and Frost Fire either.

Chairman Dosch: With regard to the Interpretive Center, did you ever breakdown how those funds were to be used?

Sen. Krebsbach: I'm sure that can be provided to you by the executive director of the foundation. 15:46

Rep. Monson: Wanted to know more about that part of pie graph in attachment 1.

Sen. Krebsbach: We have seen the financials on all of this and I'd be willing to share them with you.

Chairman Dosch: Could you speak a little more about the restoring of the funding for the marina? 17:30

Sen. Krebsbach: Explained that the docks could rise and fall regardless of the level of the lake. The amount that they are looking at is well within the reach of the value of the property. 19:55

Rep. Monson: The Frost Fire is something I'd like to bring up. It was not in the governor's budget, nor was the project up by Washburn, nor the collection of artifacts. This was in discussion with Parks and Rec. back in November. It was well vetted in the Education and Environment Division, in the full committee, and on the floor. There are a lot of safeguards. It's a similar situation to the docks. 22:40

Chairman Dosch: There is a lot of new information here, but we will have to end it here for now.

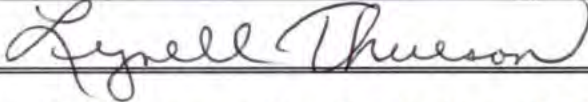
Chairman Dosch adjourned the committee.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
April 22, 2013
Job 21417

Conference Committee



Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction.

Minutes:

Attachment 1.

Chairman Monson called the committee to order with a quorum present.

Chairman Monson: It's been awhile since we met.

Senator Holmberg: We have restored the state aid to libraries back to their executive level. In the School for the Deaf, we restored money to that. We gave the superintendent flexibility at the School for the Blind. Listed the Senate's changes.

6:18 Chairman Monson: Was that the windows and elevator?

Senator Holmberg: Yes. Our thoughts in the Senate committee were here was this building why not put the money in and let them stay there.

7:37 Vice Chair Monson: So the money you added for capital projects, how much does it do for the School for the Blind?

Senator Holmberg: It totally remodels the west wing.

8:16 Chairman Skarphol: Is all the money we are spending on renovations at this building or is the elevator money in addition to this?

Senator Holmberg: I don't believe the elevator is in this. It's in the other portion of the building.

Vice Chair Monson: It looks to me like it's over and above. How much is the total then?

9:43 Joe Morrissette, OMB: In addition to the amount added by the Senate there would be \$241,500 for the elevator and \$189,000 for the window replacements.

10:13 Chairman Skarphol: With regard to the increased rent to be paid, what was the agreement there?

Senator Holmberg: We had a discussion last session that the lease was such that they wouldn't walk away in the middle of a biennium.

11:07 Vice Chair Monson: I thought we had done in our budget enough to satisfy the people from Grand Forks School District that they would be ok with continuing a lease.

12:11 Chairman Skarphol: As I recall in the discussions that we had does that incorporate with this 2.7? If we do this I want to do this in the most cost effective manner.

Senator Holmberg: The number included the entire building.

Chairman Skarphol: That's why we are puzzled we didn't hear about the options.

Senator Holmberg: I don't believe you did. We did hear from the Grand Forks School system.

Vice Chair Monson: And we did know there was more work that on the wish list. My thought was that we had included enough so that we were sure that the Grand Forks School District would be Ok with releasing it again.

Senator Holmberg: That is not the message we heard.

18:38 Vice Chair Monson: What are the qualifications to be a superintendent?

Senator Holmberg: There are other requirements.

Vice Chair Monson: I think we need to have the question answered as to what is the qualification for a superintendent.

20:11 Superintendent Kirsten Baisler, DPI: Our current superintendent at those two facilities has a credential for one but not the other. As an agency that's responsible for accrediting, hiring and approving those institutions as meeting those qualifications, when we do our reviews of all other schools, we make sure the superintendents have the necessary qualifications and credentials.

21:43 Vice Chair Monson: The superintendent's salary how does that compare?

Baisler: It would compare. It's about the market rate for what a position of that responsibility would garner in other positions.

Vice Chair Monson: What is her present salary?

Senator Holmberg: She must make at least \$142 every two years from one institution and the rest from the other institution.

Vice Chair Monson: You are looking at full time at each place.

Baisler: Yes. The external agencies that come in and also get the accreditation have recommended that we should for those students we are serving; there should be a full time administrator there.

Vice Chair Monson adjourned the committee.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
May 1, 2013
Job 21656

Conference Committee

Committee Clerk Signature

David Hanson

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction.

Minutes:

Attachment 1.

Chairman Monson called the committee to order with a quorum present.

Chairman Monson: We still don't have HB 1319 passed out completely, so we are still waiting for some of the numbers for that one. One of the questions we have is on the remodeling project at the School for the Blind. That is one of our bigger differences. Referenced the third page of attachment 1. This is a summary of the two options and option one was more money than option two. 2:45

Sen. Holmberg: When they testified they pointed out that it would be cheaper in the long run to do both sides, but the Senate was unwilling to spend the total amount of money. The Senate felt that option 2 would be adequate to keep their tenant happy. The other option would be to do the other building, but Senate it wasn't willing to spend that much money. 3:55

Chairman Monson: Didn't think this is the time to add money to any budgets. Time is running out for the session to adjourn.

Sen. Holmberg: If you recall we had restored funding that you had removed that went to the governor's level.

Chairman Monson: Roughly forty percent of the operation of the building comes from the rent?

Sen. Holmberg: Forty percent of their special funds come from the rent.

Chairman Monson: And if we don't do the remodeling, are the chances good that we would not have a tenant readily available?

Sen. Holmberg: The chances are good that we wouldn't. And to encourage a new tenant to come in, more work would have to be done. The question is do you invest money into a tenant that has been there long term and plans to stay there long term or do you lose that tenant and fix the building and look for a new tenant? 5:50

Chairman Monson: Is it your understanding the tenant that is there that he will stay there?

Sen. Holmberg: They have given us the assurances that they want to stay there. And if it gets fixed they would stay there.

Rep. Skarphol: My memory of this is somewhat vague. In looking through this material, I'd like to talk about this replaced primary and secondary electrical service. The reason is if you go to pages 17, 18, and 19. What aspect of this will they do? What is going to be done for \$100,000 for what seems to be close to \$300,000 worth of work? 8:20

Joe Morrissette-OMB: I don't think there was electrical work included in the executive budget. There was the elevator project, window replacements, storm drain work, air conditioner replacement, garage heaters, and work on the garage exhaust and air handling system. That is the extent of the repairs that were in the executive budget.

Rep. Skarphol: But if you look at pages 17-19; I'm trying to figure out how \$100,000 will cover all of this. 9:30

Morrissette: Those weren't in the executive budget request.

Chairman Monson: I can see there is an element to the west wing renovation there it says an electrical system replacement and that is included in the \$2.2 million 10:45

Sen. Holmberg: I think on the basis of this that if they received the \$2.7 million they would be satisfied.

Chairman Monson: If we don't do the \$2.7 million we would be looking at no one renting and 40% of the special funds gone. We should recoup a little in added rent. 11:30 Another item is transportation. The governor had \$5 million in and we took it out. And that was restored. 12:00

Sen. Holmberg: At this stage, anything that is part of the differences between the House and the Senate are negotiable.

Chairman Monson: Would like to see five million in there, but doesn't think all of that is possible. 13:00 ITD was the difference too. ITD is behind us; the wages are settled. I had a question on operating expenses. 14:00

Sen. Holmberg: That went hand in glove with the IT question. They were going to study that over the next two years; that's where that money came from.

Rep. Skarphol: To contract with an outside entity to evaluate. 14:55

Chairman Monson: That difference of \$100,000 is to do a study. That sounds a little to excessive to do a study to me. 15:50

Rep. Skarphol: As I recall there is language in the ITD budget with regard to an evaluation of various agencies, but I think they are agencies that have hardware located outside of the secure data center.

Chairman Monson: I think you are right. I remember that there was study in that budget to do that.

Sen. Holmberg: I will visit with the folks who are writing this down and we can get further clarification. 16:45

Chairman Monson: Referenced other grants.

Rep. Skarphol: Referenced an amendment.

Chairman Monson: Referenced Gearing Up for Kindergarten.

Sen. Holmberg: That was the program run through the extension service. We kept getting overturned on the Senate floor on preschool and kindergarten issues. But they liked the Gearing Up Program. 19:15

Rep. Skarphol: The interesting thing about Gearing Up for Kindergarten is that it's not really for kids; it's for the parents of the kids. 20:30

Chairman Monson: Referenced teacher mentoring program: There are some people that have a hard time with that program. 21:05

Rep. Skarphol: When it comes to mentoring, we do it for nothing in the chambers. When we get freshmen in we take care of it. We don't pay somebody to teach freshmen how to be legislators.

Chairman Monson: This is money is a pass through grant to ESPP and then they pass it through onto another entity. In Gearing Up for Kindergarten, we give the money to DPI, they then give it to Extension, and Extension then turns around and gives it to the schools or another entity for the benefit of parents. This is a funny way of moving money around before it comes back to the local school district. 22:35

Sen. Holmberg: We decided to follow what was presented to us and not break any new ground for Gearing Up for Kindergarten.

Chairman Monson: The Pathfinder Parent Project the Senate added money. This is conflict resolution and this is to replace federal funds that are going away?

Sen. Krebsbach: I believe that is what the problem is. It's a statewide program that assists parents, students, and teachers in conflict resolution as well as other situations.

Rep. Skarphol: Would they be available for the legislative session? (Laughter)

Chairman Monson: I think we've said this in other budgets; if there are federal funds going away it must not have been all that important to them. So, why should we be asked to pick up the federal government's funds with state funds?

Sen. Krebsbach: I hear what you are saying, but I think it behooves the state that if something is working we should take a good look at continuing it. 24:55

Chairman Monson: Governing North Dakota textbook was put into the other grants.

Rep. Skarphol: Is that to make that book available for iPad and Kindle?

Sen. Holmberg: That is part of it. It's also going to publish and to pay for the setup for it. The authors donate their time.

Chairman Monson: That money is the cost to set it up and to be online and to publish it and then they sell that published book?

Sen. Holmberg: They sell it.

Rep. Skarphol: Currently, where is it being sold?

Sen. Holmberg: There were twenty eight school districts that utilize it as a textbook in a civics class. They might sell it in the Heritage Center when that place is open.

Rep. Skarphol: The grant is to the State Historical Society.

Sen. Holmberg: Right. 28:00

Chairman Monson: Referenced the items Transportation, IT study, and the tax package for isolated schools.

Sen. Holmberg: So far the amounts that we have looked at that appear we need further discussion on don't seem to be a lot.

Chairman Monson: This is actually a reduction.

Sen. Holmberg: That was to deal with the criteria of the schools of 100-125 student difference and that was lowered because of changes in another bill.

Chairman Monson: DPI explained that because of HB 1319 changes it dropped it.

Morrisette: That was to match changes to HB 1319. 30:45

Chairman Monson: Referenced the minimum local effort calculation.

Sen. Holmberg: That was also from HB 1319.

House Appropriations Education and Environment Division
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Page 5

Chairman Monson adjourned the committee.

2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Roughrider Room, State Capitol

HB 1013
May 3, 2013
Job 21679

Conference Committee

Committee Clerk Signature

David Hanson

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction.

Minutes:

Amendment .02009

Chairman Monson called the committee to order. The clerk called the roll. A quorum was present and Senator Flakoll was present on behalf of Senator Krebsbach.

Representative Skarphol moved to adopt amendment .02009 and Senator O'Connell seconded.

Chairman Monson: This is the policy that was in HB 1319.

Sen. Flakoll: This essentially would move it to sixty mills. One chamber was at seventy and the other at fifty; the compromise was at sixty mills.

Chairman Monson: Representative Nathe, everything looks good to you?

Rep. Nathe: Everything looks good. Explained amendment .02009. 5:20

Chairman Monson: Questioned the highlighted item on page 33.

Rep. Skarphol: That's the property tax. The emergency clause applies to sections 44, 57, and 61.

Sen. O'Connell: What are we repealing?

Anita Thomas-Legislative Council: I do recall those were sections that were outdated.

Sen. Flakoll: I think in some of those cases that is language that once we pull that money and move it across to various funds, then they will shut those down. 7:36

Rep. Boe: On page 15 did we run the numbers to know that the formula still works?

Chairman Monson: I believe we did. Jerry Coleman is in the room. He is shaking his head that they did run the numbers.

Sen. O'Connell: Can someone explain the hold harmless?

Jerry Coleman: It's built into the formula. It's done on a weighted student unit basis. You take a look at what they are receiving in the current year from state aid mill levy reduction grants and their General Fund levies. So, you establish a baseline on a per student weighted basis and no school district would get less than 102% of that on a weighted student basis going forward. The formula is driven by students, so those that are losing kids can't go below that baseline. 9:25

Thomas: This is in response to Senator O'Connell's previous question. One of the sections had to do with kindergarten payments during the 2008-2009 year and the other repealed section required the county treasurer to transfer control the special reserve funds as of March 24, 1997.

Motion carried. Yea-6 Nay-0 Absent-0

12:30

Sheila Sandness-Legislative Council: The results of the change in the mills would be to add back to the House version \$61.9 million. 13:40

Chairman Monson: The salary package has already been agreed to between the House and the Senate for all budgets. 15:00

Chairman Monson: Senator Holmberg, since you and I went through these and are up to date, would you go down the line and we'll see what we agree on.

Sen. Holmberg: They followed what the agreement was between the House and the Senate on salaries. The Senate put on an additional \$250,000 in funding pool that was created with flexibility to the superintendent.

Rep. Skarphol: Did we put any kind of reporting requirement on the pool?

Sen. Holmberg: I don't think we repealed the reporting. In the next item there was discussion on the increasing funding for pass through grants. 17:20

Chairman Monson: Senator Holmberg and I thought we could roll that back to \$675,000 for Gearing Up for Kindergarten. 18:20

Sen. Holmberg: The Senate restored the teacher mentoring program by \$1 million. There was disagreement with the House on that one.

Rep. Skarphol: The House strongly disagreed with that provision.

Sen. O'Connell: I've received a lot of response from the administrators and teachers. It's a strong feeling that they'd like to keep that.

Chairman Monson: Not all of them. There was also negative feedback. 19:45

Representative Skarphol moved to take \$1 million out of the teacher mentoring program and seconded by Representative Boe.

Joe Morrissette-OMB: It's been at the \$2.3 million level in the current biennium.

Rep. Skarphol: It's wonderful to give away somebody else's money, but everywhere that I've worked nobody got paid to train me. It doesn't happen in the private sector. And when we get elected as freshmen legislators, there is nobody there to train us, except our colleagues and they don't get paid to do it.

Chairman Monson: My feeling on that too is that the REAs can do some of this perhaps in the smaller schools. When I was in the school system we did it for nothing. If we take it back we are still at half.

Motion failed. House: Yea-3 Nay-0 Absent-0. Senate: Yea-1 Nay-2 Absent-0.

Sen. Holmberg: That was the Pathfinders Project that we discussed. It was added in the Senate. I hope we can keep it in.

Chairman Monson: These are federal funds that are going away and the state is being asked to pick it up?

Sen. Holmberg: That is right.

Chairman Monson: I think you realize that the House's position on almost all the budgets when we had federal funding going away, we were reluctant to kick in state funds.

Sen. O'Connell: I've served on the board a while back. They go into school and negotiate what the people help put the IEPs together. It keeps the parents and school out of court.

Chairman Monson: So, this helps the parents with kids on IEPs to understand their rights? 24:08

Sen. O'Connell: You are right. They come in as a moderator or conflict resolution.

Chairman Monson: Unless they are new to the program, they might not be sure of their rights. It doesn't seem to take long for them to find out what is needed. The special education people do a good job at making sure that the kids get the services. What are the committee's wishes? 25:30

Sen. Holmberg: I would like to leave it.

Rep. Skarphol: I don't think that there is anything else that we need to dwell on here. That includes the School for the Deaf remodel and the State Library changes...

Chairman Monson: We have agreed to the School for the Blind option 2. The odds of finding a superintendent that has the right credentials in the future is getting more difficult.

Sen. Holmberg: I had a request to bring before you to add \$40,000 to the entrepreneur program.

Senator Holmberg moved to add \$40,000 to the entrepreneur program and seconded by Senator O'Connell. Motion failed. Yea-3 Nay-3 Absent-0

Representative Skarphol moved that the Senate recede from Senate amendments and amend as follows and seconded by Senator O'Connell. Motion carried. Yea-6 Nay-0 Absent-0

Chairman Monson adjourned the committee.

VR
5/4/13
106 48

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

That the Senate recede from its amendments as printed on pages 1546-1556 of the House Journal and pages 1362-1371 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 2, remove "and"

Page 1, line 3, after "blind" insert ", and the legislative council"

Page 1, line 3, remove "to provide for a transfer to the general fund; to provide for the distribution of"

Page 1, replace lines 4 through 8 with "to create and enact sections 15.1-27-04.1, 15.1-27-04.2, and 15.1-27-45 and a new section to chapter 15.1-35 of the North Dakota Century Code, relating to the determination of state aid payable to school districts; to amend and reenact sections 15-39.1-28, 15.1-02-02, 15.1-07-32, 15.1-09-33, 15.1-09-39, 15.1-09-40, 15.1-09-47, 15.1-09-48, 15.1-09-49, 15.1-18.1-02, 15.1-22-01, 15.1-27-03.1, 15.1-27-03.2, 15.1-27-17, 15.1-27-35, 15.1-27-35.3, 15.1-27-39, 15.1-29-15, 15.1-30-04, 15.1-36-02, 40-55-08, 40-55-09, 57-15-01.1, 57-15-14, 57-15-14.2, 57-15-14.5, 57-15-17, 57-15-17.1, 57-15-31, 57-19-01, 57-19-02, and 57-19-09 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction, the national board certification program, and the determination of state aid payable to school districts; to repeal sections 15.1-27-07.1 and 57-19-10 of the North Dakota Century Code, relating to kindergarten payments and special reserve funds; to provide an appropriation; to provide supplemental assistance payments; to provide for a transfer; to provide exemptions; to provide legislative intent; to provide for a legislative management study; to provide for a suspension; to provide an effective date; to provide an expiration date; and to declare an emergency."

Page 1, remove lines 21 through 24

Page 2, replace lines 1 through 5 with:

"Salaries and wages	\$14,409,300	\$1,531,653	\$15,940,953
Accrued leave payments	0	322,068	322,068
Operating expenses	29,099,187	631,615	29,730,802
Funding pool for initiatives	0	2,750,000	2,750,000
Grants - state school aid	918,459,478	(918,459,478)	0
Integrated formula payments	0	1,752,100,000	1,752,100,000
Grants - special education contracts	16,000,000	500,000	16,500,000
Grants - transportation	48,500,000	5,000,000	53,500,000
Grants - other grants	304,609,393	(32,043,132)	272,566,261"

Page 2, replace lines 10 through 12 with:

"Total all funds	\$1,678,082,358	\$465,477,726	\$2,143,560,084
Less estimated income	<u>434,485,707</u>	<u>2,511,052</u>	<u>436,996,759</u>
Total general fund	\$1,243,596,651	\$462,966,674	\$1,706,563,325"

Page 2, replace lines 18 through 24 with:

"Salaries and wages	\$3,450,359	\$329,694	\$3,780,053
Accrued leave payments	0	75,354	75,354
Operating expenses	1,695,726	200,000	1,895,726
Grants	<u>2,252,500</u>	<u>266,500</u>	<u>2,519,000</u>
Total all funds	\$7,398,585	\$871,548	\$8,270,133
Less estimated income	<u>2,134,610</u>	<u>259,535</u>	<u>2,394,145</u>
Total general fund	\$5,263,975	\$612,013	\$5,875,988"

Page 2, remove lines 30 and 31

Page 3, replace line 1 with:

"Salaries and wages	\$5,932,638	\$1,000,267	\$6,932,905
Accrued leave payments	0	134,846	134,846
Operating expenses	1,633,911	274,883	1,908,794"

Page 3, replace lines 4 through 6 with:

"Total all funds	\$7,808,249	\$2,562,317	\$10,370,566
Less estimated income	1,193,277	1,377,910	2,571,187
Total general fund	\$6,614,972	\$1,184,407	\$7,799,379"

Page 3, replace lines 12 through 19 with:

"Salaries and wages	\$3,815,825	\$599,355	\$4,415,180
Accrued leave payments	0	87,463	87,463
Operating expenses	707,006	13,800	720,806
Capital assets	<u>39,500</u>	<u>3,284,900</u>	<u>3,324,400</u>
Total all funds	\$4,562,331	\$3,985,518	\$8,547,849
Less estimated income	<u>835,091</u>	<u>18,665</u>	<u>853,756</u>
Total general fund	\$3,727,240	\$3,966,853	\$7,694,093
Full-time equivalent positions	29.50	0.50	30.00"

Page 3, replace lines 24 through 26 with:

"Grand total general fund	\$1,259,202,838	\$468,829,947	\$1,728,032,785
Grand total special funds	<u>438,648,685</u>	<u>4,167,162</u>	<u>442,815,847</u>
Grand total all funds	\$1,697,851,523	\$472,997,109	\$2,170,848,632"

Page 4, after line 4, insert:

"Funding pool for initiatives	0	2,750,000
Information technology staffing analysis	0	100,000
Early childhood care and education study	0	200,000
Governing North Dakota textbook	0	20,000"

Page 4, replace lines 6 through 8 with:

"Total department of public instruction - all funds	\$22,101,716	\$3,070,000
Total department of public instruction - estimated income	<u>21,717,716</u>	<u>0</u>
Total department of public instruction - general fund	\$384,000	\$3,070,000"

Page 4, after line 18, insert:

"Remodel of west wing	0	2,762,000"
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Page 4, replace lines 21 through 26 with:

"Total school for the blind - all funds	\$70,000	\$3,302,829
Total school for the blind - estimated income	<u>0</u>	<u>110,329</u>
Total school for the blind - general fund	\$70,000	\$3,192,500
Grand total - all funds	\$23,170,246	\$7,375,088
Grand total - estimated income	<u>22,612,446</u>	<u>1,112,588</u>
Grand total - general fund	\$557,800	\$6,262,500"

Page 5, remove lines 15 through 30

Page 6, remove lines 1 and 2

Page 7, line 13, replace "three" with "thirteen"

Page 7, line 15, replace "Forty-six" with "Fifty-two"

Page 7, line 17, replace "Forty-six" with "Fifty"

Page 7, line 28, replace "Forty-six" with "Fifty"

Page 8, line 4, replace "Twenty-six" with "Thirty"

Page 9, after line 2, insert:

"SECTION 11. SUPERINTENDENT - SCHOOL FOR THE DEAF - AUTHORIZATION - CONTINGENT FUNDING. The salaries and wages line item in subdivision 3 of section 1 of this Act includes \$142,242 from the general fund to provide funding for a full-time superintendent at the school for the deaf. The school for the deaf may use the funding to fill a full-time superintendent position as directed by the superintendent of public instruction. This funding is contingent on the superintendent of public instruction certifying to the director of the office of management and budget that the position has been filled by a full-time superintendent. The office of management and budget shall prorate the amount of funding available to the school for the deaf based on the retirement date of the current superintendent of the school for the deaf.

SECTION 12. SUPERINTENDENT - SCHOOL FOR THE BLIND - AUTHORIZATION - CONTINGENT FUNDING. The salaries and wages line item in subdivision 4 of section 1 of this Act includes \$144,670 from the general fund to provide funding for a full-time superintendent at the school for the blind. In addition, a .5 full-time equivalent position is added, which is contingent on a determination made by the superintendent of public instruction that the position should be filled by a full-time superintendent. The school for the blind may use the funding to fill a full-time superintendent position as directed by the superintendent of public instruction. This funding is contingent on the superintendent of public instruction certifying to the director of the office of management and budget that the position has been filled by a full-time superintendent. The office of management and budget shall prorate the amount of funding available to the school for the blind based on the retirement date of the current superintendent of the school for the blind."

Page 9, after line 10, insert:

"SECTION 15. INFORMATION TECHNOLOGY STAFFING ANALYSIS. Subdivision 1 of section 1 of this Act includes \$100,000 from the general fund for the superintendent of public instruction to contract with the information technology department and a private consultant to conduct an information technology staffing analysis for the biennium beginning July 1, 2013, and ending June 30, 2015. The analysis must include a review of the department of public instruction information

technology staffing duties, responsibilities, and staffing levels and must consider the feasibility and desirability of transferring additional information technology positions to the information technology department and must provide recommendations regarding the appropriate level of information technology staff for the department of public instruction."

Page 9, replace lines 15 through 21 with:

"SECTION 17. LEGISLATIVE INTENT - REIMBURSEMENT OF TITLE FUNDING DUE TO FEDERAL SEQUESTRATION. If, as a result of the federal sequestration order for fiscal year 2013, issued pursuant to section 251A of the Balanced Budget and Emergency Deficit Control Act, as amended [2 U.S.C. 901A], school districts experience a reduction in funds provided under title I, part A of the Elementary and Secondary Education Act of 1965, as amended [20 U.S.C. 6301, et seq.], it is the intent of the legislative assembly that the superintendent of public instruction introduce legislation to the sixty-fourth legislative assembly seeking state funding for school districts to offset these federal funding reductions."

Page 9, line 23, replace "\$1,500,000" with "\$1,766,500"

Page 10, after line 21, insert:

"SECTION 21. AMENDMENT. Section 15-39.1-28 of the North Dakota Century Code is amended and reenacted as follows:

15-39.1-28. Tax levy for teachers' retirement.

Any school district by a resolution of its school board may levy a tax pursuant to subdivision b of subsection 1 of ~~use the proceeds of levies, as permitted by section 57-15-14.2, the proceeds to be used for the purposes of meeting the district's contribution to the fund arising under this chapter and to provide the district's share, if any, of contribution to the fund for contracted employees of either a multidistrict special education board or another school district where the contracted employees are also providing services to the taxing school district.~~

Page 10, line 25, replace "nine" with "ten"

Page 10, line 26, replace "thirty-three" with "ninety-two"

Page 10, line 27, replace "twelve" with "thirteen"

Page 10, line 27, replace "seven" with "ninety-eight"

Page 10, after line 27, insert:

"SECTION 23. AMENDMENT. Section 15.1-07-32 of the North Dakota Century Code is amended and reenacted as follows:

15.1-07-32. Student performance strategist - Verification - Qualifications.

~~Beginning with the 2010-11 school year, each~~Each school district must have available one full-time equivalent student performance strategist for every four hundred students in average daily membership in kindergarten through grade three. Each school district shall submit documentation to the superintendent of public instruction, at the time and in the manner directed by the superintendent, verifying the amount of time that each student performance strategist expended in tutoring students on a one-to-one basis or in groups ranging from two to five, or in providing instructional

coaching to teachers. For purposes of this section, a "student performance strategist" must ~~meet~~:

- 1. a. Meet the qualifications of an elementary school teacher as set forth in section 15.1-18-07; or
- b. Be licensed to teach or approved to teach by the education standards and practices board and hold a special education endorsement or credential; and ~~serve~~
- 2. Serve as a tutor or an instructional coach.

SECTION 24. AMENDMENT. Section 15.1-09-33 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-33. School board - Powers.

The board of a school district may:

- 1. Establish a system of free public schools for all children of legal school age residing within the district.
- 2. Organize, establish, operate, and maintain elementary, middle, and high schools.
- 3. Have custody and control of all school district property and, in the case of the board of education of the city of Fargo, have custody and control of all public school property within the boundaries of the Fargo public school district and to manage and control all school matters.
- 4. Acquire real property and construct school buildings and other facilities.
- 5. Relocate or discontinue schools and liquidate the assets of the district as required by law; provided no site may be acquired or building constructed, or no school may be organized, established, operated, maintained, discontinued, or changed in location without the approval of the state board of public school education if outside the boundary of the district.
- 6. Purchase, sell, exchange, and improve real property.
- 7. Lease real property for a maximum of one year except in the case of a career and technical education facility constructed in whole or in part with financing acquired under chapter 40-57, which may be leased for up to twenty years.
- 8. Subject to chapter 32-15, exercise the power of eminent domain to acquire real property for school purposes.
- 9. Purchase, sell, exchange, improve, and lease for up to one year equipment, furniture, supplies, and textbooks.
- 10. Recruit or contract with others to recruit homes and facilities which provide boarding care for special education students.
- 11. Provide dormitories for the boarding care of special education students.

12. Insure school district property.
13. Independently or jointly with other school districts, purchase telecommunications equipment or lease a telecommunications system or network.
14. Provide for the education of students by another school district.
15. Contract with federal officials for the education of students in a federal school.
16. Prescribe courses of study in addition to those prescribed by the superintendent of public instruction or by law.
17. Adopt rules regarding the instruction of students, including their admission, transfer, organization, grading, and government.
18. Join the North Dakota high school activities association and pay membership fees.
19. Adopt alternative curricula for high school seniors who require fewer than four academic units.
20. Contract with, employ, and compensate school district personnel.
21. Contract with and provide reimbursement for the provision of teaching services by an individual certified as an instructor in the areas of North Dakota American Indian languages and culture by the education standards and practices board.
22. Suspend school district personnel.
23. Dismiss school district personnel.
24. Participate in group insurance plans and pay all or part of the insurance premiums.
25. Contract for the services of a district superintendent, provided that the contract, which may be renewed, does not exceed a period of three years.
26. Contract for the services of a principal.
27. Employ an individual to serve as the school district business manager or contract with any person to perform the duties assigned to a school district business manager by law.
28. Suspend or dismiss a school district business manager for cause without prior notice.
29. Suspend or dismiss a school district business manager without cause with thirty days' written notice.
30. Defray the necessary and contingent expenses of the board.

- 31. Levy a tax upon property in the district for school purposes, as permitted in accordance with chapter 57-15.
- 32. Amend and certify budgets and tax levies, as provided in title 57.
- 33. Pay dues allowing for the board to hold membership in city, county, state, and national organizations and associations.
- 34. Designate, at its annual meeting, a newspaper of general circulation as the official newspaper of the district.

SECTION 25. AMENDMENT. Section 15.1-09-39 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-39. Districts in bordering states - Contract.

- 1. Notwithstanding any other provision of law, the board of a school district in this state may contract with the board of a school district in another state for the joint operation and maintenance of school facilities and for joint activities, if the districts are contiguous. To be valid, the contract must be approved by the superintendent of public instruction and by a majority of the qualified electors residing in the district.
- 2. In assessing the contract, the superintendent shall consider the district's enrollment, its valuation, and its longevity.
- 3. If the superintendent approves the contract, the board shall submit the contract to the electorate of the district, for approval, at an annual or a special election.
- 4. The board shall publish notice of the election in the official newspaper of the district at least fourteen days before the election. The notice must include a statement regarding the purpose of the election and the terms of the contract.
- 5. On the ballot, the board shall seek the voters' permission to execute the proposed contract, as approved by the superintendent of public instruction.
- 6. If the voters approve the execution of the contract, the board may levy and collect taxes, as permitted in accordance with chapter 57-15. to carry out the contract pursuant to law.
- 7. If a district that is a party to a contract under this section dissolves, any district to which the land of the dissolved district is attached shall assume the contractual responsibilities.

SECTION 26. AMENDMENT. Section 15.1-09-40 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-40. Sharing of levied taxes - Contract.

The boards of two or more school districts may contract to share levied taxes in all or a portion of their respective districts. The rate of taxes to be levied on any property in the joint taxing area or district is the rate of tax provided for in the contract, not exceeding any levy limitations ~~applicable to the property~~ under chapter 57-15. The

auditor of each county in which all or a portion of a contracting district is located shall fix and levy taxes on that portion of the property which is described in the contract and is located in the county at the rate set by the contract.

SECTION 27. AMENDMENT. Section 15.1-09-47 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-47. Board of education of city of Fargo - Taxing authority.

1. ~~The board of education of the city of Fargo may levy taxes, as necessary for any of the following purposes:~~
 - a. ~~To purchase, exchange, lease, or improve sites for schools.~~
 - b. ~~To build, purchase, lease, enlarge, alter, improve, and repair schools and their appurtenances.~~
 - c. ~~To procure, exchange, improve, and repair school apparatus, books, furniture, and appendages, but not the furnishing of textbooks to any student whose parent is unable to furnish the same.~~
 - d. ~~To provide fuel.~~
 - e. ~~To defray the contingent expenses of the board, including the compensation of employees.~~
 - f. ~~To pay teacher salaries after the application of public moneys, which may by law be appropriated and provided for that purpose.~~

2. ~~The question of authorizing or discontinuing the unlimited taxing authority of the board of education of the city of Fargo must be submitted to the qualified electors of the Fargo school district at the next regular election upon resolution of the board of education or upon filing with the board a petition containing the signatures of qualified electors of the district equal in number to twenty percent of the individuals enumerated in the most recent school district census. However, if the electors approve a discontinuation of the unlimited taxing authority, their approval of the discontinuation may not affect the tax levy effective for the calendar year in which the election is held. In addition, the minimum levy may not be less than the levy that was in force at the time of the election. The board may increase its levy in accordance with section 57-15-01. If the district experiences growing enrollment, the board may increase the levy by an amount equal to the amount levied the preceding year per student times the number of additional students enrolled during the new year within the requirements or limitations of this title and title 57.~~

SECTION 28. AMENDMENT. Section 15.1-09-48 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-48. Board of education of city of Fargo - Tax collection.

~~The board of education of the city of Fargo has the power to~~ may ~~levy taxes within the boundaries of the Fargo public school district and to cause such the taxes to be collected in the same manner as other city taxes, provided the taxes meet the requirements or limitations of this title and title 57. The business manager of the board of education shall cause~~ certify ~~the rate for each purpose to be certified by the business~~

~~manager~~ to the city auditor in time to be added to the annual tax list of the city. ~~It is the duty of the~~ The city auditor ~~shall~~ calculate and extend upon the annual assessment roll and tax list any tax levied by the board of education. The tax must be collected in the same manner as other city taxes ~~are collected~~. If the city council fails to levy any tax for city purposes or fails to cause an assessment roll or tax list to be made, the board of education may cause ~~make~~ an assessment roll and tax list ~~to be made~~ and submit the roll to the city auditor with a warrant for the collection of the tax. The board of education may cause the tax to be collected in the same manner as other city taxes are collected or as otherwise provided by resolution of the board.

SECTION 29. AMENDMENT. Section 15.1-09-49 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-49. Board of education of city of Fargo - Taxes for buildings.

The amount to be raised for teacher salaries and contingent expenses must be such only as together with the public money coming to the city from any source is sufficient to establish and maintain efficient and proper schools for students in the city. The tax for purchasing, leasing, or improving sites and the building, purchasing, leasing, enlarging, altering, and repairing of schools may not exceed in any one year fifteen mills on the ~~dollar valuation of the taxable~~ valuation of property of the city in the school district. The board of education may borrow, and when necessary shall borrow, in anticipation of the ~~amount of the taxes to be raised, levied, and collected.~~

Page 12, line 9, after "thousand" insert "five hundred"

Page 12, after line 22, insert:

"SECTION 31. AMENDMENT. Section 15.1-22-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-22-01. Kindergarten - Establishment by board - Request by parent - Levy.

- ~~1.~~ The board of a school district shall either provide at least a half-day kindergarten program for any student enrolled in the district or pay the tuition required for the student to attend a kindergarten program in another school district.
- ~~2.~~ The board of a school district that establishes a kindergarten under this section may levy a tax pursuant to subdivision p of subsection 1 of section ~~57-15-14.2.~~

SECTION 32. AMENDMENT. Section 15.1-27-03.1 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-03.1. (Effective through June 30, 2013, and after June 30, 2015) Weighted average daily membership - Determination.

- 1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in a migrant summer program;
 - b. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;

- c. 0.60 the number of full-time equivalent students enrolled in a summer education program;
- d. 0.50 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
- e. 0.30 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- f. 0.25 the number of full-time equivalent students enrolled in an alternative high school;
- g. 0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;
- h. 0.20 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- i. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
- j. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
- k. ~~0.0790~~ 0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
- l. 0.07 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;

- (2) Are enrolled in a program of instruction for English language learners; and
- (3) Have not been in the third of six categories of proficiency for more than three years;
- m. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];
- n. 0.006 the number of students enrolled in average daily membership in each public school in the district that:
 - (1) Has acquired and is utilizing the PowerSchool student information system;
 - (2) Has acquired and is in the process of implementing the PowerSchool student information system; or
 - (3) Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and
- o. 0.004 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.
- 2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

(Effective July 1, 2013, through June 30, 2015) Weighted average daily membership - Determination.

- 1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in a migrant summer program;
 - b. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - c. 0.60 the number of full-time equivalent students enrolled in a summer education program;
 - d. ~~0.50~~0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
 - e. 0.30 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least

- proficient and placed in the first of six categories of proficiency;
and
- (2) Are enrolled in a program of instruction for English language learners;
- f. 0.25 the number of full-time equivalent students enrolled in an alternative high school;
- g. 0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;
- h. 0.20 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- i. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
- j. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;
- k. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
- l. ~~0.0790.082~~ the number of students enrolled in average daily membership, in order to support the provision of special education services;
- m. 0.07 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
 - (2) Are enrolled in a program of instruction for English language learners; and
 - (3) Have not been in the third of six categories of proficiency for more than three years;

- n. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];
 - o. ~~0.0060.003~~ the number of students enrolled in average daily membership in each public school in the district that:
 - (1) Has acquired and is utilizing the PowerSchool student information system;
 - (2) Has acquired and is in the process of implementing the PowerSchool student information system; or
 - (3) Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and
 - p. ~~0.0040.002~~ the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.
2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

SECTION 33. AMENDMENT. Section 15.1-27-03.2 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-03.2. School district size weighting factor - Weighted student units.

- 1. For each high school district in the state, the superintendent of public instruction shall assign a school district size weighting factor of:
 - a. ~~1.25~~1.35 if the students in average daily membership number fewer than ~~185~~125;
 - b. 1.34 if the students in average daily membership number at least 125 but fewer than 130;
 - c. 1.33 if the students in average daily membership number at least 130 but fewer than 135;
 - d. 1.32 if the students in average daily membership number at least 135 but fewer than 140;
 - e. 1.31 if the students in average daily membership number at least 140 but fewer than 145;
 - f. 1.30 if the students in average daily membership number at least 145 but fewer than 150;
 - g. 1.29 if the students in average daily membership number at least 150 but fewer than 155;

- h. 1.28 if the students in average daily membership number at least 155 but fewer than 160;
- i. 1.27 if the students in average daily membership number at least 160 but fewer than 165;
- j. 1.26 if the students in average daily membership number at least 165 but fewer than 175;
- k. 1.25 if the students in average daily membership number at least 175 but fewer than 185;
- ~~l.~~ 1.24 if the students in average daily membership number at least 185 but fewer than 200;
- ~~m.~~ 1.23 if the students in average daily membership number at least 200 but fewer than 215;
- ~~n.~~ 1.22 if the students in average daily membership number at least 215 but fewer than 230;
- ~~o.~~ 1.21 if the students in average daily membership number at least 230 but fewer than 245;
- ~~p.~~ 1.20 if the students in average daily membership number at least 245 but fewer than 260;
- ~~q.~~ 1.19 if the students in average daily membership number at least 260 but fewer than 270;
- ~~r.~~ 1.18 if the students in average daily membership number at least 270 but fewer than 275;
- ~~s.~~ 1.17 if the students in average daily membership number at least 275 but fewer than 280;
- ~~t.~~ 1.16 if the students in average daily membership number at least 280 but fewer than 285;
- ~~u.~~ 1.15 if the students in average daily membership number at least 285 but fewer than 290;
- ~~v.~~ 1.14 if the students in average daily membership number at least 290 but fewer than 295;
- ~~w.~~ 1.13 if the students in average daily membership number at least 295 but fewer than 300;
- ~~x.~~ 1.12 if the students in average daily membership number at least 300 but fewer than 305;
- ~~y.~~ 1.11 if the students in average daily membership number at least 305 but fewer than 310;
- ~~z.~~ 1.10 if the students in average daily membership number at least 310 but fewer than 320;
- ~~aa.~~ 1.09 if the students in average daily membership number at least 320 but fewer than 335;

- r.bb. 1.08 if the students in average daily membership number at least 335 but fewer than 350;
 - s.cc. 1.07 if the students in average daily membership number at least 350 but fewer than 360;
 - t.dd. 1.06 if the students in average daily membership number at least 360 but fewer than 370;
 - u.ee. 1.05 if the students in average daily membership number at least 370 but fewer than 380;
 - v.ff. 1.04 if the students in average daily membership number at least 380 but fewer than 390;
 - w.gg. 1.03 if the students in average daily membership number at least 390 but fewer than 400;
 - x.hh. 1.02 if the students in average daily membership number at least 400 but fewer than 600;
 - y.ii. 1.01 if the students in average daily membership number at least 600 but fewer than 900; and
 - z.jj. 1.00 if the students in average daily membership number at least 900.
2. For each elementary district in the state, the superintendent of public instruction shall assign a weighting factor of:
 - a. 1.25 if the students in average daily membership number fewer than 125;
 - b. 1.17 if the students in average daily membership number at least 125 but fewer than 200; and
 - c. 1.00 if the students in average daily membership number at least 200.
 3. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units.
 4. Notwithstanding the provisions of this section, the school district size weighting factor assigned to a district may not be less than the factor arrived at when the highest number of students possible in average daily membership is multiplied by the school district size weighting factor for the subdivision immediately preceding the district's actual subdivision and then divided by the district's average daily membership.

SECTION 34. Section 15.1-27-04.1 of the North Dakota Century Code is created and enacted as follows:

15.1-27-04.1. Baseline funding - Establishment - Determination of state aid.

1. In order to determine the amount of state aid payable to each district, the superintendent of public instruction shall establish each district's baseline funding. A district's baseline funding consists of:

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- a. All state aid received by the district in accordance with chapter 15.1-27 during the 2012-13 school year;
- b. The district's 2012-13 mill levy reduction grant, as determined in accordance with chapter 57-64, as it existed on June 30, 2013;
- c. An amount equal to that raised by the district's 2012 general fund levy or that raised by one hundred ten mills of the district's 2012 general fund levy, whichever is less;
- d. An amount equal to that raised by the district's 2012 long-distance learning and educational technology levy;
- e. An amount equal to that raised by the district's 2012 alternative education program levy; and
- f. An amount equal to:
 - (1) Seventy-five percent of all revenue received by the school district and reported under code 2000 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (2) Seventy-five percent of all mineral revenue received by the school district through direct allocation from the state treasurer and not reported under code 2000 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Seventy-five percent of all tuition received by the school district and reported under code 1300 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08, with the exception of revenue received specifically for the operation of an educational program provided at a residential treatment facility and tuition received for the provision of an adult farm management program;
 - (4) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on electricity generated from sources other than coal;
 - (6) All revenue received by the school district from mobile home taxes;
 - (7) Seventy-five percent of all revenue received by the school district from the leasing of land acquired by the United States for which compensation is allocated to the state under 33 U.S.C. 701(c)(3);
 - (8) All telecommunications tax revenue received by the school district; and

- (9) All revenue received by the school district from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans' credit.
- 2. The superintendent shall divide the district's total baseline funding by the district's 2012-13 weighted student units in order to determine the district's baseline funding per weighted student unit.
- 3. a. In 2013-14, the superintendent shall multiply the district's weighted student units by eight thousand eight hundred ten dollars.
 - (1) The superintendent shall adjust the product to ensure that the product is at least equal to the greater of:
 - (a) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's 2013-14 weighted student units;
or
 - (b) One hundred percent of the district's baseline funding as established in subsection 1.
 - (2) The superintendent shall also adjust the product to ensure that the product does not exceed one hundred ten percent of the district's baseline funding per weighted student unit multiplied by the district's 2013-14 weighted student units, as established in subsection 2.
- b. In 2014-15, the superintendent shall multiply the district's weighted student units by nine thousand ninety-two dollars.
 - (1) The superintendent shall adjust the product to ensure that the product is at least equal to the greater of:
 - (a) One hundred four percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's 2014-15 weighted student units;
or
 - (b) One hundred percent of the district's baseline funding as established in subsection 1.
 - (2) The superintendent shall also adjust the product to ensure that the product does not exceed one hundred twenty percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's 2014-15 weighted student units.
- 4. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:
 - a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, provided that after 2013, the amount in dollars subtracted for purposes of this subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent; and

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- b. Subtract an amount equal to seventy-five percent of all revenues listed in paragraphs 1 through 5, and 7 of subdivision f of subsection 1 and one hundred percent of all revenues listed in paragraphs 6, 8, and 9 of subdivision f of subsection 1.
- 5. The amount remaining after the computation required under subsection 4 is the amount of state aid to which a school district is entitled, subject to any other statutory requirements or limitations.

SECTION 35. Section 15.1-27-04.2 of the North Dakota Century Code is created and enacted as follows:

15.1-27-04.2. State aid - Minimum local effort - Determination.

If a district's taxable valuation per student is less than twenty percent of the state average valuation per student, the superintendent of public instruction, for purposes of determining state aid in accordance with section 15.1-27-04.1, shall utilize an amount equal to sixty mills times twenty percent of the state average valuation per student multiplied by the number of weighted student units in the district.

SECTION 36. AMENDMENT. Section 15.1-27-17 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-17. Per student payments - Reorganization of school districts - Separate weighting factor.

- 1. Notwithstanding the provisions of section 15.1-27-03.2, the superintendent of public instruction shall create and assign a separate weighting factor to:
 - a. ~~Any school district that reorganized on or before June 30, 2007, and which was receiving per student payments in accordance with section 15.1-27-17, as that section existed on June 30, 2007; and~~
 - b. Any any school district that reorganizes on or after July 1, 2007.
- 2.
 - a. The separate weighting factor must allow the reorganized school district to receive a payment rate equivalent to that which each separate school district would have received had the reorganization not taken place.
 - b. The separate weighting factor must be computed to four decimal places.
 - c. The provisions of this subsection are effective for a period of four years from the date of the reorganization.
- 3. At the beginning of the fifth and at the beginning of the sixth years after the date of the reorganization, the superintendent of public instruction shall make proportionate adjustments in the assigned weighting factor so that beginning with the seventh year after the date of the reorganization, the weighting factor that will be applied to the reorganized district is that provided in section 15.1-27-03.2.

SECTION 37. AMENDMENT. Section 15.1-27-35 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-35. Average daily membership - Calculation.

1. a. ~~During the 2009-10 school year, average daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:~~

- ~~(1) The school district's calendar; or~~
- ~~(2) One hundred eighty.~~

b. ~~During the 2010-11 school year, average daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:~~

- ~~(1) The school district's calendar; or~~
- ~~(2) One hundred eighty-one.~~

e. ~~Beginning with the 2011-12 school year, average~~Average daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:

- ~~(1)~~a. The school district's calendar; or
- ~~(2)~~b. One hundred eighty-two.

2. For purposes of calculating average daily membership, all students are deemed to be in attendance on:

- a. The three holidays listed in subdivisions b through j of subsection 1 of section 15.1-06-02 and selected by the school board in consultation with district teachers;
- b. The two days set aside for professional development activities under section 15.1-06-04; and
- c. The two full days, or portions thereof, during which parent-teacher conferences are held or which are deemed by the board of the district to be compensatory time for parent-teacher conferences held outside regular school hours.

3. For purposes of calculating average daily membership:

- a. A student enrolled full time in any grade from one through twelve may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.

- b. A student enrolled full time in an approved regular education kindergarten program may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.
- c. A student enrolled full time, as defined by the superintendent of public instruction, in an approved early childhood special education program may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.

SECTION 38. AMENDMENT. Section 15.1-27-35.3 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-35.3. Payments to school districts - Unobligated general fund balance.

- 1. a. The superintendent of public instruction shall determine the amount of payments due a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of forty-five percent of its actual expenditures, plus twenty thousand dollars.
- b. Beginning July 1, 2015, the superintendent of public instruction shall determine the amount of payments due to a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of forty percent of its actual expenditures, plus twenty thousand dollars.
- c. Beginning July 1, 2017, the superintendent of public instruction shall determine the amount of payments due to a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of thirty-five percent of its actual expenditures, plus twenty thousand dollars.
- 2. In making the determination required by subsection 1, the superintendent of public instruction may not include in a district's unobligated general fund balance any moneys that were received by the district from the federal education jobs fund program.
- 3. For purposes of this section, a district's unobligated general fund balance includes all moneys in the district's miscellaneous fund, as established under section 57-15-14.2.

SECTION 39. AMENDMENT. Section 15.1-27-39 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-39. Annual salary - Minimum amount.

- ~~1. Beginning with the 2005-06 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a minimum salary level for the contract period equal to at least twenty-two thousand dollars.~~

2. Beginning with the ~~2006-07~~2014-15 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a minimum salary level for the contract period equal to at least ~~twenty-two~~twenty-seven thousand five hundred dollars.

SECTION 40. Section 15.1-27-45 of the North Dakota Century Code is created and enacted as follows:

15.1-27-45. Property tax relief fund.

- 1. a. The property tax relief fund is a special fund in the state treasury. On July 1, 2013, the state treasurer shall change the name of the property tax relief sustainability fund established under section 57-64-05 to property tax relief fund as established by this section and any unobligated balance in the property tax relief sustainability fund must be retained in the property tax relief fund.
- b. The legislative council shall change the name of the property tax relief sustainability fund to the property tax relief fund in the North Dakota Century Code, in its supplements, and in all statutory compilations generated as a result of action by the sixty-third legislative assembly.
- 2. Moneys in the property tax relief fund may be expended pursuant to legislative appropriations for property tax relief programs.
- 3. On or before the third Monday in each January, February, March, April, August, September, October, November, and December, the office of management and budget shall certify to the superintendent of public instruction the amount of the property tax relief fund. The superintendent shall include the amount certified in determining the state aid payments to which each school district is entitled under chapter 15.1-27.

SECTION 41. AMENDMENT. Section 15.1-29-15 of the North Dakota Century Code is amended and reenacted as follows:

15.1-29-15. Levy for tuition payments.

If the board of a school district approves tuition payments for students in grades seven through twelve or if the board is required to make tuition or tutoring payments under this chapter, the board may levy an amount sufficient to meet such payments, pursuant to ~~subdivision e of subsection 1 of section 57-15-14.2.~~

SECTION 42. AMENDMENT. Section 15.1-30-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-30-04. Provision of meals and lodging for high school students - Payment permitted -Levy.

Instead of providing transportation so that an eligible high school student residing in the district can attend school in another district, a school board may pay a reasonable allowance to the student's parent for costs incurred in the provision of meals and lodging for the student at a location other than the student's residence. A school district that furnishes either transportation or an allowance for the provision of meals and lodging for a student under this section may levy a tax pursuant to ~~subdivision a of subsection 1 of section 57-15-14.2 for this purpose.~~

SECTION 43. A new section to chapter 15.1-35 of the North Dakota Century Code is created and enacted as follows:

Beverages - Snack breaks.

During the 2013-15 biennium, a school district may utilize resources provided in accordance with subdivision n of subsection 1 of section 15.1-27-03.1 to ensure that students who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.] receive one serving of milk or juice if a mid-morning snack break is provided.

SECTION 44. AMENDMENT. Section 15.1-36-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-36-02. School construction projects - Loans.

1. ~~The~~In order to provide school construction loans, the board of university and school lands may authorize the use of ~~moneys in:~~
 - a. Fifty million dollars, or so much of that amount as may be necessary, from the coal development trust fund, established pursuant to section 21 of article X of the Constitution of North Dakota and subsection 1 of section 57-62-02 to provide school construction loans, as described in this chapter. The outstanding principal balance of loans under this chapter may not exceed fifty million dollars. The board may adopt policies and rules governing school construction loans; and
 - b. One hundred fifty million dollars from the strategic investment and improvements fund, established pursuant to section 15-08.1-08.
2. In order to be eligible for a loan under this section, the board of a school district shall:
 - a. Propose a construction project with a cost of at least one million dollars and an expected utilization of at least thirty years;
 - b. Obtain the approval of the superintendent of public instruction for the construction project under section 15.1-36-01; and
 - c. Submit to the superintendent of public instruction an application containing all information deemed necessary by the superintendent, including potential alternative sources or methods of financing the construction project.
3. ~~The superintendent of public instruction shall give priority to any district that meets the requirements for receipt of an equity payment under section 15.1-27-11.~~
4. If an eligible school district's ~~imputed~~ taxable valuation per student is less than eighty percent of the state average ~~imputed~~taxable valuation per student, the district is entitled to receive:
 - a. A school construction loan equal to the lesser of ~~twelve~~twenty million dollars or ~~eighty~~ninety percent of the actual project cost;

- b. An interest rate discount equal to at least one hundred but not more than ~~two~~four hundred ~~forty~~five basis points below the prevailing tax-free bond rates; and
- c. A term of repayment that may extend up to twenty years.

~~5.4.~~ If an eligible school district's ~~imputed~~ taxable valuation per student is equal to at least eighty percent but less than ninety percent of the state average ~~imputed~~ taxable valuation per student, the district is entitled to receive:

- a. A school construction loan equal to the lesser of ~~ten~~fifteen million dollars or ~~seventy~~eighty percent of the actual project cost;
- b. An interest rate buydown equal to at least one hundred but not more than ~~two~~three hundred ~~forty~~five basis points below the prevailing tax-free bond rates; and
- c. A term of repayment that may extend up to twenty years.

~~6.5.~~ If an eligible school district's ~~imputed~~ taxable valuation per student is equal to at least ninety percent of the state average ~~imputed~~ taxable valuation per student, the district is entitled to receive:

- a. A school construction loan equal to the lesser of ~~four~~ten million dollars or ~~thirty~~seventy percent of the actual project cost;
- b. An interest rate discount equal to at least one hundred but not more than ~~two~~three hundred ~~forty~~five basis points below the prevailing tax-free bond rates; and
- c. A term of repayment that may extend up to twenty years.

~~7.6.~~ The board of a school district may submit its loan application to the superintendent of public instruction before or after receiving authorization of a bond issue in accordance with chapter 21-03. If the vote to authorize a bond issue precedes the application for a loan, the application must be acted upon by the superintendent expeditiously but no later than one hundred eighty days from the date it is received by the superintendent.

~~8.7.~~ The superintendent of public instruction shall consider each loan application in the order it received approval under section 15.1-36-01.

~~9.8.~~ If the superintendent of public instruction approves the loan, the superintendent may determine the loan amount, the term of the loan, and the interest rate, in accordance with the requirements of this section. A school district's interest rate may not be less than one percent, regardless of any rate discount for which the district might otherwise qualify under this section.

~~10.~~ The superintendent of public instruction may adopt rules governing school construction loans:

- 9. a. If a school district seeking a loan under this section received an allocation of the oil and gas gross production tax during the previous fiscal year in accordance with chapter 57-51, the board of the district shall provide to the board of university and school lands, and to the

state treasurer, its evidence of indebtedness indicating that the loan originated under this section.

- b. If the evidence of indebtedness is payable solely from the school district's allocation of the oil and gas gross production tax in accordance with section 57-51-15, the loan does not constitute a general obligation of the school district and may not be considered a debt of the district.
- c. If a loan made to a school district is payable solely from the district's allocation of the oil and gas gross production tax in accordance with section 57-51-15, the terms of the loan must require that the state treasurer withhold the dollar amount or percentage specified in the loan agreement, from each of the district's oil and gas gross production tax allocations, in order to repay the principal and interest of the evidence of indebtedness. The state treasurer shall deposit the amount withheld into the fund from which the loan originated.
- d. Any evidence of indebtedness executed by the board of a school district under this subsection is a negotiable instrument and not subject to taxation by the state or any political subdivision of the state.

11.10. For purposes of this section, a "construction project" means the purchase, lease, erection, or improvement of any structure or facility by a school board, provided the acquisition or activity is within a school board's authority.

SECTION 45. AMENDMENT. Section 40-55-08 of the North Dakota Century Code is amended and reenacted as follows:

40-55-08. Election to determine desirability of establishing recreation system - How called.

The governing body of any municipality, school district, or park district to which this chapter is applicable, may and upon receipt of a petition signed by at least ten qualified electors but not less than five percent of those qualified electors who voted at the last general election of the municipality, school district, or park district, shall submit to the qualified electors the question of the establishment, maintenance, and conduct of a public recreation system, and except in the case of a school district, the levying of an annual tax for the conduct and maintenance thereof of not more than two and five-tenths mills on each dollar of taxable valuation of all taxable property within the corporate limits or boundaries of such municipality or park district, to be voted upon at the next general election or special municipal election; provided, however, that such questions may not be voted upon at the next general election unless such action of the governing body shall be taken, or such petition to submit such question shall be filed thirty days prior to the date of such election. A school district may ~~levy a tax~~ provide for the establishment, maintenance, and conduct of a public recreation system pursuant to ~~subdivision c of subsection 1 of~~ using the proceeds of levies, as permitted by section 57-15-14.2.

SECTION 46. AMENDMENT. Section 40-55-09 of the North Dakota Century Code is amended and reenacted as follows:

40-55-09. Favorable vote at election - Procedure.

Except in the case of a school district or park district, upon adoption of the public recreation system proposition at an election by a majority of the votes cast upon the proposition, the governing body of the municipality, by resolution or ordinance, shall provide for the establishment, maintenance, and conduct of a public recreation system, and thereafter levy and collect annually a tax of not more than two and five-tenths mills, or not more than eight and five-tenths mills if authorized as provided by this section, on each dollar of the taxable valuation of all taxable property within the corporate limits or boundaries of the municipality. This tax is in addition to the maximum of taxes permitted to be levied in such municipality. The mill levy authorized by this section may be raised to not more than eight and five-tenths mills when the increase is approved by the citizens of the municipality after submission of the question in the same manner as provided in section 40-55-08 for the establishment of the public recreation system. The governing body of the municipality shall continue to levy the tax annually for public recreation purposes until the qualified voters, at a regular or special election, by a majority vote on the proposition, decide to discontinue the levy. The governing body of the municipality may appropriate additional funds for the operation of the public recreation system if in the opinion of the governing body additional funds are needed for the efficient operation thereof. This chapter does not limit the power of any municipality, school district, or park district to appropriate on its own initiative general municipal, school district, or park district tax funds for the operation of a public recreation system, a community center, or character-building facility. ~~A school district may levy a tax annually for the conduct and maintenance of a public recreation system pursuant to subdivision c of subsection 1 of section 57-15-14.2.~~ A park district may levy a tax annually within the general fund levy authority of section 57-15-12 for the conduct and maintenance of a public recreation system.

SECTION 47. AMENDMENT. Section 57-15-01.1 of the North Dakota Century Code is amended and reenacted as follows:

57-15-01.1. Protection of taxpayers and taxing districts.

Each taxing district may levy the lesser of the amount in dollars as certified in the budget of the governing body, or the amount in dollars as allowed in this section, subject to the following:

1. No taxing district may levy more taxes expressed in dollars than the amounts allowed by this section.
2. For purposes of this section:
 - a. "Base year" means the taxing district's taxable year with the highest amount levied in dollars in property taxes of the three taxable years immediately preceding the budget year. For a park district general fund, the "amount levied in dollars in property taxes" is the sum of amounts levied in dollars in property taxes for the general fund under section 57-15-12 including any additional levy approved by the electors, the insurance reserve fund under section 32-12.1-08, the employee health care program under section 40-49-12, the public recreation system under section 40-55-09 including any additional levy approved by the electors, forestry purposes under section 57-15-12.1 except any additional levy approved by the

- electors, pest control under section 4-33-11, and handicapped person programs and activities under section 57-15-60;
 - b. "Budget year" means the taxing district's year for which the levy is being determined under this section;
 - c. "Calculated mill rate" means the mill rate that results from dividing the base year taxes levied by the sum of the taxable value of the taxable property in the base year plus the taxable value of the property exempt by local discretion or charitable status, calculated in the same manner as the taxable property; and
 - d. "Property exempt by local discretion or charitable status" means property exempted from taxation as new or expanding businesses under chapter 40-57.1; improvements to property under chapter 57-02.2; or buildings belonging to institutions of public charity, new single-family residential or townhouse or condominium property, property used for early childhood services, or pollution abatement improvements under section 57-02-08.
3. A taxing district may elect to levy the amount levied in dollars in the base year. Any levy under this section must be specifically approved by a resolution approved by the governing body of the taxing district. Before determining the levy limitation under this section, the dollar amount levied in the base year must be:
- a. Reduced by an amount equal to the sum determined by application of the base year's calculated mill rate for that taxing district to the final base year taxable valuation of any taxable property and property exempt by local discretion or charitable status which is not included in the taxing district for the budget year but was included in the taxing district for the base year.
 - b. Increased by an amount equal to the sum determined by the application of the base year's calculated mill rate for that taxing district to the final budget year taxable valuation of any taxable property or property exempt by local discretion or charitable status which was not included in the taxing district for the base year but which is included in the taxing district for the budget year.
 - c. Reduced to reflect expired temporary mill levy increases authorized by the electors of the taxing district. For purposes of this subdivision, an expired temporary mill levy increase does not include a school district general fund mill rate exceeding one hundred ten mills which has expired or has not received approval of electors for an extension under subsection 2 of section 57-64-03.
 - d. Increased, for a school district determining its levy limitation under this section, by the amount the school district's mill levy reduction grant under section 57-64-02 for the base year exceeds the amount of the school district's mill levy reduction grant under section 57-64-02 for the budget year.
 - e. Reduced for a school district determining its levy limitation under this section, by the amount the school district's mill levy reduction grant under section 57-64-02 for the budget year exceeds the amount of the

school district's mill levy reduction grant under section 57-64-02 for the base year.

- d. If the base year is a taxable year before 2013, reduced by the amount of state aid under chapter 15.1-27, which is determined by multiplying the budget year taxable valuation of the school district by the lesser of:
 - (1) The base year mill rate of the school district minus forty mills; or
 - (2) Fifty mills.
- 4. In addition to any other levy limitation factor under this section, a taxing district may increase its levy in dollars to reflect new or increased mill levies authorized by the legislative assembly or authorized by the electors of the taxing district.
- 5. Under this section a taxing district may supersede any applicable mill levy limitations otherwise provided by law, or a taxing district may levy up to the mill levy limitations otherwise provided by law without reference to this section, but the provisions of this section do not apply to the following:
 - a. Any irrevocable tax to pay bonded indebtedness levied pursuant to section 16 of article X of the Constitution of North Dakota.
 - b. The one-mill levy for the state medical center authorized by section 10 of article X of the Constitution of North Dakota.
- 6. A school district choosing to determine its levy authority under this section may apply subsection 3 only to the amount in dollars levied for general fund purposes under section 57-15-14 or, if the levy in the base year included separate general fund and special fund levies under sections 57-15-14 and 57-15-14.2, the school district may apply subsection 3 to the total amount levied in dollars in the base year for both the general fund and special fund accounts. School district levies under any section other than section 57-15-14 may be made within applicable limitations but those levies are not subject to subsection 3.
- 7. Optional levies under this section may be used by any city or county that has adopted a home rule charter unless the provisions of the charter supersede state laws related to property tax levy limitations.

SECTION 48. AMENDMENT. Section 57-15-14 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14. General fund levy limitations Voter approval of excess levies in school districts.

The aggregate amount levied each year for the purposes listed in section 57-15-14.2 by any school district, except the Fargo school district, may not exceed the amount in dollars which the school district levied for the prior school year plus twelve percent up to a general fund levy of one hundred eighty five mills on the dollar of the taxable valuation of the district, except that:

1. Unless authorized by the electors of the school district in accordance with this section, a school district may not impose greater levies than those permitted under section 57-15-14.2.
 - a. In any school district having a total population in excess of four thousand according to the last federal decennial census there may be levied any specific number of mills that upon resolution of the school board has been submitted to and approved by a majority of the qualified electors voting upon the question at any regular or special school district election.
 - ~~2.~~ b. In any school district having a total population of fewer than four thousand, there may be levied any specific number of mills that upon resolution of the school board has been approved by fifty-five percent of the qualified electors voting upon the question at any regular or special school election.
 - ~~3.~~ c. After June 30, 2009, in any school district election for approval by electors of increased levy authority under subsection 1 or 2, the ballot must specify the number of mills proposed for approval, and the number of taxable years for which that approval is to apply. After June 30, 2009, approval by electors of increased levy authority under subsection 1 or 2 may not be effective for more than ten taxable years.
 - ~~4.~~ d. The authority for a levy of up to a specific number of mills under this section approved by electors of a school district before July 1, 2009, is terminated effective for taxable years after 2015. If the electors of a school district subject to this subsection have not approved a levy for taxable years after 2015 of up to a specific number of mills under this section by December 31, 2015, the school district levy limitation for subsequent years is subject to the limitations under section 57-15-01.1 or this section.
 - e. For taxable years beginning after 2012:
 - (1) The authority for a levy of up to a specific number of mills, approved by electors of a school district for any period of time that includes a taxable year before 2009, must be reduced by one hundred fifteen mills as a precondition of receiving state aid in accordance with chapter 15.1-27.
 - (2) The authority for a levy of up to a specific number of mills, approved by electors of a school district for any period of time that does not include a taxable year before 2009, must be reduced by forty mills as a precondition of receiving state aid in accordance with chapter 15.1-27.
 - (3) The authority for a levy of up to a specific number of mills, placed on the ballot in a school district election for electoral approval of increased levy authority under subdivision a or b, after June 30, 2013, must be stated as a specific number of mills of general fund levy authority and must include a statement that the statutory school district general fund levy limitation is seventy mills on the dollar of the taxable valuation of the school district.

- 5. f. The authority for an unlimited levy approved by electors of a school district before July 1, 2009, is terminated effective for taxable years after 2015. If the electors of a school district subject to this subsection have not approved a levy of up to a specific number of mills under this section by December 31, 2015, the school district levy limitation for subsequent years is subject to the limitations under section 57-15-01.1 or this section.
- 2. a. The question of authorizing or discontinuing such specific number of mills authority in any school district must be submitted to the qualified electors at the next regular election upon resolution of the school board or upon the filing with the school board of a petition containing the signatures of qualified electors of the district equal in number to ten percent of the number of electors who cast votes in the most recent election in the school district. ~~However, not~~ No fewer than twenty-five signatures are required. ~~However, the~~
- b. The approval of discontinuing such authority does not affect the tax levy in the calendar year in which the election is held.
- c. The election must be held in the same manner and subject to the same conditions as provided in this section for the first election upon the question of authorizing the mill levy.

SECTION 49. AMENDMENT. Section 57-15-14.2 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14.2. Mill levies requiring board action -- Proceeds to general fund account
School district levies.

- 1. ~~A school board of any school district may levy an amount sufficient to cover general expenses, including the costs of the following:~~
 - a. ~~Board and lodging for high school students as provided in section 15.1-30-04.~~
 - b. ~~The teachers' retirement fund as provided in section 15-39.1-28.~~
 - e. ~~Tuition for students in grades seven through twelve as provided in section 15.1-29-15.~~
 - d. ~~Special education program as provided in section 15.1-32-20.~~
 - e. ~~The establishment and maintenance of an insurance reserve fund for insurance purposes as provided in section 32-12.1-08.~~
 - f. ~~A final judgment obtained against a school district.~~
 - g. ~~The district's share of contribution to the old age survivors' fund and matching contribution for the social security fund as provided by chapter 52-09 and to provide the district's share of contribution to the old age survivors' fund and matching contribution for the social security fund for contracted employees of a multidistrict special education board.~~
 - h. ~~The rental or leasing of buildings, property, or classroom space. Minimum state standards for health and safety applicable to school~~

~~building construction shall apply to any rented or leased buildings, property, or classroom space.~~

- ~~i. Unemployment compensation benefits.~~
 - ~~j. The removal of asbestos substances from school buildings or the abatement of asbestos substances in school buildings under any method approved by the United States environmental protection agency and any repair, replacement, or remodeling that results from such removal or abatement, any remodeling required to meet specifications set by the Americans with Disabilities Act accessibility guidelines for buildings and facilities as contained in the appendix to 28 GFR 36, any remodeling required to meet requirements set by the state fire marshal during the inspection of a public school, and for providing an alternative education program as provided in section 57-15-17.1.~~
 - ~~k. Participating in cooperative career and technical education programs approved by the state board.~~
 - ~~l. Maintaining a career and technical education program approved by the state board and established only for that school district.~~
 - ~~m. Paying the cost of purchasing, contracting, operating, and maintaining schoolbuses.~~
 - ~~n. Establishing and maintaining school library services.~~
 - ~~o. Equipping schoolbuses with two-way communications and central station equipment and providing for the installation and maintenance of such equipment.~~
 - ~~p. Establishing free public kindergartens in connection with the public schools of the district for the instruction of resident children below school age during the regular school term.~~
 - ~~q. Establishing, maintaining, and conducting a public recreation system.~~
 - ~~r. The district's share of contribution to finance an interdistrict cooperative agreement authorized by section 15.1-09-40.~~
- ~~2. This limitation does not apply to mill levies pursuant to subdivisions a, c, f, and j of subsection 1. If a school district maintained a levy to finance either its participation in a cooperative career and technical education program or its sponsorship of single district career and technical education programs prior to July 1, 1983, and the district discontinues its participation in or sponsorship of those career and technical education programs, that district must reduce the proposed aggregated expenditure amount for which its general fund levy is used by the dollar amount raised by its prior levy for the funding of those programs.~~
 - ~~3. All proceeds of any levy established pursuant to this section must be placed in the school district's general fund account and may be expended to achieve the purposes for which the taxes authorized by this section are levied. Proceeds from levies established pursuant to this section and funds provided to school districts pursuant to chapter 15.1-27 may not be transferred to the building fund within the school district.~~

1. For taxable years after 2013, the board of a school district may levy a tax not exceeding the amount in dollars that the school district levied for the prior year, plus twelve percent, up to a levy of seventy mills on the taxable valuation of the district, for any purpose related to the provision of educational services. The proceeds of this levy must be deposited into the school district's general fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
2. For taxable years after 2013, the board of a school district may levy no more than twelve mills on the taxable valuation of the district, for miscellaneous purposes and expenses. The proceeds of this levy must be deposited into a special fund known as the miscellaneous fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
3. The board of a school district may levy no more than three mills on the taxable valuation of the district for deposit into a special reserve fund, in accordance with chapter 57-19.
4. The board of a school district may levy no more than the number of mills necessary, on the taxable valuation of the district, for the payment of tuition, in accordance with section 15.1-29-15. The proceeds of this levy must be deposited into a special fund known as the tuition fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
5. Nothing in this section limits the board of a school district from levying:
 - a. Mills for a building fund, as permitted in sections 15.1-09-49 and 57-15-16; and
 - b. Mills necessary to pay principal and interest on the bonded debt of the district, including the mills necessary to pay principal and interest on any bonded debt incurred under section 57-15-17.1 before July 1, 2013.
6. For the taxable year 2013 only, the board of a school district may levy, for the purposes described in subsections 1 and 2, a tax not exceeding the amount in dollars determined under this subsection, plus twelve percent, up to a combined levy of eighty-two mills. For purposes of this subsection, the allowable increase in dollars is determined by multiplying the 2013 taxable valuation of the district by the sum of sixty mills plus the number of mills levied in 2012 for miscellaneous expenses under sections 57-15-14.5 and 57-15-17.1.

SECTION 50. AMENDMENT. Section 57-15-14.5 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14.5. Long-distance learning and educational technology levy –~~Voter approval.~~

1. ~~The school board of a public school district may, upon approval by a majority vote of the qualified electors of the school district voting on the question at any regular or special election, dedicate a tax levy for purposes of this section not to exceed five mills on the dollar of taxable valuation of property within the district.~~

- 2. ~~All revenue accruing from the levy under this section must be used only for purposes of establishing and maintaining long-distance learning and purchasing and maintaining educational technology. For purposes of this section, educational technology includes computer software, computers and computer networks, other computerized equipment, which must be used for student instruction, and the salary of a staff person to supervise the use and maintenance of educational technology.~~
- 3. ~~If the need for the fund terminates, the governing board of the public school district shall order the termination of the levy and~~ On July 1, 2013, each school district shall transfer the remaining balance remaining in its long-distance learning and educational technology fund to the general fund of the school district.

SECTION 51. AMENDMENT. Section 57-15-17 of the North Dakota Century Code is amended and reenacted as follows:

57-15-17. Disposition of building fund tax.

Revenue raised for building purposes shall be disposed of as follows:

- 1. a. All revenue accruing from appropriations or tax levies for a school district building fund together with such amounts as may be realized for building purposes from all other sources must be placed in a separate fund known as a school building fund and must be deposited, held, or invested in the same manner as the sinking funds of such school district or in the purchase of shares or securities of federal or state-chartered savings and loan associations within the limits of federal insurance.
- b. The funds may only be used for the following purposes:
 - (1) ~~The erection~~ construction of new school district buildings ~~or~~ and facilities, ~~or additions to old;~~
 - (2) ~~The renovation, repair, or expansion of school district buildings or~~ and facilities, ~~or the making of major repairs to existing buildings or facilities, or improvements to school land and site. For purposes of this paragraph, facilities may include parking lots, athletic complexes, or any other real property owned by the school district.;~~
 - (3) The improvement of school district buildings, facilities, and real property;
 - (4) The leasing of buildings and facilities;
 - (2)(5) ~~The payment of rentals upon contracts with the state board of public school education.;~~
 - (3)(6) ~~The payment of rentals upon contracts with municipalities for career and technical education facilities financed pursuant to chapter 40-57.~~
 - (4) ~~Within the limitations of school plans as provided in subsection 2 of section 57-15-16.;~~ and

- (5)(7) The payment of principal, ~~premium, if any premiums,~~ and interest on bonds issued pursuant to in accordance with subsection 7 of section 21-03-07.
- (6) ~~The payment of premiums for fire and allied lines, liability, and multiple-peril insurance on any building and its use, occupancy, fixtures, and contents.~~
- c. The custodian of the funds may pay out the funds only upon order of the school board, signed by the president and the business manager of the school district. The order must recite upon its face the purpose for which payment is made.
- 2. Any moneys remaining in a school building fund after the completion of the payments for any school building project which has cost seventy-five percent or more of the amount in such building fund at the time of letting the contracts therefor shall be returned to the general fund of the school district upon the order of the school board.
- 3. The governing body of any school district may pay into the general fund of the school district any moneys which have remained in the school building fund for a period of ten years or more, and such district may include the same as a part of its cash on hand in making up its budget for the ensuing year. In determining what amounts have remained in said fund for ten years or more, all payments which have been paid from the school building fund for building purposes shall be considered as having been paid from the funds first acquired.
- 4. Whenever collections from the taxes levied for the current budget and other income are insufficient to meet the requirements for general operating expenses, a majority of the governing body of a school district may transfer unobligated funds from the school building fund into the general fund of the school district if the school district has issued certificates of indebtedness equal to fifty percent of the outstanding uncollected general fund property tax. No school district may transfer funds from the school building fund into the general fund for more than two years.

SECTION 52. AMENDMENT. Section 57-15-17.1 of the North Dakota Century Code is amended and reenacted as follows:

57-15-17.1. School board levies – Multiyear mercury and hazardous substance abatement or removal – Required remodeling – Alternative education programs – Heating, ventilation, and air conditioning systems Discontinuation of special funds - Required transfers.

- 1. ~~The governing body of any public school district may by resolution adopted by a two-thirds vote of the school board dedicate a tax levy for purposes of this section of not exceeding fifteen mills on the dollar of taxable valuation of property within the district for a period not longer than fifteen years. The school board may authorize and issue general obligation bonds to be paid from the proceeds of this dedicated levy for the purpose of:~~
 - a. ~~Providing funds for the abatement or removal of mercury and other hazardous substances from school buildings in accordance with any~~

- method approved by the United States environmental protection agency and for any repair, replacement, or remodeling that results from the abatement or removal of such substances;
- b. Any remodeling required to meet specifications set by the Americans with Disabilities Act accessibility guidelines for buildings and facilities as contained in the appendix to 28 CFR 36;
 - c. Any remodeling required to meet requirements set by the state fire marshal during the inspection of a public school;
 - d. Providing alternative education programs; and
 - e. Providing funds for the repair, replacement, or modification of any heating, ventilation, or air conditioning systems and required ancillary systems to provide proper indoor air quality that meets American society of heating, refrigerating and air conditioning engineers, incorporated standards.
2. All revenue accruing from the levy under this section, except revenue deposited as allowed by subsections 3, 4, and 5 must be placed in a separate fund known as the mercury and hazardous substance abatement or removal fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of mercury and hazardous substance abatement or removal.
 3. All revenue accruing from up to five mills of the fifteen mill levy under this section must be placed in a separate fund known as the required remodeling fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of required remodeling, as set forth in subsection 1.
 4. All revenue accruing from up to ten mills of the fifteen mill levy under this section may be placed in a separate fund known as the alternative education program fund. Disbursement may be made from the fund for the purpose of providing an alternative education program but may not be used to construct or remodel facilities used to accommodate an alternative education program.
 5. All revenue accruing from the levy under this section, except revenue deposited as allowed by subsections 2, 3, and 4, must be placed in a separate fund known as the heating, ventilation, and air conditioning upgrade fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of improving indoor air quality.
 6. Any On July 1, 2013, each school district shall transfer to its building fund or its general fund any moneys remaining in the mercury and hazardous substance abatement or removal fund after completion of the principal and interest payments for any bonds issued for any school mercury and hazardous substance abatement or removal project, any funds, any moneys remaining in the required remodeling fund after completion of the remodeling projects, any funds, any moneys remaining in the alternative education program fund at the termination of the program, and any funds moneys remaining in the heating, ventilation, and air conditioning

upgrade fund after completion of the principal and interest payments for any bonds issued for any indoor air quality project must be transferred to the general fund of the school district upon the order of the school board.

SECTION 53. AMENDMENT. Section 57-15-31 of the North Dakota Century Code is amended and reenacted as follows:

57-15-31. Determination of levy.

The amount to be levied by any county, city, township, school district, park district, or other municipality authorized to levy taxes shall be computed by deducting from the amount of estimated expenditures for the current fiscal year as finally determined, plus the required reserve fund determined upon by the governing board from the past experience of the taxing district, the total of the following items:

1. The available surplus consisting of the free and unencumbered cash balance.
2. Estimated revenues from sources other than direct property taxes.
3. The total estimated collections from tax levies for previous years.
4. Such expenditures as are to be made from bond sources.
5. The amount of distributions received from an economic growth increment pool under section 57-15-61.
6. The estimated amount to be received from payments in lieu of taxes on a project under section 40-57.1-03.
7. ~~The amount reported to a school district by the superintendent of public instruction as the school district's mill levy reduction grant for the year under section 57-64-02.~~

Allowance may be made for a permanent delinquency or loss in tax collection not to exceed five percent of the amount of the levy.

SECTION 54. AMENDMENT. Section 57-19-01 of the North Dakota Century Code is amended and reenacted as follows:

57-19-01. School district may establish special reserve fund.

Each school district in this state may establish and maintain a special reserve fund ~~which must be separate and distinct from all other funds now authorized by law and which may not exceed in amount at any one time the sum.~~ The balance of moneys in the fund may not exceed that which could be produced by a levy of ~~the maximum mill levy allowed by law~~ fifteen mills in that district for that year.

SECTION 55. AMENDMENT. Section 57-19-02 of the North Dakota Century Code is amended and reenacted as follows:

57-19-02. Special reserve fund - Separate trust fund.

~~The special reserve fund is a separate trust fund for the use and benefit of the school district, to be drawn upon as provided in this chapter.~~

1. Moneys in the special reserve fund may be deposited, held, or invested in the same manner as the sinking fund of the district or in the purchase of shares or securities of federal savings and loan associations or state-chartered building and loan associations, within the limits of federal insurance. ~~The school district business manager shall annually, upon a resolution of the school board, transfer to the school district general fund any part or all of the investment income or interest earned by the principal amount of the school district's special reserve fund.~~
2. Each July first, the board of the school district shall transfer from the special reserve fund to the district's general fund any amount that exceeds the limitation in section 57-19-01.

SECTION 56. AMENDMENT. Section 57-19-09 of the North Dakota Century Code is amended and reenacted as follows:

57-19-09. When fund may be transferred.

Any school district which has heretofore by mistake, or for any other reason, considered all or any part of a special reserve fund, as provided for in chapter 57-19, in determining the budget for the school district which has deducted all or any part of the funds in such special reserve fund from the amount necessary to be levied for any school fiscal year, may transfer from the special reserve fund into the general fund all or any part of such amounts which have been so considered contrary to the provisions of section 57-19-05. ~~Any school district special reserve fund and the tax levy therefor may be discontinued by a vote of sixty percent of the electors of the school district voting upon the question at any special or general election. Any moneys remaining unexpended in such special reserve fund must be transferred to the building or general fund of the school district. The discontinuance of a special reserve fund shall not decrease the school district tax levies otherwise provided for by law by more than twenty percent. A special reserve fund and the tax levy therefor which has been discontinued may be reinstated by a vote of sixty percent of the electors of the school district voting upon the question at any special or general election.~~

SECTION 57. SCHOOL DISTRICT SUPPLEMENTAL ASSISTANCE PAYMENT.

1. A school district is entitled to a one-time supplemental assistance payment if:
 - a. During the 2012-13 school year, the school district participated with one other school district in a cooperative agreement approved by the superintendent of public instruction;
 - b. At the conclusion of the 2012-13 school year, the school district with which it cooperated became part of a reorganized district; and
 - c. Students who resided in the school district and who attended school in one of the reorganizing districts during the 2012-13 school year enroll in their district of residence for the 2013-14 school year.
2. The supplemental assistance payment to which a school district is entitled under this section must be based on the number of its resident students in average daily membership that had attended school under the referenced cooperating agreement in a district other than their school district of

residence during the 2012-13 school year and that enrolled in their school district of residence for the 2013-14 school year. That number, as determined by the superintendent of public instruction, must be multiplied by \$8,810.

- 3. The superintendent of public instruction shall base the supplemental assistance payment on the school district's September tenth enrollment report.
- 4. Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent shall reserve the first \$158,150, or so much of that amount as may be necessary, to provide the supplemental assistance payment required by this section.
- 5. The supplemental assistance payment is not available to any school district that is entitled to a rapid enrollment grant, as a result of legislation enacted by the sixty-third legislative assembly.

SECTION 58. LEGISLATIVE MANAGEMENT STUDY - FUNDING OF EDUCATION - ACCOUNTABILITY - COMMITTEE ESTABLISHMENT.

- 1. The legislative management shall appoint a committee to examine and clarify state-level and local-level responsibility for the equitable and adequate funding of elementary and secondary education in this state.
- 2. The committee shall:
 - a. Define what constitutes "education" for purposes of meeting the state's constitutional requirements;
 - b. Examine the distribution of financial and managerial responsibility for transportation, athletics and activities, course offerings beyond those that are statutorily required, and other nonmandatory offerings and services;
 - c. Examine the distribution of financial and managerial responsibility for school construction;
 - d. Examine the organizational structure for educational delivery in this state, in light of demographic changes, to ensure effectiveness and efficiency;
 - e. Examine the benefits and detriments of statutorily limiting school districts in their ability to generate and expend property tax dollars; and
 - f. Define what constitutes "adequacy" for purposes of funding education.
- 3. The committee shall:
 - a. Examine concepts of accountability in elementary and secondary education;

- b. Examine the performance of North Dakota students in state and national assessments to determine whether recent legislative efforts have effected measurable improvements in student achievement; and
 - c. Examine high school curricular requirements, content standards, and teacher training and qualifications to determine whether North Dakota students are being adequately prepared for the various assessments and for their first year of enrollment in institutions of higher education.
4. The committee shall examine the effectiveness of teacher, principal, and superintendent evaluation systems.
 5. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fourth legislative assembly.

SECTION 59. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$100,000, or so much of the sum as may be necessary, to the legislative council for the purpose of contracting with consultants and other personnel necessary to complete the study of education funding and accountability, for the biennium beginning July 1, 2013, and ending June 30, 2015.

SECTION 60. SCHOOL CONSTRUCTION LOANS - UNCOMMITTED MONEYS - ADDITIONAL PURPOSES. Notwithstanding section 15.1-36-02, if as of December 31, 2014, any portion of the \$150,000,000 referenced in subdivision b of subsection 1 of section 15.1-36-02 remains uncommitted for the purpose of providing school construction loans, the state board of university and school lands may authorize up to \$50,000,000 of the uncommitted amount for the purpose of providing medical facility infrastructure loans in accordance with Senate Bill No. 2187, as enacted by the sixty-third legislative assembly.

SECTION 61. AUTISM SPECTRUM DISORDER - TECHNOLOGY GRANT - TRANSFER.

1. During the 2014-15 school year, the department of career and technical education shall provide a grant to an institution implementing a certificate program that prepares individuals with autism spectrum disorder for employment in the technology sector.
2. The amount of the grant must be determined by multiplying the per student payment rate established in subdivision b of subsection 3 of section 15.1-27-04.1 by the number of students that completed the program, up to a maximum of thirty students.
3. The grant recipient shall provide a report to the legislative management regarding program graduates who found employment in the technology sector, their starting salaries, and their total compensation.
4. Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent may transfer \$250,000, or so much of that amount as may be necessary, to the department of career and technical

education, to provide the autism spectrum disorder grant required by this section.

SECTION 62. SUSPENSION. Sections 15.1-27-04, 15.1-27-11, 15.1-27-22.1, 15.1-27-42, 15.1-27-43, 15.1-27-44, 15.1-32-20, 57-15-14.4, and 57-19-04 of the North Dakota Century Code are suspended through June 30, 2015.

SECTION 63. SUSPENSION. Chapter 57-64 of the North Dakota Century Code is suspended for the first two taxable years beginning after December 31, 2012.

SECTION 64. REPEAL. Sections 15.1-27-07.1 and 57-19-10 of the North Dakota Century Code are repealed."

Page 12, line 23, replace "22" with "30"

Page 12, after line 23, insert:

"SECTION 66. EXPIRATION DATE. Sections 33 through 35, 38, 40, 44, 51, and 54 through 56 of this Act are effective through June 30, 2015, and after that date are ineffective.

SECTION 67. EFFECTIVE DATE - EXPIRATION DATE.

1. Sections 21, 27, 28, 42, 45 through 50, 52, and 53 of this Act are effective for the first two taxable years beginning after December 31, 2012, and are thereafter ineffective.
2. Section 57-15-17.1 remains effective through June 30, 2013, for the purpose of any levy and bond issuance authorized by the board of a school district from January 1, 2013, through June 30, 2013. The amendment to section 57-15-17.1, as set forth in section 52 of this Act, is effective beginning July 1, 2013, for the duration of the 2013 taxable year, and for the taxable year beginning after December 31, 2013."

Page 12, line 24, replace "Section 3" with "Sections 3, 44, 57, and 61"

Page 12, line 24, replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Information Technology Department						
Total all funds	\$0	\$880,953	(\$880,953)	\$0	\$0	\$0
Less estimated income	0	880,953	(880,953)	0	0	0
General fund	\$0	\$0	\$0	\$0	\$0	\$0
Legislative Council						
Total all funds	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000
Less estimated income	0	0	0	0	0	0
General fund	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000
Department of Public Instruction						
Total all funds	\$2,194,721,295	\$2,068,395,430	\$75,164,654	\$2,143,560,084	\$2,201,757,899	(\$58,197,815)
Less estimated income	1,151,411,433	436,763,161	233,598	436,996,759	437,244,149	(247,390)

General fund	\$1,043,309,862	\$1,631,632,269	\$74,931,056	\$1,706,563,325	\$1,764,513,750	(\$57,950,425)
State Library						
Total all funds	\$8,622,432	\$7,928,807	\$341,326	\$8,270,133	\$8,347,432	(\$77,299)
Less estimated income	2,400,847	2,388,159	5,986	2,394,145	2,400,847	(6,702)
General fund	\$6,221,585	\$5,540,648	\$335,340	\$5,875,988	\$5,946,585	(\$70,597)
School for the Deaf						
Total all funds	\$10,347,658	\$10,096,929	\$273,637	\$10,370,566	\$10,489,900	(\$119,334)
Less estimated income	2,575,668	2,566,583	4,604	2,571,187	2,575,668	(4,481)
General fund	\$7,771,990	\$7,530,346	\$269,033	\$7,799,379	\$7,914,232	(\$114,853)
Vision Services - School for the Blind						
Total all funds	\$5,735,221	\$5,561,739	\$2,986,110	\$8,547,849	\$8,641,891	(\$94,042)
Less estimated income	859,355	849,784	3,972	853,756	859,355	(5,599)
General fund	\$4,875,866	\$4,711,955	\$2,982,138	\$7,694,093	\$7,782,536	(\$88,443)
Bill total						
Total all funds	\$2,219,426,606	\$2,092,863,858	\$77,984,774	\$2,170,848,632	\$2,229,237,122	(\$58,388,490)
Less estimated income	1,157,247,303	443,448,640	(632,793)	442,815,847	443,080,019	(264,172)
General fund	\$1,062,179,303	\$1,649,415,218	\$78,617,567	\$1,728,032,785	\$1,786,157,103	(\$58,124,318)

House Bill No. 1013 - Information Technology Department - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages		\$880,953	(\$880,953)			
Total all funds	\$0	\$880,953	(\$880,953)	\$0	\$0	\$0
Less estimated income	0	880,953	(880,953)	0	0	0
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	6.00	(6.00)	0.00	0.00	0.00

Department No. 112 - Information Technology Department - Detail of Conference Committee Changes

	Removes Transfer of FTE Positions to the Information Technology Department ¹	Total Conference Committee Changes
Salaries and wages	(\$880,953)	(\$880,953)
Total all funds	(\$880,953)	(\$880,953)
Less estimated income	(880,953)	(880,953)
General fund	\$0	\$0
FTE	(6.00)	(6.00)

¹ Funding added by the House for 6 FTE positions to be transferred from the Department of Public Instruction is removed, the same as the Senate.

This amendment removes, the same as the Senate, the following sections:

- A section added by the House requiring the Superintendent of Public Instruction to transfer 6 FTE information technology positions to the Information Technology Department by September 30, 2014, or request Budget Section approval for an extension of the deadline. The section also provides the department may seek Emergency Commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for the services provided by the Information Technology Department.

- A section added by the House to authorize 6 FTE positions and appropriate \$880,953 from special funds derived from other income to the Information Technology Department for positions to be transferred from the Department of Public Instruction.

House Bill No. 1013 - Legislative Council - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Education study			\$100,000	\$100,000		\$100,000
Total all funds	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000
Less estimated income	0	0	0	0	0	0
General fund	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Department No. 160 - Legislative Council - Detail of Conference Committee Changes

	Adds Funding for a Study of Education Funding ¹	Total Conference Committee Changes
Education study	\$100,000	\$100,000
Total all funds	\$100,000	\$100,000
Less estimated income	0	0
General fund	\$100,000	\$100,000
FTE	0.00	0.00

¹ A section is added for the Legislative Council to contract with consultants and other personnel to complete a study of education funding and accountability.

House Bill No. 1013 - Department of Public Instruction - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	\$16,611,338	\$15,602,405	\$338,548	\$15,940,953	\$16,620,836	(\$679,883)
Operating expenses	30,149,802	29,630,802	100,000	29,730,802	29,730,802	
Integrated formula payments	1,787,400,000	1,684,550,000	67,550,000	1,752,100,000	1,809,800,000	(\$57,700,000)
Grants - Special education contracts	16,500,000	16,500,000		16,500,000	16,500,000	
Grants - Transportation	53,500,000	48,500,000	5,000,000	53,500,000	53,500,000	
Grants - Other grants	273,410,155	270,640,155	1,926,106	272,566,261	272,706,261	(140,000)
Rapid enrollment grants	17,000,000					
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	120,000	120,000		120,000	120,000	
Accrued leave payments		322,068		322,068		322,068
Funding pool for initiatives		2,500,000	250,000	2,750,000	2,750,000	
Total all funds	\$2,194,721,295	\$2,068,395,430	\$75,164,654	\$2,143,560,084	\$2,201,757,899	(\$58,197,815)
Less estimated income	1,151,411,433	436,763,161	233,598	436,996,759	437,244,149	(247,390)
General fund	\$1,043,309,862	\$1,631,632,269	\$74,931,056	\$1,706,563,325	\$1,764,513,750	(\$57,950,425)
FTE	99.75	99.75	0.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

Removes	Adjusts State	Increases	Increases	Increases	Adds Funding
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	House Changes to Executive Compensation Package ¹	Employee Compensation and Benefits Package ²	Funding Pool for Initiatives ³	Funding for Passthrough Grants ⁴	Funding for the Teacher Mentoring Program ⁵	for Pathfinders Parent Project ⁶
Salaries and wages	\$696,363	(\$357,815)				
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants				775,000	1,000,000	131,106
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives			250,000			
Total all funds	\$696,363	(\$357,815)	\$250,000	\$775,000	\$1,000,000	\$131,106
Less estimated income	480,988	(247,390)	0	0	0	0
General fund	\$215,375	(\$110,425)	\$250,000	\$775,000	\$1,000,000	\$131,106
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Governing North Dakota Textbook ⁷	Increases Funding for Transportation Grants ⁸	Adds Funding for Study of Information Technology FTE Positions and Services ⁹	Decreases Funding Related to Isolated Schools ¹⁰	Decreases Funding Related to Home Education Supervision Factor ¹¹	Decreases Funding Related to the School District Size Weighting Factor ¹²
Salaries and wages						
Operating expenses			100,000			
Integrated formula payments				(1,300,000)	(515,000)	(435,000)
Grants - Special education contracts						
Grants - Transportation		5,000,000				
Grants - Other grants	20,000					
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives						
Total all funds	\$20,000	\$5,000,000	\$100,000	(\$1,300,000)	(\$515,000)	(\$435,000)
Less estimated income	0	0	0	0	0	0
General fund	\$20,000	\$5,000,000	\$100,000	(\$1,300,000)	(\$515,000)	(\$435,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Decreases Funding Related to Changes in Other In Lieu Revenue Percentages ¹³	Increases Funding Related to a Decrease in the Local Tax Contribution ¹⁴	Increases Funding Related to Changes in the Minimum Local Effort Calculation ¹⁵	Total Conference Committee Changes
Salaries and wages				\$338,548
Operating expenses				100,000
Integrated formula payments	(2,700,000)	61,900,000	10,600,000	67,550,000
Grants - Special education contracts				
Grants - Transportation				5,000,000
Grants - Other grants				1,926,106
Rapid enrollment grants				
Transportation efficiency				
National board certification				
Accrued leave payments				
Funding pool for initiatives				250,000
Total all funds	(\$2,700,000)	\$61,900,000	\$10,600,000	\$75,164,654

Less estimated income	0	0	0	233,598
General fund	(\$2,700,000)	\$61,900,000	\$10,600,000	\$74,931,056
FTE	0.00	0.00	0.00	0.00

¹ Changes made by the House to the executive compensation package are removed.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.
- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

³ The flexible funding pool added by the House is increased to the same level as the Senate to provide one-time funding totaling \$2,750,000 for the following items that were **not** included in the executive recommendation:

- Management information systems - Website updates.
- Safe and drug-free schools salary funding.
- Statewide accreditation system.
- Business manager training program.

Funding is also included in the pool for the following items included in the executive recommendation:

- Management information systems - STARS maintenance and development (\$719,000).
- Common core state standards (\$500,000).
- Teacher and principal evaluation systems (\$400,000).

The funding provided for the Superintendent's initiatives funding pool is offset by funding reductions in line items related to the initiatives included in the executive recommendation, for a net increase in funding of \$1,131,000 from the general fund.

⁴ Funding increases in the other grants line item for the following passthrough grants removed by the House are restored to the executive recommendation level, the same as the Senate:

- North Central Council for School Television (\$50,000) to provide a total of \$535,000, the same as the executive recommendation.
- Rural art outreach project (\$35,000) to provide a total of \$415,000, the same as the executive recommendation.
- National writing projects (\$15,000) to provide a total of \$173,000, the same as the executive recommendation.

In addition, funding for a passthrough grant for the Gearing Up for Kindergarten program removed by the House is restored to \$675,000, \$50,000 more than the 2011-13 biennium. The executive recommendation and the Senate included \$815,000 for the Gearing Up for Kindergarten program.

⁵ Funding for the teacher mentoring program removed by the House is restored to provide a total of \$2.3 million from the general fund, the same as the executive recommendation and the Senate version.

⁶ Funding is added for a passthrough grant to the Pathfinders Parent Project, the same as the Senate. This funding was not included in the executive recommendation.

⁷ One-time funding is added for a grant to the State Historical Society for the republication of the *Governing North Dakota* textbook, the same as the Senate. This funding was not included in the executive recommendation.

⁸ This amendment restores the increase in transportation grants included in the executive recommendation and removed by the House to provide a total of \$53.5 million from the general fund, the same as the Senate.

⁹ This amendment adds one-time funding for the Superintendent of Public Instruction to contract with the Information Technology Department and a private consultant to conduct an information technology staffing analysis, the same as the Senate. The executive recommendation and the House did not include this funding.

¹⁰ Funding added by the House related to a change in the average daily membership eligibility criteria for isolated schools from 100 students to 125 students is removed, the same as the Senate. The executive recommendation did not include this change.

¹¹ Funding is reduced for savings related to a reduction in the home education supervision factor from .50 to .20, the same as the Senate. Neither the executive recommendation nor the House included this change.

¹² Funding added by the House for changes in the school district size weighting factor is reduced, the same as the Senate. The executive recommendation did not change the school district size weighting factors.

¹³ Funding is reduced for savings related to changes in the percentage of other in lieu revenue included in the formula, the same as the Senate. Neither the executive recommendation nor the House included these changes.

¹⁴ Funding for integrated formula payments is increased due to a decrease in the local contribution from 70 mills provided in the House version to 60 mills. Funding included in the executive recommendation was based on a local contribution of 50 mills. The House increased the local contribution to 70 mills, reducing funding for integrated formula payments by \$119.6 million. The Senate restored the local contribution to 50 mills, the same as the executive recommendation.

¹⁵ Funding for integrated formula payments is increased due to changes in the minimum local effort calculation, the same as the Senate. Neither the executive recommendation nor the House included this change.

This amendment also:

- Changes the section of the bill related to the salary of the Superintendent of Public Instruction to provide a 4 percent first year and a 3 percent second year salary increase. The Senate and the executive budget provided 4 percent annual increases. The House provided 3 percent annual increases.
- Removes two sections added by the House related to the transfer of 6 FTE positions to the Information Technology Department, including a section providing an appropriation of \$883,953 from special funds to the Information Technology Department for defraying the expenses of 6 FTE information technology positions transferred from the Department of Public Instruction.
- Removes a section added by the House related to a study of the costs and benefits of accepting federal funds and the consequences of declining federal funds.
- Removes a legislative intent section added by the House allowing school districts to participate in the Gearing Up for Kindergarten program.
- Amends a section related to the distribution of transportation grants to update reimbursement rates for the \$5 million increase restored by the Senate to the executive budget level.
- Adds a section to identify funding for an information technology staffing analysis of the Department of Public Instruction.
- Amends North Dakota Century Code Section 15.1-18.1-02 related to the national certification program to increase the payment from \$1,000 to \$1,500 effective July 1, 2015. The change

recommended in the executive budget was inadvertently not changed in the bill as introduced.

- Adds a section of legislative intent that the Superintendent of Public Instruction propose legislation to the 64th Legislative Assembly to replace any reductions to federal title funds due to sequestration with state funding.
- Adds sections relating to the the determination of state aid payable to school districts.
- Adds a section to increase funding available for school construction loans. An additional \$150 million is made available from the strategic investment and improvements fund. In addition, a section is added to provide that of funds remaining uncommitted for school loans as of December 31, 2014, \$50 million may be made available for medical facility infrastructure loans.
- Repeals sections related to kindergarten payments and special reserve funds.
- Adds a section to provide supplemental assistance totaling \$158,150 to a school district from funds remaining in the grants - state school aid line item after the Superintendent of Public Instruction has complied with all statutory obligation imposed for the 2011-13 biennium.
- Provides for a Legislative Management study of education funding and accountability.
- Adds a section to provide for a transfer of \$250,000 to the Department of Career and Technical Education for an autism spectrum disorder technology certificate program. Funding is provided from funds remaining in the grants - state school aid line item after the Superintendent of Public Instruction has complied with all statutory obligations imposed for the 2011-13 biennium.

House Bill No. 1013 - State Library - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	\$3,932,706	\$3,705,227	\$74,826	\$3,780,053	\$3,932,706	(\$152,653)
Operating expenses	1,895,726	1,895,726		1,895,726	1,895,726	
Grants	2,794,000	2,252,500	266,500	2,519,000	2,519,000	
Accrued leave payments		75,354		75,354		75,354
Total all funds	\$8,622,432	\$7,928,807	\$341,326	\$8,270,133	\$8,347,432	(\$77,299)
Less estimated income	2,400,847	2,388,159	5,986	2,394,145	2,400,847	(6,702)
General fund	\$6,221,585	\$5,540,648	\$335,340	\$5,875,988	\$5,946,585	(\$70,597)
FTE	29.75	29.75	0.00	29.75	29.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Removes House Changes to Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Increases State Aid to Libraries ³	Total Conference Committee Changes
Salaries and wages	\$152,125	(\$77,299)		\$74,826
Operating expenses				
Grants			266,500	266,500
Accrued leave payments				
Total all funds	\$152,125	(\$77,299)	\$266,500	\$341,326
Less estimated income	12,688	(6,702)	0	5,986
General fund	\$139,437	(\$70,597)	\$266,500	\$335,340
FTE	0.00	0.00	0.00	0.00

¹ Changes made by the House to the executive compensation package are removed.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first

year of the biennium and 2 to 4 percent for the second year of the biennium.

- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.
- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

³ This amendment restores the increase in state aid to libraries included in the executive recommendation and removed by the House to provide a total of \$1,766,500 from the general fund, the same as the Senate.

In addition, the section related to the distribution of state aid to public libraries is amended to provide for the distribution of aid totaling \$1,766,500, the same as the executive recommendation and the Senate version.

House Bill No. 1013 - School for the Deaf - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	\$7,044,843	\$6,675,567	\$257,338	\$6,932,905	\$7,187,085	(\$254,180)
Operating expenses	1,908,794	1,892,495	16,299	1,908,794	1,908,794	
Capital assets	1,194,021	1,194,021		1,194,021	1,194,021	
Grants	200,000	200,000		200,000	200,000	
Accrued leave payments		134,846		134,846		134,846
Total all funds	\$10,347,658	\$10,096,929	\$273,637	\$10,370,566	\$10,489,900	(\$119,334)
Less estimated income	2,575,668	2,566,583	4,604	2,571,187	2,575,668	(4,481)
General fund	\$7,771,990	\$7,530,346	\$269,033	\$7,799,379	\$7,914,232	(\$114,853)
FTE	44.61	44.61	0.00	44.61	44.61	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Removes House Changes to Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Restores Funding for Professional Development ³	Adds Contingent Funding for a Full-Time Superintendent Position ⁴	Total Conference Committee Changes
Salaries and wages	\$234,430	(\$119,334)		\$142,242	\$257,338
Operating expenses			16,299		16,299
Capital assets					
Grants					
Accrued leave payments					
Total all funds	\$234,430	(\$119,334)	\$16,299	\$142,242	\$273,637
Less estimated income	9,085	(4,481)	0	0	4,604
General fund	\$225,345	(\$114,853)	\$16,299	\$142,242	\$269,033
FTE	0.00	0.00	0.00	0.00	0.00

¹ Changes made by the House to the executive compensation package are removed.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.

- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

³ This amendment restores a funding increase for professional development included in the executive recommendation and removed by the House, the same as the Senate.

⁴ Contingent funding is added for a full-time superintendent position, the same as the Senate. The position is currently vacant and is shared with North Dakota Vision Services - School for the Blind. The executive recommendation and the House did not include this contingent funding.

In addition, this amendment adds a section, the same as the Senate, to provide the School for the Deaf may use up to \$142,242 provided from the general fund, contingent on the retirement of the current superintendent, to fill a full-time superintendent position. The salary authorization is to be prorated based on the retirement date of the current superintendent. The section also provides the Superintendent of Public Instruction may determine how the superintendent position at the School for the Deaf is filled. This provision was not included in the executive recommendation or the House version.

House Bill No. 1013 - Vision Services - School for the Blind - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	\$4,452,015	\$4,191,070	\$224,110	\$4,415,180	\$4,596,685	(\$181,505)
Operating expenses	720,806	720,806		720,806	720,806	
Capital assets	562,400	562,400	2,762,000	3,324,400	3,324,400	
Accrued leave payments		87,463		87,463		87,463
Total all funds	\$5,735,221	\$5,561,739	\$2,986,110	\$8,547,849	\$8,641,891	(\$94,042)
Less estimated income	859,355	849,784	3,972	853,756	859,355	(5,599)
General fund	\$4,875,866	\$4,711,955	\$2,982,138	\$7,694,093	\$7,782,536	(\$88,443)
FTE	29.50	29.50	0.50	30.00	30.00	0.00

Department No. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Removes House Changes to Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Adds Contingent Funding for a Full-Time Superintendent Position ³	Adds Funding to Remodel West Wing of the School Building ⁴	Total Conference Committee Changes
Salaries and wages	\$173,482	(\$94,042)	\$144,670		\$224,110
Operating expenses					
Capital assets				2,762,000	2,762,000
Accrued leave payments					
Total all funds	\$173,482	(\$94,042)	\$144,670	\$2,762,000	\$2,986,110
Less estimated income	9,571	(5,599)	0	0	3,972
General fund	\$163,911	(\$88,443)	\$144,670	\$2,762,000	\$2,982,138
FTE	0.00	0.00	0.50	0.00	0.50

¹ Changes made by the House to the executive compensation package are removed.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for

employees below the midpoint of their salary range.

- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

³ Contingent funding and a .5 FTE position is added for a full-time superintendent position, the same as the Senate. Currently, the .5 FTE position related to the superintendent is filled by a Braille music instructor and the superintendent is shared with the School for the Deaf. The executive recommendation and the House did not include this contingent funding.

⁴ One-time funding is provided to remodel the west wing of the school building occupied by Grand Forks Public Schools, the same as the Senate. The executive recommendation and the House did not include funding for this project.

In addition, this amendment adds a section, the same as the Senate, to provide the North Dakota Vision Services - School for the Blind may use up to \$144,670 provided from the general fund, contingent on the retirement of the current superintendent, to fill a full-time superintendent position. The salary authorization is to be prorated based on the retirement date of the current superintendent. The section provides a .5 FTE superintendent position added to the School for the Blind is contingent on a determination made by the Superintendent of Public Instruction that a full-time superintendent position is required at the School for the Blind. The section also provides that the Superintendent of Public Instruction may determine how the superintendent position at the School for the Blind is filled. This provision was not included in the executive recommendation or the House version.

2013 HOUSE CONFERENCE COMMITTEE ROLL CALL VOTES

Committee: Appropriations Education and Environment

Bill/Resolution No. 1013 as (re) engrossed

Date: 5-3-13

Roll Call Vote #: 1

- Action Taken**
- HOUSE accede to Senate amendments
 - HOUSE accede to Senate amendments and further amend
 - SENATE recede from Senate amendments
 - SENATE recede from Senate amendments and amend as follows

House/Senate Amendments on HJ/SJ page(s) --

- Unable to agree, recommends that the committee be discharged and a new committee be appointed

((Re) Engrossed) _____ was placed on the Seventh order of business on the calendar

Motion Made by: Rep. Skarphol Seconded by: Sen. O'Connell

Representatives	Yes	No		Senators	Yes	No
Chairman David Monson	X			Senator Ray Holmberg	X	
Rep. Robert Skarphol	X			Senator Karen Krebsbach		
Rep. Tracy Boe	X			Senator David O'Connell	X	
				<u>Senator Flakoll</u>	X	

Vote Count Yes: 6 No: 0 Absent: 0

House Carrier _____ Senate Carrier _____

LC Number _____ of amendment

LC Number _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Amendment .02009

2013 HOUSE CONFERENCE COMMITTEE ROLL CALL VOTES

Committee: Appropriations Education and Environment

Bill/Resolution No. 1013 as (re) engrossed

Date: 5-3-13

Roll Call Vote #: 2

- Action Taken**
- HOUSE accede to Senate amendments
 - HOUSE accede to Senate amendments and further amend
 - SENATE recede from Senate amendments
 - SENATE recede from Senate amendments and amend as follows

House/Senate Amendments on HJ/SJ page(s) --

- Unable to agree, recommends that the committee be discharged and a new committee be appointed

((Re) Engrossed) _____ was placed on the Seventh order of business on the calendar

Motion Made by: Rep. Skarphol Seconded by: Rep. Boe

Representatives	Yes	No		Senators	Yes	No
Chairman David Monson	X			Senator Ray Holmberg	X	
Rep. Robert Skarphol	X			Senator Karen Krebsbach		
Rep. Tracy Boe	X			Senator David O'Connell		X
				Senator Flakoll		X

Vote Count Yes: 4 No: 2 Absent: 0

House Carrier _____ Senate Carrier _____

LC Number _____ of amendment

LC Number _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Take \$1 million out of teacher mentoring

2013 HOUSE CONFERENCE COMMITTEE ROLL CALL VOTES

Committee: Appropriations Education and Environment

Bill/Resolution No. 1013 as (re) engrossed

Date: 5-3-13

Roll Call Vote #: 4

- Action Taken**
- HOUSE accede to Senate amendments
 - HOUSE accede to Senate amendments and further amend
 - SENATE recede from Senate amendments
 - SENATE recede from Senate amendments and amend as follows

House/Senate Amendments on HJ/SJ page(s) --

- Unable to agree, recommends that the committee be discharged and a new committee be appointed

((Re) Engrossed) _____ was placed on the Seventh order of business on the calendar

Motion Made by: Rep. Skarphol Seconded by: Sen. O'Connell

Representatives	Yes	No		Senators	Yes	No
Chairman David Monson	X			Senator Ray Holmberg	X	
Rep. Robert Skarphol	X			Senator Karen Krebsbach		
Rep. Tracy Boe	X			Senator David O'Connell	X	
				<u>Senator Flakoll</u>	X	

Vote Count Yes: 6 No: 0 Absent: 0

House Carrier _____ Senate Carrier _____

LC Number _____ of amendment

LC Number _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

2013 HOUSE CONFERENCE COMMITTEE ROLL CALL VOTES

Committee: Appropriations Education and Environment

Bill/Resolution No. 1013 as (re) engrossed

Date: 5-3-13

Roll Call Vote #: 4

- Action Taken**
- HOUSE accede to Senate amendments
 - HOUSE accede to Senate amendments and further amend
 - SENATE recede from Senate amendments
 - SENATE recede from Senate amendments and amend as follows

House/Senate Amendments on (HJ/SJ) page(s) 1546 - 1556

- Unable to agree, recommends that the committee be discharged and a new committee be appointed

((Re) Engrossed) HB 1013 was placed on the Seventh order of business on the calendar

Motion Made by: Rep. Skarphol Seconded by: Sen. O'Connell

Representatives	S	3	Yes	No		Senators	S	3	Yes	No
Chairman David Monson	X		X			Senator Ray Holmberg	X		X	
Rep. Robert Skarphol	X		X			Senator Karen Krebsbach				
Rep. Tracy Boe	X		X			Senator David O'Connell	X		X	
						Senator Flakoll	X		X	

Vote Count Yes: 6 No: 0 Absent: 0

House Carrier Rep. Monson Senate Carrier Sen. Holmberg

LC Number _____ . 02012 of amendment

LC Number _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

REPORT OF CONFERENCE COMMITTEE

HB 1013, as engrossed: Your conference committee (Sens. Holmberg, Flakoll, O'Connell and Reps. Monson, Skarphol, Boe) recommends that the **SENATE RECEDE** from the Senate amendments as printed on HJ pages 1546-1556, adopt amendments as follows, and place HB 1013 on the Seventh order:

That the Senate recede from its amendments as printed on pages 1546-1556 of the House Journal and pages 1362-1371 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 2, remove "and"

Page 1, line 3, after "blind" insert ", and the legislative council"

Page 1, line 3, remove "to provide for a transfer to the general fund; to provide for the distribution of"

Page 1, replace lines 4 through 8 with "to create and enact sections 15.1-27-04.1, 15.1-27-04.2, and 15.1-27-45 and a new section to chapter 15.1-35 of the North Dakota Century Code, relating to the determination of state aid payable to school districts; to amend and reenact sections 15-39.1-28, 15.1-02-02, 15.1-07-32, 15.1-09-33, 15.1-09-39, 15.1-09-40, 15.1-09-47, 15.1-09-48, 15.1-09-49, 15.1-18.1-02, 15.1-22-01, 15.1-27-03.1, 15.1-27-03.2, 15.1-27-17, 15.1-27-35, 15.1-27-35.3, 15.1-27-39, 15.1-29-15, 15.1-30-04, 15.1-36-02, 40-55-08, 40-55-09, 57-15-01.1, 57-15-14, 57-15-14.2, 57-15-14.5, 57-15-17, 57-15-17.1, 57-15-31, 57-19-01, 57-19-02, and 57-19-09 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction, the national board certification program, and the determination of state aid payable to school districts; to repeal sections 15.1-27-07.1 and 57-19-10 of the North Dakota Century Code, relating to kindergarten payments and special reserve funds; to provide an appropriation; to provide supplemental assistance payments; to provide for a transfer; to provide exemptions; to provide legislative intent; to provide for a legislative management study; to provide for a suspension; to provide an effective date; to provide an expiration date; and to declare an emergency."

Page 1, remove lines 21 through 24

Page 2, replace lines 1 through 5 with:

"Salaries and wages	\$14,409,300	\$1,531,653	\$15,940,953
Accrued leave payments	0	322,068	322,068
Operating expenses	29,099,187	631,615	29,730,802
Funding pool for initiatives	0	2,750,000	2,750,000
Grants - state school aid	918,459,478	(918,459,478)	0
Integrated formula payments	0	1,752,100,000	1,752,100,000
Grants - special education contracts	16,000,000	500,000	16,500,000
Grants - transportation	48,500,000	5,000,000	53,500,000
Grants - other grants	304,609,393	(32,043,132)	272,566,261"

Page 2, replace lines 10 through 12 with:

"Total all funds	\$1,678,082,358	\$465,477,726	\$2,143,560,084
Less estimated income	<u>434,485,707</u>	<u>2,511,052</u>	<u>436,996,759</u>
Total general fund	\$1,243,596,651	\$462,966,674	\$1,706,563,325"

Page 2, replace lines 18 through 24 with:

"Salaries and wages	\$3,450,359	\$329,694	\$3,780,053
Accrued leave payments	0	75,354	75,354
Operating expenses	1,695,726	200,000	1,895,726
Grants	<u>2,252,500</u>	<u>266,500</u>	<u>2,519,000</u>

Insert LC: 13.8142.02012

Total all funds	\$7,398,585	\$871,548	\$8,270,133
Less estimated income	<u>2,134,610</u>	<u>259,535</u>	<u>2,394,145</u>
Total general fund	\$5,263,975	\$612,013	\$5,875,988"

Page 2, remove lines 30 and 31

Page 3, replace line 1 with:

"Salaries and wages	\$5,932,638	\$1,000,267	\$6,932,905
Accrued leave payments	0	134,846	134,846
Operating expenses	1,633,911	274,883	1,908,794"

Page 3, replace lines 4 through 6 with:

"Total all funds	\$7,808,249	\$2,562,317	\$10,370,566
Less estimated income	1,193,277	1,377,910	2,571,187
Total general fund	\$6,614,972	\$1,184,407	\$7,799,379"

Page 3, replace lines 12 through 19 with:

"Salaries and wages	\$3,815,825	\$599,355	\$4,415,180
Accrued leave payments	0	87,463	87,463
Operating expenses	707,006	13,800	720,806
Capital assets	<u>39,500</u>	<u>3,284,900</u>	<u>3,324,400</u>
Total all funds	\$4,562,331	\$3,985,518	\$8,547,849
Less estimated income	<u>835,091</u>	<u>18,665</u>	<u>853,756</u>
Total general fund	\$3,727,240	\$3,966,853	\$7,694,093
Full-time equivalent positions	29.50	0.50	30.00"

Page 3, replace lines 24 through 26 with:

"Grand total general fund	\$1,259,202,838	\$468,829,947	\$1,728,032,785
Grand total special funds	<u>438,648,685</u>	<u>4,167,162</u>	<u>442,815,847</u>
Grand total all funds	\$1,697,851,523	\$472,997,109	\$2,170,848,632"

Page 4, after line 4, insert:

"Funding pool for initiatives	0	2,750,000
Information technology staffing analysis	0	100,000
Early childhood care and education study	0	200,000
Governing North Dakota textbook	0	20,000"

Page 4, replace lines 6 through 8 with:

"Total department of public instruction - all funds	\$22,101,716	\$3,070,000
Total department of public instruction - estimated income	<u>21,717,716</u>	0
Total department of public instruction - general fund	\$384,000	\$3,070,000"

Page 4, after line 18, insert:

"Remodel of west wing	0	2,762,000"
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Page 4, replace lines 21 through 26 with:

"Total school for the blind - all funds	\$70,000	\$3,302,829
Total school for the blind - estimated income	0	<u>110,329</u>
Total school for the blind - general fund	\$70,000	\$3,192,500
Grand total - all funds	\$23,170,246	\$7,375,088
Grand total - estimated income	<u>22,612,446</u>	<u>1,112,588</u>
Grand total - general fund	\$557,800	\$6,262,500"

Page 5, remove lines 15 through 30

Page 6, remove lines 1 and 2

Page 7, line 13, replace "three" with "thirteen"

Page 7, line 15, replace "Forty-six" with "Fifty-two"

Page 7, line 17, replace "Forty-six" with "Fifty"

Page 7, line 28, replace "Forty-six" with "Fifty"

Page 8, line 4, replace "Twenty-six" with "Thirty"

Page 9, after line 2, insert:

"SECTION 11. SUPERINTENDENT - SCHOOL FOR THE DEAF - AUTHORIZATION - CONTINGENT FUNDING. The salaries and wages line item in subdivision 3 of section 1 of this Act includes \$142,242 from the general fund to provide funding for a full-time superintendent at the school for the deaf. The school for the deaf may use the funding to fill a full-time superintendent position as directed by the superintendent of public instruction. This funding is contingent on the superintendent of public instruction certifying to the director of the office of management and budget that the position has been filled by a full-time superintendent. The office of management and budget shall prorate the amount of funding available to the school for the deaf based on the retirement date of the current superintendent of the school for the deaf.

SECTION 12. SUPERINTENDENT - SCHOOL FOR THE BLIND - AUTHORIZATION - CONTINGENT FUNDING. The salaries and wages line item in subdivision 4 of section 1 of this Act includes \$144,670 from the general fund to provide funding for a full-time superintendent at the school for the blind. In addition, a .5 full-time equivalent position is added, which is contingent on a determination made by the superintendent of public instruction that the position should be filled by a full-time superintendent. The school for the blind may use the funding to fill a full-time superintendent position as directed by the superintendent of public instruction. This funding is contingent on the superintendent of public instruction certifying to the director of the office of management and budget that the position has been filled by a full-time superintendent. The office of management and budget shall prorate the amount of funding available to the school for the blind based on the retirement date of the current superintendent of the school for the blind."

Page 9, after line 10, insert:

"SECTION 15. INFORMATION TECHNOLOGY STAFFING ANALYSIS. Subdivision 1 of section 1 of this Act includes \$100,000 from the general fund for the superintendent of public instruction to contract with the information technology department and a private consultant to conduct an information technology staffing analysis for the biennium beginning July 1, 2013, and ending June 30, 2015. The analysis must include a review of the department of public instruction information technology staffing duties, responsibilities, and staffing levels and must consider the feasibility and desirability of transferring additional information technology positions to the information technology department and must provide recommendations regarding the appropriate level of information technology staff for the department of public instruction."

Page 9, replace lines 15 through 21 with:

"SECTION 17. LEGISLATIVE INTENT - REIMBURSEMENT OF TITLE FUNDING DUE TO FEDERAL SEQUESTRATION. If, as a result of the federal sequestration order for fiscal year 2013, issued pursuant to section 251A of the

Balanced Budget and Emergency Deficit Control Act, as amended [2 U.S.C. 901A], school districts experience a reduction in funds provided under title I, part A of the Elementary and Secondary Education Act of 1965, as amended [20 U.S.C. 6301, et seq.], it is the intent of the legislative assembly that the superintendent of public instruction introduce legislation to the sixty-fourth legislative assembly seeking state funding for school districts to offset these federal funding reductions."

Page 9, line 23, replace "\$1,500,000" with "\$1,766,500"

Page 10, after line 21, insert:

"SECTION 21. AMENDMENT. Section 15-39.1-28 of the North Dakota Century Code is amended and reenacted as follows:

15-39.1-28. Tax levy for teachers' retirement.

Any school district by a resolution of its school board may levy a tax pursuant to subdivision b of subsection 1 of use the proceeds of levies, as permitted by section 57-15-14.2, the proceeds to be used for the purposes of meeting the district's contribution to the fund arising under this chapter and to provide the district's share, if any, of contribution to the fund for contracted employees of either a multidistrict special education board or another school district where the contracted employees are also providing services to the taxing school district."

Page 10, line 25, replace "nine" with "ten"

Page 10, line 26, replace "thirty-three" with "ninety-two"

Page 10, line 27, replace "twelve" with "thirteen"

Page 10, line 27, replace "seven" with "ninety-eight"

Page 10, after line 27, insert:

"SECTION 23. AMENDMENT. Section 15.1-07-32 of the North Dakota Century Code is amended and reenacted as follows:

15.1-07-32. Student performance strategist - Verification - Qualifications.

~~Beginning with the 2010-11 school year, each~~Each school district must have available one full-time equivalent student performance strategist for every four hundred students in average daily membership in kindergarten through grade three. Each school district shall submit documentation to the superintendent of public instruction, at the time and in the manner directed by the superintendent, verifying the amount of time that each student performance strategist expended in tutoring students on a one-to-one basis or in groups ranging from two to five, or in providing instructional coaching to teachers. For purposes of this section, a "student performance strategist" must ~~meet~~:

1. a. Meet the qualifications of an elementary school teacher as set forth in section 15.1-18-07; or
- b. Be licensed to teach or approved to teach by the education standards and practices board and hold a special education endorsement or credential; and serve
2. Serve as a tutor or an instructional coach.

SECTION 24. AMENDMENT. Section 15.1-09-33 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-33. School board - Powers.

The board of a school district may:

1. Establish a system of free public schools for all children of legal school age residing within the district.
2. Organize, establish, operate, and maintain elementary, middle, and high schools.
3. Have custody and control of all school district property and, in the case of the board of education of the city of Fargo, have custody and control of all public school property within the boundaries of the Fargo public school district and to manage and control all school matters.
4. Acquire real property and construct school buildings and other facilities.
5. Relocate or discontinue schools and liquidate the assets of the district as required by law; provided no site may be acquired or building constructed, or no school may be organized, established, operated, maintained, discontinued, or changed in location without the approval of the state board of public school education if outside the boundary of the district.
6. Purchase, sell, exchange, and improve real property.
7. Lease real property for a maximum of one year except in the case of a career and technical education facility constructed in whole or in part with financing acquired under chapter 40-57, which may be leased for up to twenty years.
8. Subject to chapter 32-15, exercise the power of eminent domain to acquire real property for school purposes.
9. Purchase, sell, exchange, improve, and lease for up to one year equipment, furniture, supplies, and textbooks.
10. Recruit or contract with others to recruit homes and facilities which provide boarding care for special education students.
11. Provide dormitories for the boarding care of special education students.
12. Insure school district property.
13. Independently or jointly with other school districts, purchase telecommunications equipment or lease a telecommunications system or network.
14. Provide for the education of students by another school district.
15. Contract with federal officials for the education of students in a federal school.
16. Prescribe courses of study in addition to those prescribed by the superintendent of public instruction or by law.
17. Adopt rules regarding the instruction of students, including their admission, transfer, organization, grading, and government.
18. Join the North Dakota high school activities association and pay membership fees.

19. Adopt alternative curricula for high school seniors who require fewer than four academic units.
20. Contract with, employ, and compensate school district personnel.
21. Contract with and provide reimbursement for the provision of teaching services by an individual certified as an instructor in the areas of North Dakota American Indian languages and culture by the education standards and practices board.
22. Suspend school district personnel.
23. Dismiss school district personnel.
24. Participate in group insurance plans and pay all or part of the insurance premiums.
25. Contract for the services of a district superintendent, provided that the contract, which may be renewed, does not exceed a period of three years.
26. Contract for the services of a principal.
27. Employ an individual to serve as the school district business manager or contract with any person to perform the duties assigned to a school district business manager by law.
28. Suspend or dismiss a school district business manager for cause without prior notice.
29. Suspend or dismiss a school district business manager without cause with thirty days' written notice.
30. Defray the necessary and contingent expenses of the board.
31. Levy a tax upon property in the district for school purposes, as permitted in accordance with chapter 57-15.
32. Amend and certify budgets and tax levies, as provided in title 57.
33. Pay dues allowing for the board to hold membership in city, county, state, and national organizations and associations.
34. Designate, at its annual meeting, a newspaper of general circulation as the official newspaper of the district.

SECTION 25. AMENDMENT. Section 15.1-09-39 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-39. Districts in bordering states - Contract.

1. Notwithstanding any other provision of law, the board of a school district in this state may contract with the board of a school district in another state for the joint operation and maintenance of school facilities and for joint activities, if the districts are contiguous. To be valid, the contract must be approved by the superintendent of public instruction and by a majority of the qualified electors residing in the district.
2. In assessing the contract, the superintendent shall consider the district's enrollment, its valuation, and its longevity.

3. If the superintendent approves the contract, the board shall submit the contract to the electorate of the district, for approval, at an annual or a special election.
4. The board shall publish notice of the election in the official newspaper of the district at least fourteen days before the election. The notice must include a statement regarding the purpose of the election and the terms of the contract.
5. On the ballot, the board shall seek the voters' permission to execute the proposed contract, as approved by the superintendent of public instruction.
6. If the voters approve the execution of the contract, the board may levy and collect taxes, as permitted in accordance with chapter 57-15, to carry out the contract pursuant to law.
7. If a district that is a party to a contract under this section dissolves, any district to which the land of the dissolved district is attached shall assume the contractual responsibilities.

SECTION 26. AMENDMENT. Section 15.1-09-40 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-40. Sharing of levied taxes - Contract.

The boards of two or more school districts may contract to share levied taxes in all or a portion of their respective districts. The rate of taxes to be levied on any property in the joint taxing area or district is the rate of tax provided for in the contract, not exceeding any levy limitations applicable to the property under chapter 57-15. The auditor of each county in which all or a portion of a contracting district is located shall fix and levy taxes on that portion of the property which is described in the contract and is located in the county at the rate set by the contract.

SECTION 27. AMENDMENT. Section 15.1-09-47 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-47. Board of education of city of Fargo - Taxing authority.

1. The board of education of the city of Fargo may levy taxes, ~~as necessary for any of the following purposes:~~
 - a. ~~To purchase, exchange, lease, or improve sites for schools.~~
 - b. ~~To build, purchase, lease, enlarge, alter, improve, and repair schools and their appurtenances.~~
 - c. ~~To procure, exchange, improve, and repair school apparatus, books, furniture, and appendages, but not the furnishing of textbooks to any student whose parent is unable to furnish the same.~~
 - d. ~~To provide fuel.~~
 - e. ~~To defray the contingent expenses of the board, including the compensation of employees.~~
 - f. ~~To pay teacher salaries after the application of public moneys, which may by law be appropriated and provided for that purpose.~~
2. ~~The question of authorizing or discontinuing the unlimited taxing authority of the board of education of the city of Fargo must be submitted to the~~

~~qualified electors of the Fargo school district at the next regular election upon resolution of the board of education or upon filing with the board a petition containing the signatures of qualified electors of the district equal in number to twenty percent of the individuals enumerated in the most recent school district census. However, if the electors approve a discontinuation of the unlimited taxing authority, their approval of the discontinuation may not affect the tax levy effective for the calendar year in which the election is held. In addition, the minimum levy may not be less than the levy that was in force at the time of the election. The board may increase its levy in accordance with section 57-15-01. If the district experiences growing enrollment, the board may increase the levy by an amount equal to the amount levied the preceding year per student times the number of additional students enrolled during the new year within the requirements or limitations of this title and title 57.~~

SECTION 28. AMENDMENT. Section 15.1-09-48 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-48. Board of education of city of Fargo - Tax collection.

~~The board of education of the city of Fargo has the power to~~may levy taxes within the boundaries of the Fargo public school district and ~~to cause such~~the taxes to be collected in the same manner as other city taxes, provided the taxes meet the requirements or limitations of this title and title 57. ~~The business manager of the board of education shall cause~~certify the rate for each purpose to be certified by the business manager to the city auditor in time to be added to the annual tax list of the city. ~~It is the duty of the~~The city auditor ~~to~~shall calculate and extend upon the annual assessment roll and tax list any tax levied by the board of education. The tax must be collected in the same manner as other city taxes are collected. If the city council fails to levy any tax for city purposes or fails to cause an assessment roll or tax list to be made, the board of education may ~~cause~~make an assessment roll and tax list ~~to be made~~ and submit the roll to the city auditor with a warrant for the collection of the tax. The board of education may cause the tax to be collected in the same manner as other city taxes are collected or as otherwise provided by resolution of the board.

SECTION 29. AMENDMENT. Section 15.1-09-49 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-49. Board of education of city of Fargo - Taxes for buildings.

The amount to be raised for teacher salaries and contingent expenses must be such only as together with the public money coming to the city from any source is sufficient to establish and maintain efficient and proper schools for students in the city. The tax for purchasing, leasing, or improving sites and the building, purchasing, leasing, enlarging, altering, and repairing of schools may not exceed in any one year fifteen mills on the ~~dollar valuation of the taxable~~ valuation of property of the city in the school district. The board of education may borrow, and when necessary shall borrow, in anticipation of the ~~amount of the taxes to be raised, levied, and collected.~~

Page 12, line 9, after "thousand" insert "five hundred"

Page 12, after line 22, insert:

"SECTION 31. AMENDMENT. Section 15.1-22-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-22-01. Kindergarten - Establishment by board - Request by parent - Levy.

1. The board of a school district shall either provide at least a half-day kindergarten program for any student enrolled in the district or pay the tuition required for the student to attend a kindergarten program in another school district.
2. ~~The board of a school district that establishes a kindergarten under this section may levy a tax pursuant to subdivision p of subsection 1 of section 57-15-14.2.~~

SECTION 32. AMENDMENT. Section 15.1-27-03.1 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-03.1. (Effective through June 30, 2013, and after June 30, 2015) Weighted average daily membership - Determination.

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in a migrant summer program;
 - b. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - c. 0.60 the number of full-time equivalent students enrolled in a summer education program;
 - d. 0.50 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
 - e. 0.30 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - f. 0.25 the number of full-time equivalent students enrolled in an alternative high school;
 - g. 0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;
 - h. 0.20 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;

- i. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
 - j. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
 - k. ~~0.079~~0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
 - l. 0.07 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
 - (2) Are enrolled in a program of instruction for English language learners; and
 - (3) Have not been in the third of six categories of proficiency for more than three years;
 - m. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];
 - n. 0.006 the number of students enrolled in average daily membership in each public school in the district that:
 - (1) Has acquired and is utilizing the PowerSchool student information system;
 - (2) Has acquired and is in the process of implementing the PowerSchool student information system; or
 - (3) Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and
 - o. 0.004 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.
2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

(Effective July 1, 2013, through June 30, 2015) Weighted average daily membership - Determination.

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in a migrant summer program;
 - b. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - c. 0.60 the number of full-time equivalent students enrolled in a summer education program;
 - d. ~~0.60~~ 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
 - e. 0.30 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - f. 0.25 the number of full-time equivalent students enrolled in an alternative high school;
 - g. 0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;
 - h. 0.20 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - i. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
 - j. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;
 - k. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;

- c. 1.33 if the students in average daily membership number at least 130 but fewer than 135;
- d. 1.32 if the students in average daily membership number at least 135 but fewer than 140;
- e. 1.31 if the students in average daily membership number at least 140 but fewer than 145;
- f. 1.30 if the students in average daily membership number at least 145 but fewer than 150;
- g. 1.29 if the students in average daily membership number at least 150 but fewer than 155;
- h. 1.28 if the students in average daily membership number at least 155 but fewer than 160;
- i. 1.27 if the students in average daily membership number at least 160 but fewer than 165;
- j. 1.26 if the students in average daily membership number at least 165 but fewer than 175;
- k. 1.25 if the students in average daily membership number at least 175 but fewer than 185;
- ~~l.~~ 1.24 if the students in average daily membership number at least 185 but fewer than 200;
- ~~m.~~ 1.23 if the students in average daily membership number at least 200 but fewer than 215;
- ~~n.~~ 1.22 if the students in average daily membership number at least 215 but fewer than 230;
- ~~o.~~ 1.21 if the students in average daily membership number at least 230 but fewer than 245;
- ~~p.~~ 1.20 if the students in average daily membership number at least 245 but fewer than 260;
- ~~q.~~ 1.19 if the students in average daily membership number at least 260 but fewer than 270;
- ~~r.~~ 1.18 if the students in average daily membership number at least 270 but fewer than 275;
- ~~s.~~ 1.17 if the students in average daily membership number at least 275 but fewer than 280;
- ~~t.~~ 1.16 if the students in average daily membership number at least 280 but fewer than 285;
- ~~u.~~ 1.15 if the students in average daily membership number at least 285 but fewer than 290;
- ~~v.~~ 1.14 if the students in average daily membership number at least 290 but fewer than 295;

- ~~m-w~~. 1.13 if the students in average daily membership number at least 295 but fewer than 300;
 - ~~n-x~~. 1.12 if the students in average daily membership number at least 300 but fewer than 305;
 - ~~o-y~~. 1.11 if the students in average daily membership number at least 305 but fewer than 310;
 - ~~p-z~~. 1.10 if the students in average daily membership number at least 310 but fewer than 320;
 - ~~q-aa~~. 1.09 if the students in average daily membership number at least 320 but fewer than 335;
 - ~~r-bb~~. 1.08 if the students in average daily membership number at least 335 but fewer than 350;
 - ~~s-cc~~. 1.07 if the students in average daily membership number at least 350 but fewer than 360;
 - ~~t-dd~~. 1.06 if the students in average daily membership number at least 360 but fewer than 370;
 - ~~u-ee~~. 1.05 if the students in average daily membership number at least 370 but fewer than 380;
 - ~~v-ff~~. 1.04 if the students in average daily membership number at least 380 but fewer than 390;
 - ~~w-gg~~. 1.03 if the students in average daily membership number at least 390 but fewer than 400;
 - ~~x-hh~~. 1.02 if the students in average daily membership number at least 400 but fewer than 600;
 - ~~y-ii~~. 1.01 if the students in average daily membership number at least 600 but fewer than 900; and
 - ~~z-jj~~. 1.00 if the students in average daily membership number at least 900.
2. For each elementary district in the state, the superintendent of public instruction shall assign a weighting factor of:
 - a. 1.25 if the students in average daily membership number fewer than 125;
 - b. 1.17 if the students in average daily membership number at least 125 but fewer than 200; and
 - c. 1.00 if the students in average daily membership number at least 200.
 3. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units.
 4. Notwithstanding the provisions of this section, the school district size weighting factor assigned to a district may not be less than the factor arrived at when the highest number of students possible in average daily

membership is multiplied by the school district size weighting factor for the subdivision immediately preceding the district's actual subdivision and then divided by the district's average daily membership.

SECTION 34. Section 15.1-27-04.1 of the North Dakota Century Code is created and enacted as follows:

15.1-27-04.1. Baseline funding - Establishment - Determination of state aid.

1. In order to determine the amount of state aid payable to each district, the superintendent of public instruction shall establish each district's baseline funding. A district's baseline funding consists of:
 - a. All state aid received by the district in accordance with chapter 15.1-27 during the 2012-13 school year;
 - b. The district's 2012-13 mill levy reduction grant, as determined in accordance with chapter 57-64, as it existed on June 30, 2013;
 - c. An amount equal to that raised by the district's 2012 general fund levy or that raised by one hundred ten mills of the district's 2012 general fund levy, whichever is less;
 - d. An amount equal to that raised by the district's 2012 long-distance learning and educational technology levy;
 - e. An amount equal to that raised by the district's 2012 alternative education program levy; and
 - f. An amount equal to:
 - (1) Seventy-five percent of all revenue received by the school district and reported under code 2000 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (2) Seventy-five percent of all mineral revenue received by the school district through direct allocation from the state treasurer and not reported under code 2000 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Seventy-five percent of all tuition received by the school district and reported under code 1300 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08, with the exception of revenue received specifically for the operation of an educational program provided at a residential treatment facility and tuition received for the provision of an adult farm management program;
 - (4) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on the distribution and transmission of electric power;

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- (5) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on electricity generated from sources other than coal;
 - (6) All revenue received by the school district from mobile home taxes;
 - (7) Seventy-five percent of all revenue received by the school district from the leasing of land acquired by the United States for which compensation is allocated to the state under 33 U.S.C. 701(c)(3);
 - (8) All telecommunications tax revenue received by the school district; and
 - (9) All revenue received by the school district from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans' credit.
2. The superintendent shall divide the district's total baseline funding by the district's 2012-13 weighted student units in order to determine the district's baseline funding per weighted student unit.
 3. a. In 2013-14, the superintendent shall multiply the district's weighted student units by eight thousand eight hundred ten dollars.
 - (1) The superintendent shall adjust the product to ensure that the product is at least equal to the greater of:
 - (a) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's 2013-14 weighted student units; or
 - (b) One hundred percent of the district's baseline funding as established in subsection 1.
 - (2) The superintendent shall also adjust the product to ensure that the product does not exceed one hundred ten percent of the district's baseline funding per weighted student unit multiplied by the district's 2013-14 weighted student units, as established in subsection 2.
 - b. In 2014-15, the superintendent shall multiply the district's weighted student units by nine thousand ninety-two dollars.
 - (1) The superintendent shall adjust the product to ensure that the product is at least equal to the greater of:
 - (a) One hundred four percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's 2014-15 weighted student units; or
 - (b) One hundred percent of the district's baseline funding as established in subsection 1.
 - (2) The superintendent shall also adjust the product to ensure that the product does not exceed one hundred twenty percent of the district's baseline funding per weighted student unit, as

established in subsection 2, multiplied by the district's 2014-15 weighted student units.

4. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:
 - a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, provided that after 2013, the amount in dollars subtracted for purposes of this subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent; and
 - b. Subtract an amount equal to seventy-five percent of all revenues listed in paragraphs 1 through 5, and 7 of subdivision f of subsection 1 and one hundred percent of all revenues listed in paragraphs 6, 8, and 9 of subdivision f of subsection 1.
5. The amount remaining after the computation required under subsection 4 is the amount of state aid to which a school district is entitled, subject to any other statutory requirements or limitations.

SECTION 35. Section 15.1-27-04.2 of the North Dakota Century Code is created and enacted as follows:

15.1-27-04.2. State aid - Minimum local effort - Determination.

If a district's taxable valuation per student is less than twenty percent of the state average valuation per student, the superintendent of public instruction, for purposes of determining state aid in accordance with section 15.1-27-04.1, shall utilize an amount equal to sixty mills times twenty percent of the state average valuation per student multiplied by the number of weighted student units in the district.

SECTION 36. AMENDMENT. Section 15.1-27-17 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-17. Per student payments - Reorganization of school districts - Separate weighting factor.

1. Notwithstanding the provisions of section 15.1-27-03.2, the superintendent of public instruction shall create and assign a separate weighting factor to:
 - a. Any school district that reorganized on or before June 30, 2007, and which was receiving per student payments in accordance with section 15.1-27-17, as that section existed on June 30, 2007; and
 - b. Any ~~any~~ school district that reorganizes on or after July 1, 2007.
2.
 - a. The separate weighting factor must allow the reorganized school district to receive a payment rate equivalent to that which each separate school district would have received had the reorganization not taken place.
 - b. The separate weighting factor must be computed to four decimal places.
 - c. The provisions of this subsection are effective for a period of four years from the date of the reorganization.

3. At the beginning of the fifth and at the beginning of the sixth years after the date of the reorganization, the superintendent of public instruction shall make proportionate adjustments in the assigned weighting factor so that beginning with the seventh year after the date of the reorganization, the weighting factor that will be applied to the reorganized district is that provided in section 15.1-27-03.2.

SECTION 37. AMENDMENT. Section 15.1-27-35 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-35. Average daily membership - Calculation.

1.
 - a. ~~During the 2009-10 school year, average daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:~~
 - ~~(1) The school district's calendar; or~~
 - ~~(2) One hundred eighty.~~
 - b. ~~During the 2010-11 school year, average daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:~~
 - ~~(1) The school district's calendar; or~~
 - ~~(2) One hundred eighty-one.~~
 - e. ~~Beginning with the 2011-12 school year, average~~Average daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:
 - ~~(1)~~a. The school district's calendar; or
 - ~~(2)~~b. One hundred eighty-two.
2. For purposes of calculating average daily membership, all students are deemed to be in attendance on:
 - a. The three holidays listed in subdivisions b through j of subsection 1 of section 15.1-06-02 and selected by the school board in consultation with district teachers;
 - b. The two days set aside for professional development activities under section 15.1-06-04; and
 - c. The two full days, or portions thereof, during which parent-teacher conferences are held or which are deemed by the board of the

district to be compensatory time for parent-teacher conferences held outside regular school hours.

3. For purposes of calculating average daily membership:
 - a. A student enrolled full time in any grade from one through twelve may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.
 - b. A student enrolled full time in an approved regular education kindergarten program may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.
 - c. A student enrolled full time, as defined by the superintendent of public instruction, in an approved early childhood special education program may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.

SECTION 38. AMENDMENT. Section 15.1-27-35.3 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-35.3. Payments to school districts - Unobligated general fund balance.

1.
 - a. The superintendent of public instruction shall determine the amount of payments due a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of forty-five percent of its actual expenditures, plus twenty thousand dollars.
 - b. Beginning July 1, 2015, the superintendent of public instruction shall determine the amount of payments due to a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of forty percent of its actual expenditures, plus twenty thousand dollars.
 - c. Beginning July 1, 2017, the superintendent of public instruction shall determine the amount of payments due to a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of thirty-five percent of its actual expenditures, plus twenty thousand dollars.
2. In making the determination required by subsection 1, the superintendent of public instruction may not include in a district's unobligated general fund balance any moneys that were received by the district from the federal education jobs fund program.
3. For purposes of this section, a district's unobligated general fund balance includes all moneys in the district's miscellaneous fund, as established under section 57-15-14.2.

SECTION 39. AMENDMENT. Section 15.1-27-39 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-39. Annual salary - Minimum amount.

1. ~~Beginning with the 2005-06 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a minimum salary level for the contract period equal to at least twenty-two thousand dollars.~~
2. Beginning with the ~~2006-07~~2014-15 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a minimum salary level for the contract period equal to at least ~~twenty-two~~twenty-seven thousand five hundred dollars.

SECTION 40. Section 15.1-27-45 of the North Dakota Century Code is created and enacted as follows:

15.1-27-45. Property tax relief fund.

1. a. The property tax relief fund is a special fund in the state treasury. On July 1, 2013, the state treasurer shall change the name of the property tax relief sustainability fund established under section 57-64-05 to property tax relief fund as established by this section and any unobligated balance in the property tax relief sustainability fund must be retained in the property tax relief fund.
- b. The legislative council shall change the name of the property tax relief sustainability fund to the property tax relief fund in the North Dakota Century Code, in its supplements, and in all statutory compilations generated as a result of action by the sixty-third legislative assembly.
2. Moneys in the property tax relief fund may be expended pursuant to legislative appropriations for property tax relief programs.
3. On or before the third Monday in each January, February, March, April, August, September, October, November, and December, the office of management and budget shall certify to the superintendent of public instruction the amount of the property tax relief fund. The superintendent shall include the amount certified in determining the state aid payments to which each school district is entitled under chapter 15.1-27.

SECTION 41. AMENDMENT. Section 15.1-29-15 of the North Dakota Century Code is amended and reenacted as follows:

15.1-29-15. Levy for tuition payments.

If the board of a school district approves tuition payments for students in grades seven through twelve or if the board is required to make tuition or tutoring payments under this chapter, the board may levy an amount sufficient to meet such payments, pursuant to ~~subdivision e of subsection 1 of section 57-15-14.2.~~

SECTION 42. AMENDMENT. Section 15.1-30-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-30-04. Provision of meals and lodging for high school students - Payment permitted ~~Levy.~~

Instead of providing transportation so that an eligible high school student residing in the district can attend school in another district, a school board may pay a reasonable allowance to the student's parent for costs incurred in the provision of meals and lodging for the student at a location other than the student's residence. A school district that furnishes either transportation or an allowance for the provision of

~~meals and lodging for a student under this section may levy a tax pursuant to subdivision a of subsection 1 of section 57-15-14.2 for this purpose.~~

SECTION 43. A new section to chapter 15.1-35 of the North Dakota Century Code is created and enacted as follows:

Beverages - Snack breaks.

During the 2013-15 biennium, a school district may utilize resources provided in accordance with subdivision n of subsection 1 of section 15.1-27-03.1 to ensure that students who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.] receive one serving of milk or juice if a mid-morning snack break is provided.

SECTION 44. AMENDMENT. Section 15.1-36-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-36-02. School construction projects - Loans.

1. ~~The~~In order to provide school construction loans, the board of university and school lands may authorize the use of moneys in:
 - a. ~~Fifty million dollars, or so much of that amount as may be necessary, from the coal development trust fund, established pursuant to section 21 of article X of the Constitution of North Dakota and subsection 1 of section 57-62-02 to provide school construction loans, as described in this chapter. The outstanding principal balance of loans under this chapter may not exceed fifty million dollars. The board may adopt policies and rules governing school construction loans; and~~
 - b. One hundred fifty million dollars from the strategic investment and improvements fund, established pursuant to section 15-08.1-08.
2. In order to be eligible for a loan under this section, the board of a school district shall:
 - a. Propose a construction project with a cost of at least one million dollars and an expected utilization of at least thirty years;
 - b. Obtain the approval of the superintendent of public instruction for the construction project under section 15.1-36-01; and
 - c. Submit to the superintendent of public instruction an application containing all information deemed necessary by the superintendent, including potential alternative sources or methods of financing the construction project.
3. ~~The superintendent of public instruction shall give priority to any district that meets the requirements for receipt of an equity payment under section 15.1-27-11.~~
4. If an eligible school district's ~~imputed~~ taxable valuation per student is less than eighty percent of the state average ~~imputed~~ taxable valuation per student, the district is entitled to receive:
 - a. A school construction loan equal to the lesser of ~~twelve~~twenty million dollars or ~~eighty~~ninety percent of the actual project cost;

- b. An interest rate discount equal to at least one hundred but not more than ~~two~~four hundred ~~five~~ty basis points below the prevailing tax-free bond rates; and
 - c. A term of repayment that may extend up to twenty years.
- ~~6.4.~~ If an eligible school district's ~~imputed~~ taxable valuation per student is equal to at least eighty percent but less than ninety percent of the state average ~~imputed~~ taxable valuation per student, the district is entitled to receive:
- a. A school construction loan equal to the lesser of ~~ten~~fifteen million dollars or ~~seventy~~eighty percent of the actual project cost;
 - b. An interest rate buydown equal to at least one hundred but not more than ~~two~~three hundred ~~five~~ty basis points below the prevailing tax-free bond rates; and
 - c. A term of repayment that may extend up to twenty years.
- ~~6.5.~~ If an eligible school district's ~~imputed~~ taxable valuation per student is equal to at least ninety percent of the state average ~~imputed~~ taxable valuation per student, the district is entitled to receive:
- a. A school construction loan equal to the lesser of ~~four~~teen million dollars or ~~thirty~~seventy percent of the actual project cost;
 - b. An interest rate discount equal to at least one hundred but not more than ~~two~~three hundred ~~five~~ty basis points below the prevailing tax-free bond rates; and
 - c. A term of repayment that may extend up to twenty years.
- ~~7.6.~~ The board of a school district may submit its loan application to the superintendent of public instruction before or after receiving authorization of a bond issue in accordance with chapter 21-03. If the vote to authorize a bond issue precedes the application for a loan, the application must be acted upon by the superintendent expeditiously but no later than one hundred eighty days from the date it is received by the superintendent.
- ~~8.7.~~ The superintendent of public instruction shall consider each loan application in the order it received approval under section 15.1-36-01.
- ~~9.8.~~ If the superintendent of public instruction approves the loan, the superintendent may determine the loan amount, the term of the loan, and the interest rate, in accordance with the requirements of this section. A school district's interest rate may not be less than one percent, regardless of any rate discount for which the district might otherwise qualify under this section.
- ~~10.~~ The superintendent of public instruction may adopt rules governing school construction loans.
9. a. If a school district seeking a loan under this section received an allocation of the oil and gas gross production tax during the previous fiscal year in accordance with chapter 57-51, the board of the district shall provide to the board of university and school lands, and to the state treasurer, its evidence of indebtedness indicating that the loan originated under this section.

- b. If the evidence of indebtedness is payable solely from the school district's allocation of the oil and gas gross production tax in accordance with section 57-51-15, the loan does not constitute a general obligation of the school district and may not be considered a debt of the district.
- c. If a loan made to a school district is payable solely from the district's allocation of the oil and gas gross production tax in accordance with section 57-51-15, the terms of the loan must require that the state treasurer withhold the dollar amount or percentage specified in the loan agreement, from each of the district's oil and gas gross production tax allocations, in order to repay the principal and interest of the evidence of indebtedness. The state treasurer shall deposit the amount withheld into the fund from which the loan originated.
- d. Any evidence of indebtedness executed by the board of a school district under this subsection is a negotiable instrument and not subject to taxation by the state or any political subdivision of the state.

44-10. For purposes of this section, a "construction project" means the purchase, lease, erection, or improvement of any structure or facility by a school board, provided the acquisition or activity is within a school board's authority.

SECTION 45. AMENDMENT. Section 40-55-08 of the North Dakota Century Code is amended and reenacted as follows:

40-55-08. Election to determine desirability of establishing recreation system - How called.

The governing body of any municipality, school district, or park district to which this chapter is applicable, may and upon receipt of a petition signed by at least ten qualified electors but not less than five percent of those qualified electors who voted at the last general election of the municipality, school district, or park district, shall submit to the qualified electors the question of the establishment, maintenance, and conduct of a public recreation system, and except in the case of a school district, the levying of an annual tax for the conduct and maintenance thereof of not more than two and five-tenths mills on each dollar of taxable valuation of all taxable property within the corporate limits or boundaries of such municipality or park district, to be voted upon at the next general election or special municipal election; provided, however, that such questions may not be voted upon at the next general election unless such action of the governing body shall be taken, or such petition to submit such question shall be filed thirty days prior to the date of such election. A school district may ~~levy a tax~~ provide for the establishment, maintenance, and conduct of a public recreation system pursuant to subdivision q of subsection 1 of ~~using the proceeds of levies, as permitted by section 57-15-14.2.~~

SECTION 46. AMENDMENT. Section 40-55-09 of the North Dakota Century Code is amended and reenacted as follows:

40-55-09. Favorable vote at election - Procedure.

Except in the case of a school district or park district, upon adoption of the public recreation system proposition at an election by a majority of the votes cast upon the proposition, the governing body of the municipality, by resolution or ordinance, shall provide for the establishment, maintenance, and conduct of a public recreation system, and thereafter levy and collect annually a tax of not more than two and five-tenths mills, or not more than eight and five-tenths mills if authorized as provided by this section, on each dollar of the taxable valuation of all taxable property within the corporate limits or boundaries of the municipality. This tax is in

addition to the maximum of taxes permitted to be levied in such municipality. The mill levy authorized by this section may be raised to not more than eight and five-tenths mills when the increase is approved by the citizens of the municipality after submission of the question in the same manner as provided in section 40-55-08 for the establishment of the public recreation system. The governing body of the municipality shall continue to levy the tax annually for public recreation purposes until the qualified voters, at a regular or special election, by a majority vote on the proposition, decide to discontinue the levy. The governing body of the municipality may appropriate additional funds for the operation of the public recreation system if in the opinion of the governing body additional funds are needed for the efficient operation thereof. This chapter does not limit the power of any municipality, school district, or park district to appropriate on its own initiative general municipal, school district, or park district tax funds for the operation of a public recreation system, a community center, or character-building facility. ~~A school district may levy a tax annually for the conduct and maintenance of a public recreation system pursuant to subdivision c of subsection 1 of section 57-15-14.2.~~ A park district may levy a tax annually within the general fund levy authority of section 57-15-12 for the conduct and maintenance of a public recreation system.

SECTION 47. AMENDMENT. Section 57-15-01.1 of the North Dakota Century Code is amended and reenacted as follows:

57-15-01.1. Protection of taxpayers and taxing districts.

Each taxing district may levy the lesser of the amount in dollars as certified in the budget of the governing body, or the amount in dollars as allowed in this section, subject to the following:

1. No taxing district may levy more taxes expressed in dollars than the amounts allowed by this section.
2. For purposes of this section:
 - a. "Base year" means the taxing district's taxable year with the highest amount levied in dollars in property taxes of the three taxable years immediately preceding the budget year. For a park district general fund, the "amount levied in dollars in property taxes" is the sum of amounts levied in dollars in property taxes for the general fund under section 57-15-12 including any additional levy approved by the electors, the insurance reserve fund under section 32-12.1-08, the employee health care program under section 40-49-12, the public recreation system under section 40-55-09 including any additional levy approved by the electors, forestry purposes under section 57-15-12.1 except any additional levy approved by the electors, pest control under section 4-33-11, and handicapped person programs and activities under section 57-15-60;
 - b. "Budget year" means the taxing district's year for which the levy is being determined under this section;
 - c. "Calculated mill rate" means the mill rate that results from dividing the base year taxes levied by the sum of the taxable value of the taxable property in the base year plus the taxable value of the property exempt by local discretion or charitable status, calculated in the same manner as the taxable property; and
 - d. "Property exempt by local discretion or charitable status" means property exempted from taxation as new or expanding businesses under chapter 40-57.1; improvements to property under chapter 57-02.2; or buildings belonging to institutions of public charity, new single-family residential or townhouse or condominium

property, property used for early childhood services, or pollution abatement improvements under section 57-02-08.

3. A taxing district may elect to levy the amount levied in dollars in the base year. Any levy under this section must be specifically approved by a resolution approved by the governing body of the taxing district. Before determining the levy limitation under this section, the dollar amount levied in the base year must be:
 - a. Reduced by an amount equal to the sum determined by application of the base year's calculated mill rate for that taxing district to the final base year taxable valuation of any taxable property and property exempt by local discretion or charitable status which is not included in the taxing district for the budget year but was included in the taxing district for the base year.
 - b. Increased by an amount equal to the sum determined by the application of the base year's calculated mill rate for that taxing district to the final budget year taxable valuation of any taxable property or property exempt by local discretion or charitable status which was not included in the taxing district for the base year but which is included in the taxing district for the budget year.
 - c. Reduced to reflect expired temporary mill levy increases authorized by the electors of the taxing district. For purposes of this subdivision, an expired temporary mill levy increase does not include a school district general fund mill rate exceeding one hundred ten mills which has expired or has not received approval of electors for an extension under subsection 2 of section 57-64-03.
 - d. ~~Increased, for a school district determining its levy limitation under this section, by the amount the school district's mill levy reduction grant under section 57-64-02 for the base year exceeds the amount of the school district's mill levy reduction grant under section 57-64-02 for the budget year.~~
 - e. ~~Reduced for a school district determining its levy limitation under this section, by the amount the school district's mill levy reduction grant under section 57-64-02 for the budget year exceeds the amount of the school district's mill levy reduction grant under section 57-64-02 for the base year.~~
 - d. If the base year is a taxable year before 2013, reduced by the amount of state aid under chapter 15.1-27, which is determined by multiplying the budget year taxable valuation of the school district by the lesser of:
 - (1) The base year mill rate of the school district minus forty mills;
or
 - (2) Fifty mills.
4. In addition to any other levy limitation factor under this section, a taxing district may increase its levy in dollars to reflect new or increased mill levies authorized by the legislative assembly or authorized by the electors of the taxing district.
5. Under this section a taxing district may supersede any applicable mill levy limitations otherwise provided by law, or a taxing district may levy up to the mill levy limitations otherwise provided by law without reference to

this section, but the provisions of this section do not apply to the following:

- a. Any irrevocable tax to pay bonded indebtedness levied pursuant to section 16 of article X of the Constitution of North Dakota.
- b. The one-mill levy for the state medical center authorized by section 10 of article X of the Constitution of North Dakota.
6. A school district choosing to determine its levy authority under this section may apply subsection 3 only to the amount in dollars levied for general fund purposes under section 57-15-14 or, if the levy in the base year included separate general fund and special fund levies under sections 57-15-14 and 57-15-14.2, the school district may apply subsection 3 to the total amount levied in dollars in the base year for both the general fund and special fund accounts. School district levies under any section other than section 57-15-14 may be made within applicable limitations but those levies are not subject to subsection 3.
7. Optional levies under this section may be used by any city or county that has adopted a home rule charter unless the provisions of the charter supersede state laws related to property tax levy limitations.

SECTION 48. AMENDMENT. Section 57-15-14 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14. General fund levy limitations Voter approval of excess levies in school districts.

~~The aggregate amount levied each year for the purposes listed in section 57-15-14.2 by any school district, except the Fargo school district, may not exceed the amount in dollars which the school district levied for the prior school year plus twelve percent up to a general fund levy of one hundred eighty-five mills on the dollar of the taxable valuation of the district, except that:~~

1. Unless authorized by the electors of the school district in accordance with this section, a school district may not impose greater levies than those permitted under section 57-15-14.2.
 - a. In any school district having a total population in excess of four thousand according to the last federal decennial census there may be levied any specific number of mills that upon resolution of the school board has been submitted to and approved by a majority of the qualified electors voting upon the question at any regular or special school district election.
 2. b. In any school district having a total population of fewer than four thousand, there may be levied any specific number of mills that upon resolution of the school board has been approved by fifty-five percent of the qualified electors voting upon the question at any regular or special school election.
 3. c. After June 30, 2009, in any school district election for approval by electors of increased levy authority under subsection 1 or 2, the ballot must specify the number of mills proposed for approval, and the number of taxable years for which that approval is to apply. After June 30, 2009, approval by electors of increased levy authority under subsection 1 or 2 may not be effective for more than ten taxable years.

4. d. The authority for a levy of up to a specific number of mills under this section approved by electors of a school district before July 1, 2009, is terminated effective for taxable years after 2015. If the electors of a school district subject to this subsection have not approved a levy for taxable years after 2015 of up to a specific number of mills under this section by December 31, 2015, the school district levy limitation for subsequent years is subject to the limitations under section 57-15-01.1 or this section.
- e. For taxable years beginning after 2012:
- (1) The authority for a levy of up to a specific number of mills, approved by electors of a school district for any period of time that includes a taxable year before 2009, must be reduced by one hundred fifteen mills as a precondition of receiving state aid in accordance with chapter 15.1-27.
- (2) The authority for a levy of up to a specific number of mills, approved by electors of a school district for any period of time that does not include a taxable year before 2009, must be reduced by forty mills as a precondition of receiving state aid in accordance with chapter 15.1-27.
- (3) The authority for a levy of up to a specific number of mills, placed on the ballot in a school district election for electoral approval of increased levy authority under subdivision a or b, after June 30, 2013, must be stated as a specific number of mills of general fund levy authority and must include a statement that the statutory school district general fund levy limitation is seventy mills on the dollar of the taxable valuation of the school district.
5. f. The authority for an unlimited levy approved by electors of a school district before July 1, 2009, is terminated effective for taxable years after 2015. If the electors of a school district subject to this subsection have not approved a levy of up to a specific number of mills under this section by December 31, 2015, the school district levy limitation for subsequent years is subject to the limitations under section 57-15-01.1 or this section.
2. a. The question of authorizing or discontinuing such specific number of mills authority in any school district must be submitted to the qualified electors at the next regular election upon resolution of the school board or upon the filing with the school board of a petition containing the signatures of qualified electors of the district equal in number to ten percent of the number of electors who cast votes in the most recent election in the school district. ~~However, not~~ No fewer than twenty-five signatures are required. ~~However, the~~
- b. The approval of discontinuing such authority does not affect the tax levy in the calendar year in which the election is held.
- c. The election must be held in the same manner and subject to the same conditions as provided in this section for the first election upon the question of authorizing the mill levy.

SECTION 49. AMENDMENT. Section 57-15-14.2 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14.2. Mill levies requiring board action—Proceeds to general fund account
School district levies.

1. A school board of any school district may levy an amount sufficient to cover general expenses, including the costs of the following:
 - a. Board and lodging for high school students as provided in section 15.1-30-04.
 - b. The teachers' retirement fund as provided in section 15-39.1-28.
 - c. Tuition for students in grades seven through twelve as provided in section 15.1-29-15.
 - d. Special education program as provided in section 15.1-32-20.
 - e. The establishment and maintenance of an insurance reserve fund for insurance purposes as provided in section 32-12.1-08.
 - f. A final judgment obtained against a school district.
 - g. The district's share of contribution to the old age survivors' fund and matching contribution for the social security fund as provided by chapter 52-09 and to provide the district's share of contribution to the old age survivors' fund and matching contribution for the social security fund for contracted employees of a multidistrict special education board.
 - h. The rental or leasing of buildings, property, or classroom space. Minimum state standards for health and safety applicable to school building construction shall apply to any rented or leased buildings, property, or classroom space.
 - i. Unemployment compensation benefits.
 - j. The removal of asbestos substances from school buildings or the abatement of asbestos substances in school buildings under any method approved by the United States environmental protection agency and any repair, replacement, or remodeling that results from such removal or abatement, any remodeling required to meet specifications set by the Americans with Disabilities Act accessibility guidelines for buildings and facilities as contained in the appendix to 28 CFR 36, any remodeling required to meet requirements set by the state fire marshal during the inspection of a public school, and for providing an alternative education program as provided in section 57-15-17.1.
 - k. Participating in cooperative career and technical education programs approved by the state board.
 - l. Maintaining a career and technical education program approved by the state board and established only for that school district.
 - m. Paying the cost of purchasing, contracting, operating, and maintaining schoolbuses.
 - n. Establishing and maintaining school library services.
 - o. Equipping schoolbuses with two-way communications and central station equipment and providing for the installation and maintenance of such equipment.

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- ~~p. Establishing free public kindergartens in connection with the public schools of the district for the instruction of resident children below school age during the regular school term.~~
 - ~~q. Establishing, maintaining, and conducting a public recreation system.~~
 - ~~r. The district's share of contribution to finance an interdistrict cooperative agreement authorized by section 15.1-09-40.~~
- ~~2. This limitation does not apply to mill levies pursuant to subdivisions a, c, f, and j of subsection 1. If a school district maintained a levy to finance either its participation in a cooperative career and technical education program or its sponsorship of single district career and technical education programs prior to July 1, 1983, and the district discontinues its participation in or sponsorship of those career and technical education programs, that district must reduce the proposed aggregated expenditure amount for which its general fund levy is used by the dollar amount raised by its prior levy for the funding of those programs.~~
 - ~~3. All proceeds of any levy established pursuant to this section must be placed in the school district's general fund account and may be expended to achieve the purposes for which the taxes authorized by this section are levied. Proceeds from levies established pursuant to this section and funds provided to school districts pursuant to chapter 15.1-27 may not be transferred to the building fund within the school district.~~
 1. For taxable years after 2013, the board of a school district may levy a tax not exceeding the amount in dollars that the school district levied for the prior year, plus twelve percent, up to a levy of seventy mills on the taxable valuation of the district, for any purpose related to the provision of educational services. The proceeds of this levy must be deposited into the school district's general fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
 2. For taxable years after 2013, the board of a school district may levy no more than twelve mills on the taxable valuation of the district, for miscellaneous purposes and expenses. The proceeds of this levy must be deposited into a special fund known as the miscellaneous fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
 3. The board of a school district may levy no more than three mills on the taxable valuation of the district for deposit into a special reserve fund, in accordance with chapter 57-19.
 4. The board of a school district may levy no more than the number of mills necessary, on the taxable valuation of the district, for the payment of tuition, in accordance with section 15.1-29-15. The proceeds of this levy must be deposited into a special fund known as the tuition fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
 5. Nothing in this section limits the board of a school district from levying:
 - a. Mills for a building fund, as permitted in sections 15.1-09-49 and 57-15-16; and
 - b. Mills necessary to pay principal and interest on the bonded debt of the district, including the mills necessary to pay principal and interest

on any bonded debt incurred under section 57-15-17.1 before July 1, 2013.

6. For the taxable year 2013 only, the board of a school district may levy, for the purposes described in subsections 1 and 2, a tax not exceeding the amount in dollars determined under this subsection, plus twelve percent, up to a combined levy of eighty-two mills. For purposes of this subsection, the allowable increase in dollars is determined by multiplying the 2013 taxable valuation of the district by the sum of sixty mills plus the number of mills levied in 2012 for miscellaneous expenses under sections 57-15-14.5 and 57-15-17.1.

SECTION 50. AMENDMENT. Section 57-15-14.5 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14.5. Long-distance learning and educational technology levy - Voter approval.

1. ~~The school board of a public school district may, upon approval by a majority vote of the qualified electors of the school district voting on the question at any regular or special election, dedicate a tax levy for purposes of this section not to exceed five mills on the dollar of taxable valuation of property within the district.~~
2. ~~All revenue accruing from the levy under this section must be used only for purposes of establishing and maintaining long distance learning and purchasing and maintaining educational technology. For purposes of this section, educational technology includes computer software, computers and computer networks, other computerized equipment, which must be used for student instruction, and the salary of a staff person to supervise the use and maintenance of educational technology.~~
3. ~~If the need for the fund terminates, the governing board of the public school district shall order the termination of the levy and~~On July 1, 2013, each school district shall transfer the remaining any balance remaining in its long-distance learning and educational technology fund to the general fund of the school district.

SECTION 51. AMENDMENT. Section 57-15-17 of the North Dakota Century Code is amended and reenacted as follows:

57-15-17. Disposition of building fund tax.

Revenue raised for building purposes shall be disposed of as follows:

1. a. All revenue accruing from appropriations or tax levies for a school district building fund together with such amounts as may be realized for building purposes from all other sources must be placed in a separate fund known as a school building fund and must be deposited, held, or invested in the same manner as the sinking funds of such school district or in the purchase of shares or securities of federal or state-chartered savings and loan associations within the limits of federal insurance.
- b. The funds may only be used for the following purposes:
 - (1) ~~The erection, construction of new school district buildings and facilities, or additions to old;~~
 - (2) The renovation, repair, or expansion of school district buildings and facilities, or the making of major repairs to existing buildings or facilities, or improvements to school land and site.

~~For purposes of this paragraph, facilities may include parking lots, athletic complexes, or any other real property owned by the school district;~~

- ~~(3)~~ (3) The improvement of school district buildings, facilities, and real property;
 - ~~(4)~~ (4) The leasing of buildings and facilities;
 - ~~(2)(5)~~ (5) The payment of rentals upon contracts with the state board of public school education;
 - ~~(3)(6)~~ (6) The payment of rentals upon contracts with municipalities for career and technical education facilities financed pursuant to chapter 40-57;
 - ~~(4)~~ (4) Within the limitations of school plans as provided in subsection 2 of section 57-15-16; and
 - ~~(5)(7)~~ (7) The payment of principal, premium, if any premiums, and interest on bonds issued pursuant to in accordance with subsection 7 of section 21-03-07.
 - ~~(6)~~ (6) The payment of premiums for fire and allied lines, liability, and multiple-peril insurance on any building and its use, occupancy, fixtures, and contents.
- c. The custodian of the funds may pay out the funds only upon order of the school board, signed by the president and the business manager of the school district. The order must recite upon its face the purpose for which payment is made.

2. Any moneys remaining in a school building fund after the completion of the payments for any school building project which has cost seventy-five percent or more of the amount in such building fund at the time of letting the contracts therefor shall be returned to the general fund of the school district upon the order of the school board.
3. The governing body of any school district may pay into the general fund of the school district any moneys which have remained in the school building fund for a period of ten years or more, and such district may include the same as a part of its cash on hand in making up its budget for the ensuing year. In determining what amounts have remained in said fund for ten years or more, all payments which have been paid from the school building fund for building purposes shall be considered as having been paid from the funds first acquired.
4. Whenever collections from the taxes levied for the current budget and other income are insufficient to meet the requirements for general operating expenses, a majority of the governing body of a school district may transfer unobligated funds from the school building fund into the general fund of the school district if the school district has issued certificates of indebtedness equal to fifty percent of the outstanding uncollected general fund property tax. No school district may transfer funds from the school building fund into the general fund for more than two years.

SECTION 52. AMENDMENT. Section 57-15-17.1 of the North Dakota Century Code is amended and reenacted as follows:

57-15-17.1. School board levies—Multiyear mercury and hazardous substance abatement or removal—Required remodeling—Alternative education programs—Heating, ventilation, and air conditioning systemsDiscontinuation of special funds - Required transfers.

1. The governing body of any public school district may by resolution adopted by a two-thirds vote of the school board dedicate a tax levy for purposes of this section of not exceeding fifteen mills on the dollar of taxable valuation of property within the district for a period not longer than fifteen years. The school board may authorize and issue general obligation bonds to be paid from the proceeds of this dedicated levy for the purpose of:
 - a. Providing funds for the abatement or removal of mercury and other hazardous substances from school buildings in accordance with any method approved by the United States environmental protection agency and for any repair, replacement, or remodeling that results from the abatement or removal of such substances;
 - b. Any remodeling required to meet specifications set by the Americans with Disabilities Act accessibility guidelines for buildings and facilities as contained in the appendix to 28 CFR 36;
 - c. Any remodeling required to meet requirements set by the state fire marshal during the inspection of a public school;
 - d. Providing alternative education programs; and
 - e. Providing funds for the repair, replacement, or modification of any heating, ventilation, or air conditioning systems and required ancillary systems to provide proper indoor air quality that meets American society of heating, refrigerating and air conditioning engineers, incorporated standards.
2. All revenue accruing from the levy under this section, except revenue deposited as allowed by subsections 3, 4, and 5 must be placed in a separate fund known as the mercury and hazardous substance abatement or removal fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of mercury and hazardous substance abatement or removal.
3. All revenue accruing from up to five mills of the fifteen mill levy under this section must be placed in a separate fund known as the required remodeling fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of required remodeling, as set forth in subsection 1.
4. All revenue accruing from up to ten mills of the fifteen mill levy under this section may be placed in a separate fund known as the alternative education program fund. Disbursement may be made from the fund for the purpose of providing an alternative education program but may not be used to construct or remodel facilities used to accommodate an alternative education program.
5. All revenue accruing from the levy under this section, except revenue deposited as allowed by subsections 2, 3, and 4, must be placed in a separate fund known as the heating, ventilation, and air conditioning upgrade fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of improving indoor air quality.

- 6- ~~Any~~On July 1, 2013, each school district shall transfer to its building fund or its general fund any moneys remaining in the mercury and hazardous substance abatement or removal fund after completion of the principal and interest payments for any bonds issued for any school mercury and hazardous substance abatement or removal project, ~~any funds, any~~ moneys remaining in the required remodeling fund after completion of the remodeling projects, ~~any funds, any~~ moneys remaining in the alternative education program fund at the termination of the program, and any ~~funds~~moneys remaining in the heating, ventilation, and air-conditioning upgrade fund after completion of the principal and interest payments for any bonds issued for any indoor air quality project must be transferred to the general fund of the school district upon the order of the school board.

SECTION 53. AMENDMENT. Section 57-15-31 of the North Dakota Century Code is amended and reenacted as follows:

57-15-31. Determination of levy.

The amount to be levied by any county, city, township, school district, park district, or other municipality authorized to levy taxes shall be computed by deducting from the amount of estimated expenditures for the current fiscal year as finally determined, plus the required reserve fund determined upon by the governing board from the past experience of the taxing district, the total of the following items:

1. The available surplus consisting of the free and unencumbered cash balance.
2. Estimated revenues from sources other than direct property taxes.
3. The total estimated collections from tax levies for previous years.
4. Such expenditures as are to be made from bond sources.
5. The amount of distributions received from an economic growth increment pool under section 57-15-61.
6. The estimated amount to be received from payments in lieu of taxes on a project under section 40-57.1-03.
- 7- ~~The amount reported to a school district by the superintendent of public instruction as the school district's mill levy reduction grant for the year under section 57-64-02.~~

Allowance may be made for a permanent delinquency or loss in tax collection not to exceed five percent of the amount of the levy.

SECTION 54. AMENDMENT. Section 57-19-01 of the North Dakota Century Code is amended and reenacted as follows:

57-19-01. School district may establish special reserve fund.

Each school district in this state may establish and maintain a special reserve fund ~~which must be separate and distinct from all other funds now authorized by law and which may not exceed in amount at any one time the sum~~. The balance of moneys in the fund may not exceed that which could be produced by a levy of the maximum mill levy allowed by law fifteen mills in that district for that year.

SECTION 55. AMENDMENT. Section 57-19-02 of the North Dakota Century Code is amended and reenacted as follows:

57-19-02. Special reserve fund - Separate trust fund.

The special reserve fund is a separate trust fund for the use and benefit of the school district, to be drawn upon as provided in this chapter.

1. Moneys in the special reserve fund may be deposited, held, or invested in the same manner as the sinking fund of the district or in the purchase of shares or securities of federal savings and loan associations or state-chartered building and loan associations, within the limits of federal insurance. The school district business manager shall annually, upon a resolution of the school board, transfer to the school district general fund any part or all of the investment income or interest earned by the principal amount of the school district's special reserve fund.
2. Each July first, the board of the school district shall transfer from the special reserve fund to the district's general fund any amount that exceeds the limitation in section 57-19-01.

SECTION 56. AMENDMENT. Section 57-19-09 of the North Dakota Century Code is amended and reenacted as follows:

57-19-09. When fund may be transferred.

Any school district which has heretofore by mistake, or for any other reason, considered all or any part of a special reserve fund, as provided for in chapter 57-19, in determining the budget for the school district which has deducted all or any part of the funds in such special reserve fund from the amount necessary to be levied for any school fiscal year, may transfer from the special reserve fund into the general fund all or any part of such amounts which have been so considered contrary to the provisions of section 57-19-05. Any school district special reserve fund and the tax levy therefor may be discontinued by a vote of sixty percent of the electors of the school district voting upon the question at any special or general election. Any moneys remaining unexpended in such special reserve fund must be transferred to the building or general fund of the school district. The discontinuance of a special reserve fund shall not decrease the school district tax levies otherwise provided for by law by more than twenty percent. A special reserve fund and the tax levy therefor which has been discontinued may be reinstated by a vote of sixty percent of the electors of the school district voting upon the question at any special or general election.

SECTION 57. SCHOOL DISTRICT SUPPLEMENTAL ASSISTANCE PAYMENT.

1. A school district is entitled to a one-time supplemental assistance payment if:
 - a. During the 2012-13 school year, the school district participated with one other school district in a cooperative agreement approved by the superintendent of public instruction;
 - b. At the conclusion of the 2012-13 school year, the school district with which it cooperated became part of a reorganized district; and
 - c. Students who resided in the school district and who attended school in one of the reorganizing districts during the 2012-13 school year enroll in their district of residence for the 2013-14 school year.
2. The supplemental assistance payment to which a school district is entitled under this section must be based on the number of its resident students in average daily membership that had attended school under the referenced cooperating agreement in a district other than their school

district of residence during the 2012-13 school year and that enrolled in their school district of residence for the 2013-14 school year. That number, as determined by the superintendent of public instruction, must be multiplied by \$8,810.

3. The superintendent of public instruction shall base the supplemental assistance payment on the school district's September tenth enrollment report.
4. Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent shall reserve the first \$158,150, or so much of that amount as may be necessary, to provide the supplemental assistance payment required by this section.
5. The supplemental assistance payment is not available to any school district that is entitled to a rapid enrollment grant, as a result of legislation enacted by the sixty-third legislative assembly.

SECTION 58. LEGISLATIVE MANAGEMENT STUDY - FUNDING OF EDUCATION - ACCOUNTABILITY - COMMITTEE ESTABLISHMENT.

1. The legislative management shall appoint a committee to examine and clarify state-level and local-level responsibility for the equitable and adequate funding of elementary and secondary education in this state.
2. The committee shall:
 - a. Define what constitutes "education" for purposes of meeting the state's constitutional requirements;
 - b. Examine the distribution of financial and managerial responsibility for transportation, athletics and activities, course offerings beyond those that are statutorily required, and other nonmandatory offerings and services;
 - c. Examine the distribution of financial and managerial responsibility for school construction;
 - d. Examine the organizational structure for educational delivery in this state, in light of demographic changes, to ensure effectiveness and efficiency;
 - e. Examine the benefits and detriments of statutorily limiting school districts in their ability to generate and expend property tax dollars; and
 - f. Define what constitutes "adequacy" for purposes of funding education.
3. The committee shall:
 - a. Examine concepts of accountability in elementary and secondary education;
 - b. Examine the performance of North Dakota students in state and national assessments to determine whether recent legislative efforts have effected measurable improvements in student achievement; and

- c. Examine high school curricular requirements, content standards, and teacher training and qualifications to determine whether North Dakota students are being adequately prepared for the various assessments and for their first year of enrollment in institutions of higher education.
4. The committee shall examine the effectiveness of teacher, principal, and superintendent evaluation systems.
5. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fourth legislative assembly.

SECTION 59. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$100,000, or so much of the sum as may be necessary, to the legislative council for the purpose of contracting with consultants and other personnel necessary to complete the study of education funding and accountability, for the biennium beginning July 1, 2013, and ending June 30, 2015.

SECTION 60. SCHOOL CONSTRUCTION LOANS - UNCOMMITTED MONEYS - ADDITIONAL PURPOSES. Notwithstanding section 15.1-36-02, if as of December 31, 2014, any portion of the \$150,000,000 referenced in subdivision b of subsection 1 of section 15.1-36-02 remains uncommitted for the purpose of providing school construction loans, the state board of university and school lands may authorize up to \$50,000,000 of the uncommitted amount for the purpose of providing medical facility infrastructure loans in accordance with Senate Bill No. 2187, as enacted by the sixty-third legislative assembly.

SECTION 61. AUTISM SPECTRUM DISORDER - TECHNOLOGY GRANT - TRANSFER.

1. During the 2014-15 school year, the department of career and technical education shall provide a grant to an institution implementing a certificate program that prepares individuals with autism spectrum disorder for employment in the technology sector.
2. The amount of the grant must be determined by multiplying the per student payment rate established in subdivision b of subsection 3 of section 15.1-27-04.1 by the number of students that completed the program, up to a maximum of thirty students.
3. The grant recipient shall provide a report to the legislative management regarding program graduates who found employment in the technology sector, their starting salaries, and their total compensation.
4. Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent may transfer \$250,000, or so much of that amount as may be necessary, to the department of career and technical education, to provide the autism spectrum disorder grant required by this section.

SECTION 62. SUSPENSION. Sections 15.1-27-04, 15.1-27-11, 15.1-27-22.1, 15.1-27-42, 15.1-27-43, 15.1-27-44, 15.1-32-20, 57-15-14.4, and 57-19-04 of the North Dakota Century Code are suspended through June 30, 2015.

SECTION 63. SUSPENSION. Chapter 57-64 of the North Dakota Century Code is suspended for the first two taxable years beginning after December 31, 2012.

SECTION 64. REPEAL. Sections 15.1-27-07.1 and 57-19-10 of the North Dakota Century Code are repealed."

Page 12, line 23, replace "22" with "30"

Page 12, after line 23, insert:

"SECTION 66. EXPIRATION DATE. Sections 33 through 35, 38, 40, 44, 51, and 54 through 56 of this Act are effective through June 30, 2015, and after that date are ineffective.

SECTION 67. EFFECTIVE DATE - EXPIRATION DATE.

1. Sections 21, 27, 28, 42, 45 through 50, 52, and 53 of this Act are effective for the first two taxable years beginning after December 31, 2012, and are thereafter ineffective.
2. Section 57-15-17.1 remains effective through June 30, 2013, for the purpose of any levy and bond issuance authorized by the board of a school district from January 1, 2013, through June 30, 2013. The amendment to section 57-15-17.1, as set forth in section 52 of this Act, is effective beginning July 1, 2013, for the duration of the 2013 taxable year, and for the taxable year beginning after December 31, 2013."

Page 12, line 24, replace "Section 3" with "Sections 3, 44, 57, and 61"

Page 12, line 24, replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Information Technology Department						
Total all funds	\$0	\$880,953	(\$880,953)	\$0	\$0	\$0
Less estimated income	0	880,953	(880,953)	0	0	0
General fund	\$0	\$0	\$0	\$0	\$0	\$0
Legislative Council						
Total all funds	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000
Less estimated income	0	0	0	0	0	0
General fund	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000
Department of Public Instruction						
Total all funds	\$2,194,721,295	\$2,068,395,430	\$75,164,654	\$2,143,560,084	\$2,201,757,899	(\$58,197,815)
Less estimated income	1,151,411,433	436,763,161	233,598	436,996,759	437,244,149	(247,390)
General fund	\$1,043,309,862	\$1,631,632,269	\$74,931,056	\$1,706,563,325	\$1,764,513,750	(\$57,950,425)
State Library						
Total all funds	\$8,622,432	\$7,928,807	\$341,326	\$8,270,133	\$8,347,432	(\$77,299)
Less estimated income	2,400,847	2,388,159	5,986	2,394,145	2,400,847	(6,702)
General fund	\$6,221,585	\$5,540,648	\$335,340	\$5,875,988	\$5,946,585	(\$70,597)
School for the Deaf						
Total all funds	\$10,347,658	\$10,096,929	\$273,637	\$10,370,566	\$10,489,900	(\$119,334)
Less estimated income	2,575,668	2,566,583	4,604	2,571,187	2,575,668	(4,481)
General fund	\$7,771,990	\$7,530,346	\$269,033	\$7,799,379	\$7,914,232	(\$114,853)
Vision Services - School for the Blind						
Total all funds	\$5,735,221	\$5,561,739	\$2,986,110	\$8,547,849	\$8,641,891	(\$94,042)
Less estimated income	859,355	849,784	3,972	853,756	859,355	(5,599)
General fund	\$4,875,866	\$4,711,955	\$2,982,138	\$7,694,093	\$7,782,536	(\$88,443)
Bill total						

Total all funds	\$2,219,426,606	\$2,092,863,858	\$77,984,774	\$2,170,848,632	\$2,229,237,122	(\$58,388,490)
Less estimated income	1,157,247,303	443,448,640	(632,793)	442,815,847	443,080,019	(264,172)
General fund	\$1,062,179,303	\$1,649,415,218	\$78,617,567	\$1,728,032,785	\$1,786,157,103	(\$58,124,318)

House Bill No. 1013 - Information Technology Department - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages		\$880,953	(\$880,953)			
Total all funds	\$0	\$880,953	(\$880,953)	\$0	\$0	\$0
Less estimated income	0	880,953	(880,953)			0
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	6.00	(6.00)	0.00	0.00	0.00

Department No. 112 - Information Technology Department - Detail of Conference Committee Changes

	Removes Transfer of FTE Positions to the Information Technology Department ¹	Total Conference Committee Changes
Salaries and wages	(\$880,953)	(\$880,953)
Total all funds	(\$880,953)	(\$880,953)
Less estimated income	(880,953)	(880,953)
General fund	\$0	\$0
FTE	(6.00)	(6.00)

¹ Funding added by the House for 6 FTE positions to be transferred from the Department of Public Instruction is removed, the same as the Senate.

This amendment removes, the same as the Senate, the following sections:

- A section added by the House requiring the Superintendent of Public Instruction to transfer 6 FTE information technology positions to the Information Technology Department by September 30, 2014, or request Budget Section approval for an extension of the deadline. The section also provides the department may seek Emergency Commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for the services provided by the Information Technology Department.
- A section added by the House to authorize 6 FTE positions and appropriate \$880,953 from special funds derived from other income to the Information Technology Department for positions to be transferred from the Department of Public Instruction.

House Bill No. 1013 - Legislative Council - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Education study			\$100,000	\$100,000		\$100,000
Total all funds	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000
Less estimated income	0	0	0	0	0	0
General fund	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000
	0.00	0.00	0.00	0.00	0.00	0.00

FTE

Department No. 160 - Legislative Council - Detail of Conference Committee Changes

	Adds Funding for a Study of Education Funding ¹	Total Conference Committee Changes
Education study	\$100,000	\$100,000
Total all funds	\$100,000	\$100,000
Less estimated income	0	0
General fund	\$100,000	\$100,000
FTE	0.00	0.00

¹ A section is added for the Legislative Council to contract with consultants and other personnel to complete a study of education funding and accountability.

House Bill No. 1013 - Department of Public Instruction - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	\$16,611,338	\$15,602,405	\$338,548	\$15,940,953	\$16,620,836	(\$679,883)
Operating expenses	30,149,802	29,630,802	100,000	29,730,802	29,730,802	
Integrated formula payments	1,787,400,000	1,684,550,000	67,550,000	1,752,100,000	1,809,800,000	(\$57,700,000)
Grants - Special education contracts	16,500,000	16,500,000		16,500,000	16,500,000	
Grants - Transportation	53,500,000	48,500,000	5,000,000	53,500,000	53,500,000	
Grants - Other grants	273,410,155	270,640,155	1,926,106	272,566,261	272,706,261	(140,000)
Rapid enrollment grants	17,000,000					
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	120,000	120,000		120,000	120,000	
Accrued leave payments		322,068		322,068		322,068
Funding pool for initiatives		2,500,000	250,000	2,750,000	2,750,000	
Total all funds	\$2,194,721,295	\$2,068,395,430	\$75,164,654	\$2,143,560,084	\$2,201,757,899	(\$58,197,815)
Less estimated income	1,151,411,433	436,763,161	233,598	436,996,759	437,244,149	(247,390)
General fund	\$1,043,309,862	\$1,631,632,269	\$74,931,056	\$1,706,563,325	\$1,764,513,750	(\$57,950,425)
FTE	99.75	99.75	0.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Removes House Changes to Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Increases Funding Pool for Initiatives ³	Increases Funding for Passthrough Grants ⁴	Increases Funding for the Teacher Mentoring Program ⁵	Adds Funding for Pathfinders Parent Project ⁶
Salaries and wages	\$696,363	(\$357,815)				
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants				775,000	1,000,000	131,106
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives			250,000			
Total all funds	\$696,363	(\$357,815)	\$250,000	\$775,000	\$1,000,000	\$131,106
Less estimated income	480,988	(247,390)	0	0	0	0
General fund	\$215,375	(\$110,425)	\$250,000	\$775,000	\$1,000,000	\$131,106
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Governing North Dakota Textbook ⁷	Increases Funding for Transportation Grants ⁸	Adds Funding for Study of Information Technology FTE Positions and Services ⁹	Decreases Funding Related to Isolated Schools ¹⁰	Decreases Funding Related to Home Education Supervision Factor ¹¹	Decreases Funding Related to the School District Size Weighting Factor ¹²
Salaries and wages						
Operating expenses			100,000			
Integrated formula payments				(1,300,000)	(515,000)	(435,000)
Grants - Special education contracts						
Grants - Transportation		5,000,000				
Grants - Other grants	20,000					
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives						
Total all funds	\$20,000	\$5,000,000	\$100,000	(\$1,300,000)	(\$515,000)	(\$435,000)
Less estimated income						
General fund	\$20,000	\$5,000,000	\$100,000	(\$1,300,000)	(\$515,000)	(\$435,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Decreases Funding Related to Changes in Other In Lieu Revenue Percentages ¹³	Increases Funding Related to a Decrease in the Local Tax Contribution ¹⁴	Increases Funding Related to Changes in the Minimum Local Effort Calculation ¹⁵	Total Conference Committee Changes
Salaries and wages				\$338,548
Operating expenses				100,000
Integrated formula payments	(2,700,000)	61,900,000	10,600,000	67,550,000
Grants - Special education contracts				
Grants - Transportation				5,000,000
Grants - Other grants				1,926,106
Rapid enrollment grants				
Transportation efficiency				
National board certification				
Accrued leave payments				
Funding pool for initiatives				250,000
Total all funds	(\$2,700,000)	\$61,900,000	\$10,600,000	\$75,164,654
Less estimated income	0	0	0	233,598
General fund	(\$2,700,000)	\$61,900,000	\$10,600,000	\$74,931,056
FTE	0.00	0.00	0.00	0.00

¹ Changes made by the House to the executive compensation package are removed.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.
- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

³ The flexible funding pool added by the House is increased to the same level as the Senate to provide one-time funding totaling \$2,750,000 for the following items that were **not** included in the executive recommendation:

- Management information systems - Website updates.

- Safe and drug-free schools salary funding.
- Statewide accreditation system.
- Business manager training program.

Funding is also included in the pool for the following items included in the executive recommendation:

- Management information systems - STARS maintenance and development (\$719,000).
- Common core state standards (\$500,000).
- Teacher and principal evaluation systems (\$400,000).

The funding provided for the Superintendent's initiatives funding pool is offset by funding reductions in line items related to the initiatives included in the executive recommendation, for a net increase in funding of \$1,131,000 from the general fund.

⁴ Funding increases in the other grants line item for the following passthrough grants removed by the House are restored to the executive recommendation level, the same as the Senate:

- North Central Council for School Television (\$50,000) to provide a total of \$535,000, the same as the executive recommendation.
- Rural art outreach project (\$35,000) to provide a total of \$415,000, the same as the executive recommendation.
- National writing projects (\$15,000) to provide a total of \$173,000, the same as the executive recommendation.

In addition, funding for a passthrough grant for the Gearing Up for Kindergarten program removed by the House is restored to \$675,000, \$50,000 more than the 2011-13 biennium. The executive recommendation and the Senate included \$815,000 for the Gearing Up for Kindergarten program.

⁵ Funding for the teacher mentoring program removed by the House is restored to provide a total of \$2.3 million from the general fund, the same as the executive recommendation and the Senate version.

⁶ Funding is added for a passthrough grant to the Pathfinders Parent Project, the same as the Senate. This funding was not included in the executive recommendation.

⁷ One-time funding is added for a grant to the State Historical Society for the republication of the *Governing North Dakota* textbook, the same as the Senate. This funding was not included in the executive recommendation.

⁸ This amendment restores the increase in transportation grants included in the executive recommendation and removed by the House to provide a total of \$53.5 million from the general fund, the same as the Senate.

⁹ This amendment adds one-time funding for the Superintendent of Public Instruction to contract with the Information Technology Department and a private consultant to conduct an information technology staffing analysis, the same as the Senate. The executive recommendation and the House did not include this funding.

¹⁰ Funding added by the House related to a change in the average daily membership eligibility criteria for isolated schools from 100 students to 125 students is removed, the same as the Senate. The executive recommendation did not include this change.

¹¹ Funding is reduced for savings related to a reduction in the home education supervision factor from .50 to .20, the same as the Senate. Neither the executive recommendation nor

the House included this change.

¹² Funding added by the House for changes in the school district size weighting factor is reduced, the same as the Senate. The executive recommendation did not change the school district size weighting factors.

¹³ Funding is reduced for savings related to changes in the percentage of other in lieu revenue included in the formula, the same as the Senate. Neither the executive recommendation nor the House included these changes.

¹⁴ Funding for integrated formula payments is increased due to a decrease in the local contribution from 70 mills provided in the House version to 60 mills. Funding included in the executive recommendation was based on a local contribution of 50 mills. The House increased the local contribution to 70 mills, reducing funding for integrated formula payments by \$119.6 million. The Senate restored the local contribution to 50 mills, the same as the executive recommendation.

¹⁵ Funding for integrated formula payments is increased due to changes in the minimum local effort calculation, the same as the Senate. Neither the executive recommendation nor the House included this change.

This amendment also:

- Changes the section of the bill related to the salary of the Superintendent of Public Instruction to provide a 4 percent first year and a 3 percent second year salary increase. The Senate and the executive budget provided 4 percent annual increases. The House provided 3 percent annual increases.
- Removes two sections added by the House related to the transfer of 6 FTE positions to the Information Technology Department, including a section providing an appropriation of \$883,953 from special funds to the Information Technology Department for defraying the expenses of 6 FTE information technology positions transferred from the Department of Public Instruction.
- Removes a section added by the House related to a study of the costs and benefits of accepting federal funds and the consequences of declining federal funds.
- Removes a legislative intent section added by the House allowing school districts to participate in the Gearing Up for Kindergarten program.
- Amends a section related to the distribution of transportation grants to update reimbursement rates for the \$5 million increase restored by the Senate to the executive budget level.
- Adds a section to identify funding for an information technology staffing analysis of the Department of Public Instruction.
- Amends North Dakota Century Code Section 15.1-18.1-02 related to the national certification program to increase the payment from \$1,000 to \$1,500 effective July 1, 2015. The change recommended in the executive budget was inadvertently not changed in the bill as introduced.
- Adds a section of legislative intent that the Superintendent of Public Instruction propose legislation to the 64th Legislative Assembly to replace any reductions to federal title funds due to sequestration with state funding.
- Adds sections relating to the the determination of state aid payable to school districts.
- Adds a section to increase funding available for school construction loans. An additional \$150 million is made available from the strategic investment and improvements fund. In addition, a section is added to provide that of funds remaining uncommitted for school loans as of December 31, 2014, \$50 million may be made available for medical facility infrastructure loans.

- Repeals sections related to kindergarten payments and special reserve funds.
- Adds a section to provide supplemental assistance totaling \$158,150 to a school district from funds remaining in the grants - state school aid line item after the Superintendent of Public Instruction has complied with all statutory obligation imposed for the 2011-13 biennium.
- Provides for a Legislative Management study of education funding and accountability.
- Adds a section to provide for a transfer of \$250,000 to the Department of Career and Technical Education for an autism spectrum disorder technology certificate program. Funding is provided from funds remaining in the grants - state school aid line item after the Superintendent of Public Instruction has complied with all statutory obligations imposed for the 2011-13 biennium.

House Bill No. 1013 - State Library - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	\$3,932,706	\$3,705,227	\$74,826	\$3,780,053	\$3,932,706	(\$152,653)
Operating expenses	1,895,726	1,895,726		1,895,726	1,895,726	
Grants	2,794,000	2,252,500	266,500	2,519,000	2,519,000	
Accrued leave payments		75,354		75,354		75,354
Total all funds	\$8,622,432	\$7,928,807	\$341,326	\$8,270,133	\$8,347,432	(\$77,299)
Less estimated income	2,400,847	2,368,159	5,986	2,394,145	2,400,847	(6,702)
General fund	\$6,221,585	\$5,540,648	\$335,340	\$5,875,988	\$5,946,585	(\$70,597)
FTE	29.75	29.75	0.00	29.75	29.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Removes House Changes to Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Increases State Aid to Libraries ³	Total Conference Committee Changes
Salaries and wages	\$152,125	(\$77,299)		\$74,826
Operating expenses				
Grants			266,500	266,500
Accrued leave payments				
Total all funds	\$152,125	(\$77,299)	\$266,500	\$341,326
Less estimated income	12,688	(6,702)	0	5,986
General fund	\$139,437	(\$70,597)	\$266,500	\$335,340
FTE	0.00	0.00	0.00	0.00

¹ Changes made by the House to the executive compensation package are removed.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.
- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

³ This amendment restores the increase in state aid to libraries included in the executive

recommendation and removed by the House to provide a total of \$1,766,500 from the general fund, the same as the Senate.

In addition, the section related to the distribution of state aid to public libraries is amended to provide for the distribution of aid totaling \$1,766,500, the same as the executive recommendation and the Senate version.

House Bill No. 1013 - School for the Deaf - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	\$7,044,843	\$6,675,567	\$257,338	\$6,932,905	\$7,187,085	(\$254,180)
Operating expenses	1,908,794	1,892,495	16,299	1,908,794	1,908,794	
Capital assets	1,194,021	1,194,021		1,194,021	1,194,021	
Grants	200,000	200,000		200,000	200,000	
Accrued leave payments		134,846		134,846		134,846
Total all funds	\$10,347,658	\$10,096,929	\$273,637	\$10,370,566	\$10,489,900	(\$119,334)
Less estimated income	2,575,668	2,566,583	4,604	2,571,187	2,575,668	(4,481)
General fund	\$7,771,990	\$7,530,346	\$269,033	\$7,799,379	\$7,914,232	(\$114,853)
FTE	44.61	44.61	0.00	44.61	44.61	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Removes House Changes to Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Restores Funding for Professional Development ³	Adds Contingent Funding for a Full-Time Superintendent Position ⁴	Total Conference Committee Changes
Salaries and wages	\$234,430	(\$119,334)		\$142,242	\$257,338
Operating expenses			16,299		16,299
Capital assets					
Grants					
Accrued leave payments					
Total all funds	\$234,430	(\$119,334)	\$16,299	\$142,242	\$273,637
Less estimated income	9,085	(4,481)	0	0	4,604
General fund	\$225,345	(\$114,853)	\$16,299	\$142,242	\$269,033
FTE	0.00	0.00	0.00	0.00	0.00

¹ Changes made by the House to the executive compensation package are removed.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.
- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

³ This amendment restores a funding increase for professional development included in the executive recommendation and removed by the House, the same as the Senate.

⁴ Contingent funding is added for a full-time superintendent position, the same as the Senate. The position is currently vacant and is shared with North Dakota Vision Services - School for the Blind. The executive recommendation and the House did not include this contingent funding.

In addition, this amendment adds a section, the same as the Senate, to provide the School for the Deaf may use up to \$142,242 provided from the general fund, contingent on the retirement of the current superintendent, to fill a full-time superintendent position. The salary authorization is to be prorated based on the retirement date of the current superintendent. The section also provides the Superintendent of Public Instruction may determine how the superintendent position at the School for the Deaf is filled. This provision was not included in the executive recommendation or the House version.

House Bill No. 1013 - Vision Services - School for the Blind - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	\$4,452,015	\$4,191,070	\$224,110	\$4,415,180	\$4,596,685	(\$181,505)
Operating expenses	720,806	720,806		720,806	720,806	
Capital assets	562,400	562,400	2,762,000	3,324,400	3,324,400	
Accrued leave payments		87,463		87,463		87,463
Total all funds	\$5,735,221	\$5,561,739	\$2,986,110	\$8,547,849	\$8,641,891	(\$94,042)
Less estimated income	859,355	849,784	3,972	853,756	859,355	(5,599)
General fund	\$4,875,866	\$4,711,955	\$2,982,138	\$7,694,093	\$7,782,536	(\$88,443)
FTE	29.50	29.50	0.50	30.00	30.00	0.00

Department No. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Removes House Changes to Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Adds Contingent Funding for a Full-Time Superintendent Position ³	Adds Funding to Remodel West Wing of the School Building ⁴	Total Conference Committee Changes
Salaries and wages	\$173,482	(\$94,042)	\$144,670		\$224,110
Operating expenses					
Capital assets				2,762,000	2,762,000
Accrued leave payments					
Total all funds	\$173,482	(\$94,042)	\$144,670	\$2,762,000	\$2,986,110
Less estimated income	9,571	(5,599)	0	0	3,972
General fund	\$163,911	(\$88,443)	\$144,670	\$2,762,000	\$2,982,138
FTE	0.00	0.00	0.50	0.00	0.50

¹ Changes made by the House to the executive compensation package are removed.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.
- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase

in January 2015.

³ Contingent funding and a .5 FTE position is added for a full-time superintendent position, the same as the Senate. Currently, the .5 FTE position related to the superintendent is filled by a Braille music instructor and the superintendent is shared with the School for the Deaf. The executive recommendation and the House did not include this contingent funding.

⁴ One-time funding is provided to remodel the west wing of the school building occupied by Grand Forks Public Schools, the same as the Senate. The executive recommendation and the House did not include funding for this project.

In addition, this amendment adds a section, the same as the Senate, to provide the North Dakota Vision Services - School for the Blind may use up to \$144,670 provided from the general fund, contingent on the retirement of the current superintendent, to fill a full-time superintendent position. The salary authorization is to be prorated based on the retirement date of the current superintendent. The section provides a .5 FTE superintendent position added to the School for the Blind is contingent on a determination made by the Superintendent of Public Instruction that a full-time superintendent position is required at the School for the Blind. The section also provides that the Superintendent of Public Instruction may determine how the superintendent position at the School for the Blind is filled. This provision was not included in the executive recommendation or the House version.

Engrossed HB 1013 was placed on the Seventh order of business on the calendar.

2013 TESTIMONY

HB 1013

HB 1013
House Appropri. Educ. & En
Jan. 18, 2013
Attachment 1

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
January 18, 2013
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Mr. Chairman Skarphol and Members of the Committee:

I am Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to offer information and testify in support of the Department of Public Instruction's requested optional requests.

The Superintendent of Public Instruction by the Constitution of North Dakota and the North Dakota Legislative Assembly is required to enforce all state statutes and federal regulations pertaining to the establishment and maintenance of public schools and related programs.

The Agency's mission states: "DPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success."

The strategic plan for the Department of Public Instruction outlines initiatives that focus on student achievement, community involvement, operational excellence and support.

Six priorities have recently been established to provide us with a roadmap to success:

- Provide superior customer service and support.
- Attract and retain quality staff.
- Support school climate and academics.
- Provide effective communication.
- Provide high-quality professional development and technical assistance.
- Engage in collaborative data-driven decision making.

Some of the department's major accomplishments of the past biennium include:

- The delivery of over 4,100 North Dakota Academic Scholarships or Career and Technical Education Scholarships.
- Provided four scholarships for graduate level Speech Language Pathologists to combat the shortage of these employees in our school districts.
- Revision and improvement of the dual credit application and approval process.
- Involvement in the growth of the North Dakota Science, Technology, Engineering and Mathematics (STEM) Network.
- Coordination with the Department of Health in the publishing and dissemination of two key documents, *School Health Guidelines* and *School Emergency Guidelines*.
- The gathering of exemplary school improvement practices and strategies.

- The creation of a series of recorded WebEx trainings so educators and school leaders can access training at their convenience.
- Submitted and awarded \$2.5 million from the U.S. Department of Education (USDE) to fund schools for improvement.
- Created adult education satellite programs.
- Developed and conducted a statewide survey of effective teacher and principal evaluation practices in preparation for establishing uniform evaluation guidelines for adoption by local school districts.
- Adopted the new Common Core State Standards in Math and English Language Arts.
- Participated in several multi-state consortia to assist in developing national, high-quality summative assessments based on the Common Core State Standards.
- Performed a major revision of all Fiscal and Human Resource forms for internal and external customers resulting in a more efficient system and greater clarification.
- In conjunction with the ND Leadership and Educational Administration Development Center (LEAD) and the State Longitudinal Data System (SLDS) committee, began the roll-out of SLDS and began tracking information from local school districts on their technological preparedness

for administering online assessments as part of the National Common Core State Standards.

The Superintendent of Public Instruction is also responsible for the supervision of the operation of the North Dakota School for the Blind and Vision Services in Grand Forks, the North Dakota School for the Deaf and Resource Center for the Deaf and Hard of Hearing in Devils Lake, and the North Dakota State Library.

I introduce Ms. Carmen Grove Suminski, Superintendent of the ND School for the Blind and Vision Services and Superintendent of the ND School for the Deaf and Resource Center for the Deaf and Hard of Hearing followed by Mr. Hulen Bivins, State Librarian, to provide testimony.

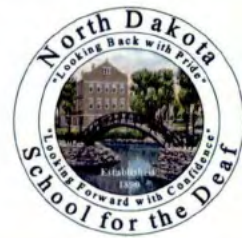
North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing

*A Division of the
Department of Public
Instruction*

*Kirsten Baesler
State Superintendent*



"A School without Walls"



Testimony to the House Education and
Environment Division
Appropriations Committee
House Bill #1013

Carmen Grove Suminski, Superintendent
and
Michael Loff, Business Manager



1401 College Drive North
Devils Lake, ND 58301

www.nd.gov/ndsd

January 18, 2013

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Testimony

Chairman Robert Skarphol and Members of the House Education and Environment Division Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSB/RCDHH). Michael Loff, Business Manager, and I will provide testimony relative to House Bill #1013.

Mission: To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.

Purpose: To develop, coordinate, and maintain a comprehensive continuum of services for all citizens who are deaf or hard of hearing (infants through senior citizens).

A School without Walls

Historical Information:

The historical information is included as Appendix A and was compiled by Lilia Bakken, NDSB Communications Department. NDSB/RCDHH has a strong heritage having been at his original site since 1890. This information includes photos and lists accomplishments and methods of communication during each superintendent's timeframe.

This biennium has been one of **change, partnering and planning.**

National Involvement:

- Presented on North Dakota services for the blind and deaf before a Feasibility and Planning Study Committee in Council Bluffs, Iowa, per the request of CEASD (Conference of Educational Administrators of School and Programs for the Deaf)
- Maintain membership and attend regional and national conferences with the CEASD
- Outreach personnel on EHDI (Early Hearing Detection Intervention) Team
- Outreach personal on Advisory Board for the Midwest Gallaudet University Regional Center

Major Accomplishments:

- Implemented a working Strategic Plan with the facilitation of Mike Bello, Massachusetts (Appendix G)
- Mission and purpose established via the Strategic Plan
- Implemented new name on January 1, 2012 and statewide mission North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSB/RCDHH)
- Continued partnership for Grades 9 to 12 with Devils Lake Public Schools with three deaf students graduating in May 27, 2012 (Appendix B)
- Outreach staff increased from 4 in 2009 to 8 in 2012 including 2 adult positions (reclassification of current FTE's)
- Parent Infant Outreach personnel are offering of a pilot Language and Auditory Fun Therapy Group designed for ages 18 to 36 months in Fargo and Minot with 11 attendees
- Collect relevant data to identify the number of infants, students, and adults and families that are served by faculty and staff
- Contracted with cochlear implant specialist to provide workshops and consultations
- Provide support and professional development of educational interpreters in the state through the partnership of NDSB/RCDHH and Lake Region State College
- Renovation of the Spears Building in compliance with the Facility Master Plan and to assure safety to the Head Start Program (new heating and cooling, upgrading electrical system, addition of sprinkler system, new smoke detector system and new ceiling and light fixtures)
- Demolished an apartment house and garages (Infirmary demolished in previous biennium)
- Updating of Camera Security System
- Replacement of electrical transformers
- Installation of new windows in Administration Building for energy efficiency
- Rental of additional space to Lake Region State College plus the Interpreting Program

The campus is used not only by the NDSB/RCDHH but also the following community and state entities: (Appendix C)

- Rental of space to Head Start, Department of Commerce, EduTech, Protection and Advocacy and Lake Region State College
- Classrooms in areas once used as a dorm

- Superintendent's house as my residence and is available for meetings both by NDSB/RCDHH, NDVS/SB, and the Dual Sensory Project
- Swimming pool used by local Park Board, Camp Grafton, JROTC, Lake Region Search and Rescue, New Outlooks, Harmony House, Therapeutic/Medical Referrals, Senior Citizens and others
- Football field used by Devils Lake High School
- Instructional space used by Lake Region Special Education and Devils Lake Public Schools
- Gym utilized by community, Park Board, Head Start, Devils Lake Public Schools
- Lake Region State College Interpreting classes
- IVN sites available upon requests
- Blackhurst Dorm lobby used by community, Deaf Alumni, meetings and trainings
- Trades Buildings used for Martial Arts and Yoga Classes

Agency Future Critical Issues

- Continue to implement the Facility Master Plan assuring ADA Compliance and safety for all persons
- To continue to recruit qualified staff and personnel
- To insure that NDSB/RCDHH be a point of entry for deaf and hard of hearing persons in compliance Century Code statute (25-07-10)
- To inform stakeholders of the scope and quality of services provided by the Outreach Specialists who utilize "best practices" in the renewed statewide effort to serve deaf and hard of hearing persons in this "school without walls" strategy
- To develop a client search system for locating deaf and hard of hearing adults (21 years and/or high school graduate and up) who are in need of service and resources, enter results into data collection system
- To increase the number of infants and their families, students, and adults that are served within
- To educate all stakeholders of the fact that deaf and hard of hearing people of all ages are at risk if appropriate intervention is not provided

Statistical Information Services Provided

	2009-2011 Biennium	7/11-6/12 Annual
Outreach Services		
Parent Infant		
Consultations	2,766	1,018
Evaluations	105	48
Direct Service	1,225	594
Persons served (unduplicated)	55	22
School Age		
Consultations	2,091	853
Evaluations	42	44
Direct Service	888	311
Persons served (unduplicated)	90	32
Adults		
Consultations	413	338
Evaluations	5	6
Direct Service	76	80
Persons served (unduplicated)		72
Support Groups Attendees		94
Presentations/In-services Attendees	1,492	321
Family Learning Vacation	85	25
Summer Camps	33	3
Outreach Miles Traveled		120,270
Dual Sensory Project		
Dual Sensory Census	35	37
Communications		
ND Captioning Center		
Transcription	140 hours	51 hours
Edit/Encode	203 hours	209 hours
Teaching of Sign Language		
American Sign Language (Daily Classes)	504 students	152 students
Basic Conversational Sign	244 persons	92 persons
Baby Sign Language Class		33 persons
IVN Classes on campus	192 persons	225 persons
IVN Classes off campus	1,743 persons	1,131 persons
Library Circulation		
	3,663 items	2,063 items

On Campus Education Services (2009-2010 School Term)

Preschool – 6 (1 with cochlear implant and 1 with secondary disability)
Elementary – 5 (4 with cochlear implants and 5 with secondary disabilities)
Middle – 9 (3 with cochlear implants and 6 with secondary disabilities)
Secondary – 4 (1 with cochlear implant and 1 with secondary disabilities)

On Campus Education Services (2010-2011 School Term)

Preschool – 7 (2 with cochlear implants and 1 with secondary disability)
Elementary – 6 (3 with cochlear implants and 1 with secondary disability)
Middle – 5 (3 with cochlear implants and 2 with secondary disabilities)
Secondary enrolled at DLHS – 7 (1 with cochlear implant and 1 with secondary disability)

On Campus Education Services (2011-2012 School Term)

Preschool – 4 (3 with cochlear implants and 1 with secondary disability)
Elementary – 7 (3 with cochlear implants and 2 with secondary disability)
Middle – 5 (2 with cochlear implants and 1 with secondary disabilities)
Secondary enrolled at DLHS – 8 (1 with cochlear implant and 1 with secondary disability)

On Campus Education Services (2012-2013 School Term)

Preschool – 5 (2 with cochlear implants and 1 with secondary disability)
Elementary – 7 (3 with cochlear implants and 2 with secondary disability)
Middle – 4 (2 with cochlear implants and 1 with secondary disabilities)
Secondary enrolled at DLHS – 8 (1 with secondary disability)

2,226 persons were impacted by NDSB/RCDHH from 7/1/11 – 6/30/12

**North Dakota School for the Deaf/RCDHH
 2013-2015 Budget Request**

	1	2	3	4	4
Line Item:	Expenditures 2009-2011	Appropriation 2011-2013	Base Budget Request 2013-15	Executive Recommendation Change	Executive Recommendation 2013-15
Salaries and Wages	\$ 4,980,439	\$ 5,932,638	\$6,379,856	\$ 664,987	\$ 7,044,843
Operating Expenses	\$ 1,383,814	\$ 1,633,910	\$1,908,794	\$ -	\$ 1,908,794
Capital Assets	\$ 175,932	\$ 1,240,230	\$1,177,637	\$ 16,384	\$ 1,194,021
Capital Construction Carry	\$ 232,887	\$ 118,677	\$ -	\$ -	\$ -
Deferred Maintenance	\$ 65,469	\$ -	\$ -	\$ -	\$ -
Grants to ND Colleges	\$ 173,066	\$ 226,934	\$ 200,000	\$ -	\$ 200,000
Total	\$ 7,011,607	\$ 9,152,389	\$9,666,287	\$ -	\$ 10,347,658
Federal Funds	\$ 288,360	\$ 295,676	\$ 321,765	\$ 21,861	\$ 343,626
General Fund	\$ 6,422,806	\$ 6,864,382	\$7,204,678	\$ 567,312	\$ 7,771,990
Special Funds	\$ 300,441	\$ 1,992,331	\$2,139,844	\$ 92,198	\$ 2,232,042
Total	\$ 7,011,607	\$ 9,152,389	\$9,666,287	\$ -	\$ 10,347,658
FTE	43.94	43.94	43.94	0.67	44.61

2013-2015 Base Budget

Salary line item includes \$328,495 from the general fund for teachers placed on 2013-15 Composite Salary Schedule.

Operating expense includes strategic distribution of \$262,000 in new Land Trust Department special funds for implementation of adult outreach, expansion of outreach PIP services, DOT fleet cost increases, campus utility cost increases, and food cost increases. \$16,299 in general funds increase professional development related to deaf education. Operating expense comprises 21.3% of total operational expense with salary and wages.

Capital assets general fund totaling \$126,262 are distributed to complete upgrade of fire alarm system, security update to door an camera system and power plant component replacements.

Capital assets funded by special funds total \$1,051,375. Previously approved Master Facility projects which are designed, bid, and carried forward to request appropriation authority \$925,875. Replacement of walk in coolers in kitchen area and sealing of parking lot \$60,000. IVN room equipment and campus server replacement (Information Technology) \$43,000. Replacement of convection oven and riding lawn mower \$22,500.

Total biennium special fund revenue \$1,189,600 is from the following sources; meals, miscellaneous, and interpreter services totaling \$282,600; rental income derived from various lease occupants primarily head start program \$191,000 and transfer of funds from common schools land trust department \$716,000.

2013-2015 Executive Recommendation Changes

The executive budget assumes that special funds are available to increase the inflation allowance from 3% to 4% on Master Facility projects involving extraordinary repair to Blackhurst Dorm and Smith Building kitchen facilities. The special fund appropriate request for these projects is increased by \$16,384 to \$942,259.

The executive budget assumes special funds are available to fund .67 FTE to expand partial year teacher positions to year round adult service positions. Additional special funds spending authority totals \$75,176. The FTE increase relates to an optional general fund request for an aggregate 2.35 FTE increase of partial positions to expand service capacity.

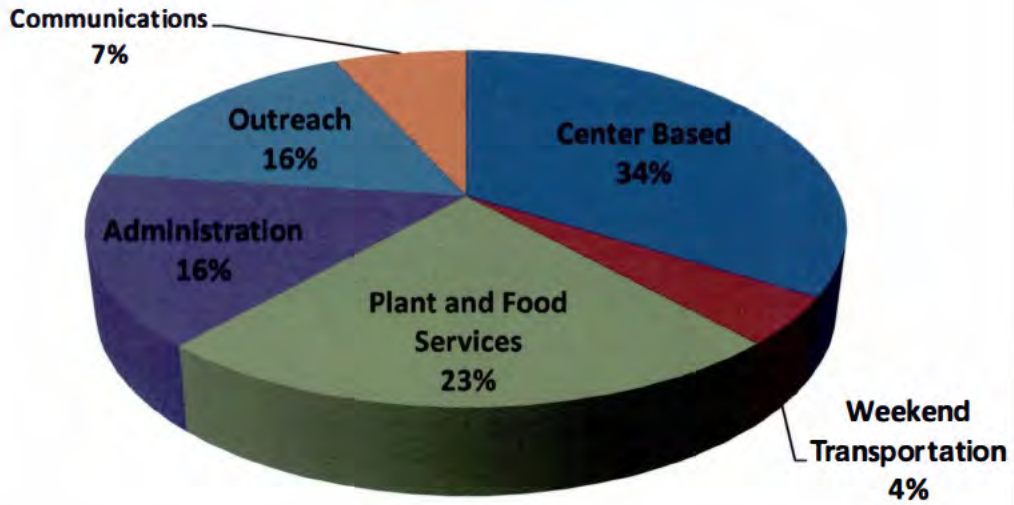
Provides \$427,890 of which \$410,774 is from the general fund for executive compensation package. As noted under the base budget commentary, executive budget provides \$328,495 from the general fund to maintain teachers on the statewide Composite Salary Schedule. The executive recommendation includes a partial remedy to an optional package request based upon current wage compression and Hayes system implementation.

Additional Optional Budget Commentary and Requests

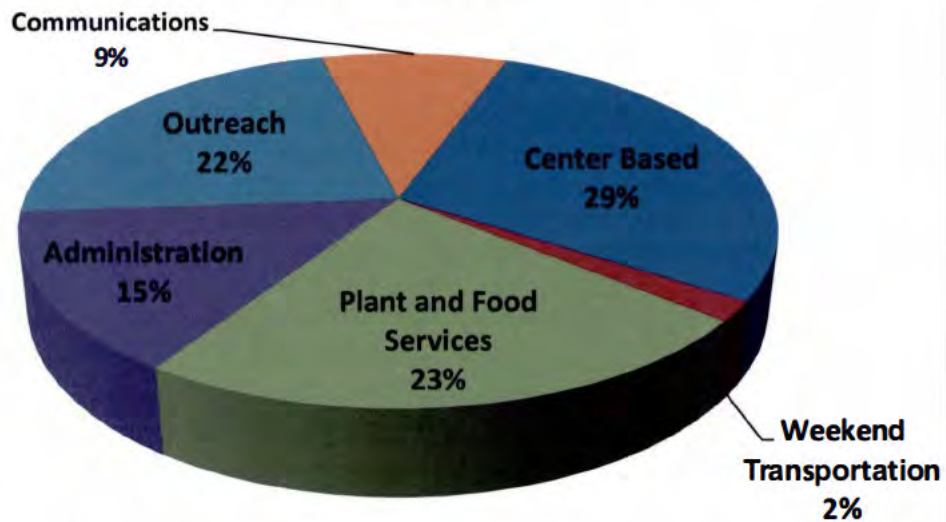
Dual Sensory (Deaf Blind Program) contingency request. Although advised to approach the emergency commission regarding loss of federal funding for this program we are concerned that funding to replace the \$210,000 biennial cost will not be available when needed. The program currently serves 37 Dual Sensory children.

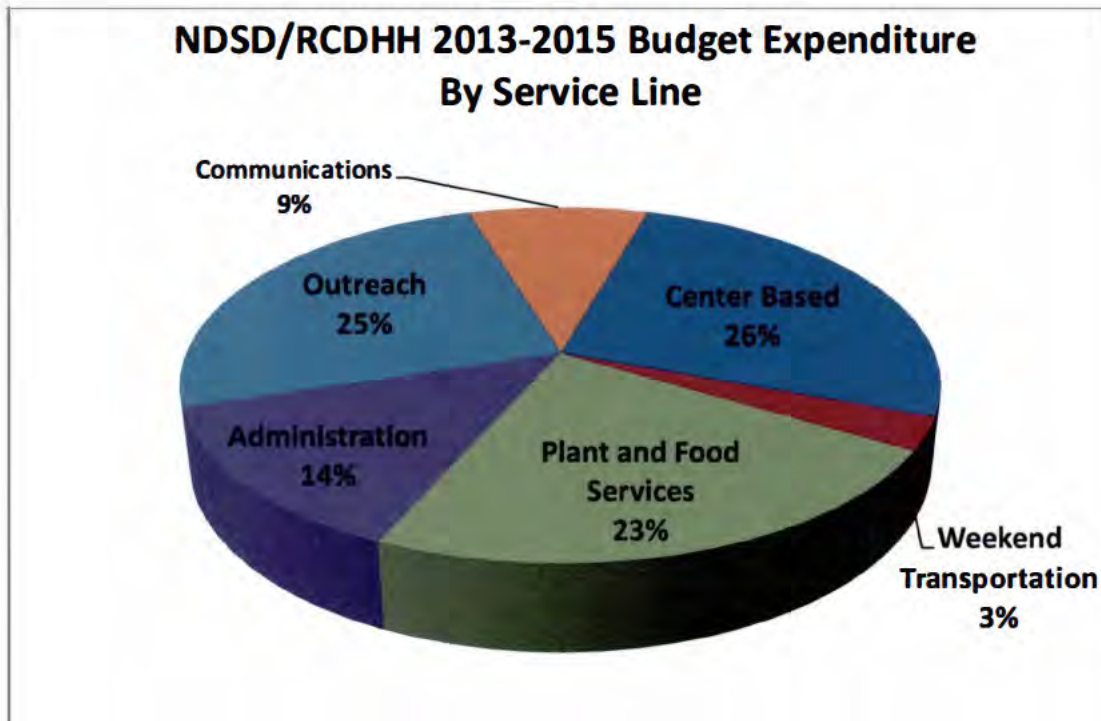
NDSB is requesting approval and funding for an enclosed entryway between the Spears Building and the Trades Building on campus. The capital project designed by EAPC of Grand Forks would address ADA access issues for both buildings. Total projected cost \$1,845,000.

NDSR/RCDHH 2009-2011 Actual Expenditures by Service Line



NDSR/RCDHH 2011-2013 Actual Expenditures by Service Line





Conclusion

I am honored to serve as the superintendent of NDSB/RCDHH. This is a critical; yet, exciting time to be at NDSB/RCDHH.

I ask that you please allocate the funds as included in the Executive Recommendation plus this includes the Accessible Entry and enables NDSB/RCDHH to be in compliance with code and ADA and allows us to work and provide services in a "safe" and "accessible" environment. This accessible entry would be attached to the Trades Buildings and make the Spears Building and Gymnasium accessible. The current steps to the primary entrance is extremely dangerous and a risk.

Our mission is to serve persons who are deaf and hard of hearing of all ages across the state of ND. With your support, we can continue to make that happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are deaf and hard of hearing!

North Dakota School for the Deaf

Chronological History 1890 - 2013

Prepared by Lilia Bakken
Communications Coordinator

1. Superintendent name and years of service
2. Average number students during tenure at NDSD
3. Communication mode used during tenure
4. Major initiatives during tenure
5. Photos of campus scenes during tenure

(Note: information herein was compiled from *NDSD Biennial Reports*)

History of the North Dakota School for the Deaf



Superintendent Anson Spear 1890-1895



Average number of pupils during Spear tenure: 28

Communication: **Combined method** - use of signs and manual alphabet
Use of oral methods with pupils who showed ability



Anson & son

Spear tenure

- Only deaf superintendent - 1890 helped establish North Dakota School for the Deaf
- Oversaw construction of main building ready for occupancy-1893
- Implemented trade programs: farm, dairy, garden, printing, sewing and housekeeping
- Established the *Banner*, a semi-monthly newspaper printed by students
- Law passed - \$50 penalty for parents who refused to send their deaf child to school

Superintendent Dwight Bangs 1895-1912



Average number of pupils during Bangs tenure: 66

Communication: **Combined Method**: use of signs, finger spelling, writing, and speech, adapting their uses with pupils as needed

Bangs tenure

- School awarded first prize medal at 1904 *World Fair* in St. Louis for excellent exhibit of school work
 - Power plant, steam heat, sewers, electricity and fire escapes
 - Construction of infirmary, barn and new school building (construction of school was not completed until 26 years later)
 - Implemented carpentry class
 - First class of graduates 1900
- Lobbied for:
 - stricter laws regarding school attendance for deaf children
 - procedures for reporting deaf children from tax assessor's office to school census
 - change school name from *Deaf & Dumb Asylum* to *ND School for the Deaf and Dumb*

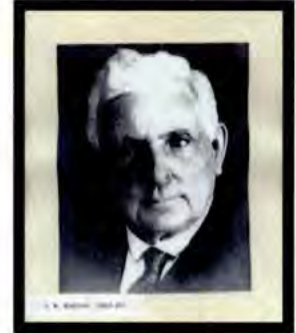
Superintendent J.W. Blattner 1912-1915

Average number of pupils during Blattner tenure: **111**

Communication: **Combined method** - emphasis on oral method if pupils did not show benefit, transferred to manual department

Blattner tenure

- Construction of:
 - concrete silo
 - coal storage shed
 - Pupils won state merits for art work
- Lobbied for:
 - funds for additional trade programs
 - construction of Trades building (failed)
 - source of clean drinking water



Superintendent Frank Read 1915-1920

Average number of pupils during Read tenure: **118**

Communication: **Combined method** upon entry into school pupils placed in oral method and instructed in speech. If progress was not successful pupils transferred to manual department (1916: seven oral classes and three manual classes)

Read tenure

- Lobbied for Trades building (failed)
- Purchased new printing equipment
- Implemented cabinet making and china painting
- Initiated *lawn fete*, an elaborate outdoor program performed by pupils
- Requested funds for additional trade courses: shoe repair and cooking
- North Dakota Association of the Deaf was established (1916)
(Note: Mr. Read died during his tenure - his wife assumed duties until a new superintendent was hired)



Superintendent M.C. McClure 1920-1921

Average number of pupils during McClure tenure: **120**

Communication: **Oral method** however if pupils were unsuccessful they transferred to manual department

McClure tenure

- Main building reshingled by carpentry pupils and instructor
- Lobbied and obtained funds to build new boys' dormitory



Superintendent Burton Driggs 1921-1937

Average number of pupils during Driggs tenure: **123**

Communication: **Oral method**; pupils were taught speech and lip reading; **aural method**; pupils were reached through medium of the ear; **manual method**; use of signs and finger spelling

Driggs tenure

- Implemented new programs: barbering, nursing, beauty culture, typing, shoe repair, bookbinding, home economics, rug weaving
- Lobbied for completion of unfinished school building and need for new gymnasium
- Construction of Trades building and boys' dormitory
- Secured better farm stock
- Employed trained nurse to provide health care
- Established campus pond and bridge
- Built fire proof vault to protect school records
- The *Banner* elicited high praise nation wide
- Implemented spring pageants performed for the public



Superintendent A. P. Buchanan 1937-1945

Average number of pupils during Buchanan tenure: 119

Communication: **Combined method** - all pupils began in oral department and transferred to manual department as necessary

Buchanan tenure

- 1937-1939 highest enrollment in history, 140 pupils
- Purchased school bus
- Installation of two tennis courts
- Pupils presented popular outdoor revues
- Lobbied for increase in size of school and need for new gymnasium



Superintendent Carl Smith 1945-1969

Average number of pupils during Smith tenure: 89

Communication:

1945 pupils taught orally until 7th grade - if progress was not made then manual communication used

1951 pupils taught orally until 5th grade

1963 *Rochester* method adopted oral and speech reading supplemented with finger spelling

Smith tenure

- Discontinued farming operation
- Discontinued shoe repair program
- Construction of buildings: administration/girls' dormitory, gymnasium and completion of school
- Connected campus to city water and sewer lines
- Implemented new programs: driver training, maintenance, baking, painting, upholstery
- Lobbied to increase teacher salaries
- Sold 70 acres of land to city of Devils Lake for construction of junior college (1961)
- Cooperated with *Minot State University* to provide onsite training for teachers of the deaf
- Captioned Films for the Deaf
- Recommended *Old Main* be razed and new superintendent's house built
- Lobbied to change name from *ND School for the Deaf and Dumb* to *ND School for the Deaf*



Superintendent Alan Hayek 1969-1981

Average number of pupils during Hayek tenure: 101

Communication: **oral supplemented** by use of sign language and finger spelling

Hayek tenure

- NDSB fully accredited
- Implemented:
 - Audiology Department
 - Captioned Video Lending Library
 - Parent-Infant Program
- Initiated idea of NDSB as *state resource center*
- PL 42-142 *Education for All Handicapped Children Act*
- Media Resource Center-High School and superintendent's house constructed
- North Dakota Registry of Interpreters for the Deaf established
- Sold 30 acres of land for construction of Vo-Tech Center
- Students enroll in trade classes at Vo-Tech Center
- Jr. Association of the Deaf established at NDSB (1971)
- Students participate in World Games for the Deaf



Superintendent Dr. Gary Holman 1982-1986

Average number of pupils during Holman tenure: 67

Communication: **Signing Exact English** signs devised to represent English, accompanied by spoken language, the SEE system provided simultaneous representations of visual and oral English

Holman tenure

- Implemented
 - Psychology Department
 - Close-Up Program
 - Communications Department (interpreters provided for mainstream students)
 - Reverse mainstream programs
 - Weekend flight transportation
 - Sports coops
- Construction of swimming pool
- Pool open to community coops



Superintendent Alan Mealka 1986-1990

Average number of pupils during Mealka tenure: 48

Communication: **Total communication** used combination of communication modes including sign language, finger spelling, speech, speech reading, amplification and writing



Mealka tenure

- Implemented
 - Summer camps for deaf and hard of hearing children
 - Family Learning Vacation
 - NDSR Outreach Program (1988)
 - Parent Hotline
 - Volunteer Program
 - NDSR's first promotional video
- Collaborated with special education units to form the *ND Coalition of Service Providers for Hearing-Impaired*
- NDSR *Heritage Center* established
- Individuals with Disabilities Education Act (IDEA) enacted

Superintendent Jaime Galloway 1990-1998

Average number of pupils during Galloway tenure: 55

Communication: **bilingual-bicultural** - affirmed role of *American Sign Language* as natural language of deaf persons and fostered competency in both English and *American Sign Language*



Galloway tenure

- Celebrated NDSR Centennial (1990)
- Revised NDSR mission statement to include outreach services to deaf and hard of hearing children in North Dakota
- Caption-ready televisions (1993)
- FCC enacts captioning law (1996)
- Internet service
- Telephone relay service
- Individuals with Disabilities Education Act reauthorized (direct communication)

Superintendent Rocklyn Cofer 1998–2005

Average number of pupils during Cofer tenure: 36

Communication: **bilingual-bicultural** - affirmed role of *American Sign Language* as the natural language of deaf persons and fostered competency in both English and *American Sign Language*



Cofer tenure

- Hearing screenings for infants
- Discontinued Trades program
- Blue Ribbon Task Force established
- ND Interpreter Law passed
(Collaboration with ND Association for the Deaf)
- Implemented ASL & Interpreter Training Program (Collaboration with Lake Region State College)
- Implemented ND Captioning Center (Collaboration with ND Friends of Deaf Children Foundation)
- Offered Interactive Television Network classes
(Collaboration with Lake Region State College)
- ND Deaf/Blind Services housed at NDSB
- Individuals with Disabilities Act (IDEA) amended (2004)
- Down-sized - school building leased to Head Start

Superintendent Dennis Fogelson 2006-2009

Average number of pupils during Fogelson tenure: 26

Communication: Endorse use of visual communication and promote an environment in which *American Sign Language* and English mutually co-exist communication must be direct, comprehensible and accessible



Fogelson tenure

- Legislature authorized expansion of services to adults
- Legislature passed Interpreter bill NDSB delegated to distribute financial reimbursements to state institutions of higher learning for interpreters and real-time captioning costs incurred
- *American Sign Language* approved as vocational course by ND Department of Career & Technology Education
- Legislature mandated formation of transition team to review future role of NDSB

Superintendent Carmen Grove Suminski 2009 – present

Average number of pupils during Suminski tenure: **24**

Communication: Endorse use of visual communication and promote an environment in which American Sign Language and English mutually co-exist communication must be direct, comprehensible and accessible



Suminski tenure

- Installation of elevator
- Implemented Power School
- Instituted a Memo of Agreement between Devils Lake Public Schools and NDSB. High school students enrolled at DLPS with educational and interpreter services from NDSB
- Demolished the infirmary building, apartment house and garage
- Completed Facility Master Plan by EAPC Architects, Grand Forks
- Shared superintendent position with North Dakota Vision Services/School for the Blind
- Installed public access videophones on campus
- Completion of Future Services Plan as per Legislative mandate and Strategic Plan
- Adult and Outreach Services enhanced



Devils Lake High School

Class of 2012

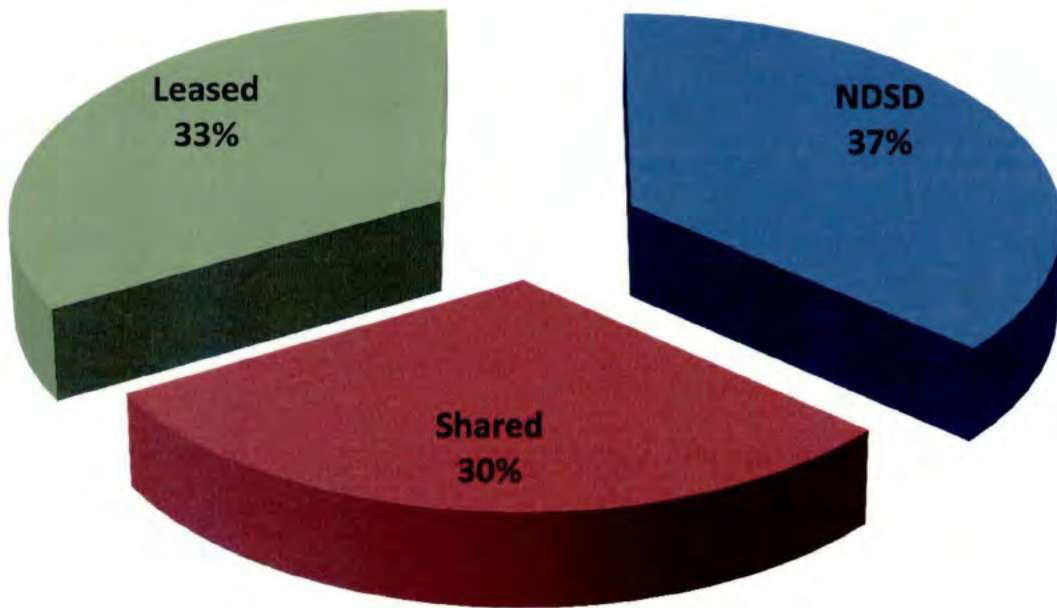
Collin Pribula.....Milnor, North Dakota

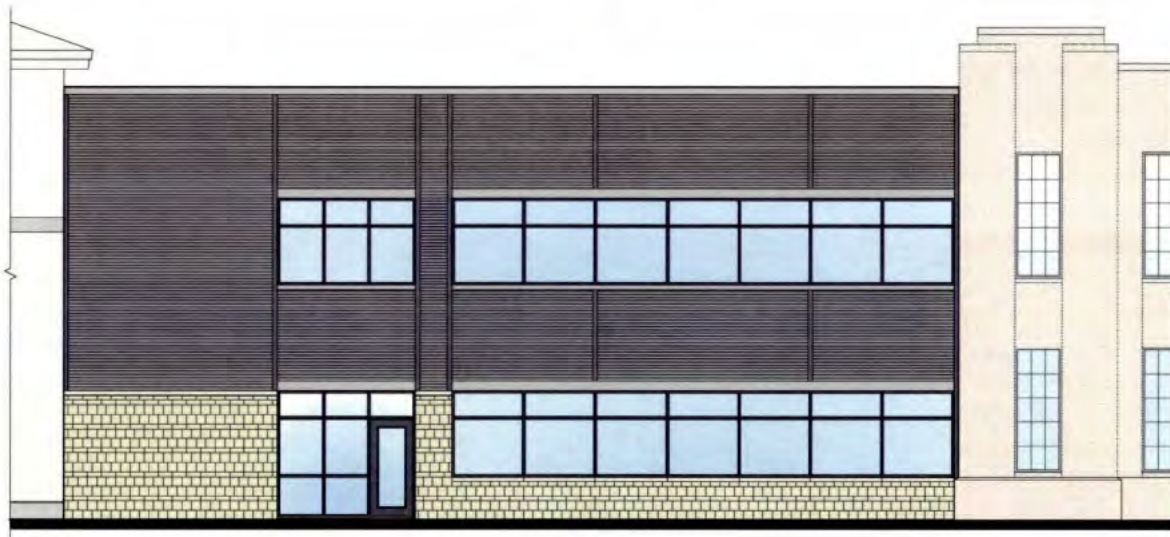
Bryce Lindgren.....Belcourt, North Dakota

Lindsay Simms.....Devils Lake, North Dakota

NDSR/RCDHH Useable Campus Space

■ NDSR ■ Shared ■ Leased





EAST ELEVATION



WEST ELEVATION

ACCESSIBLE ENTRY BUILDING

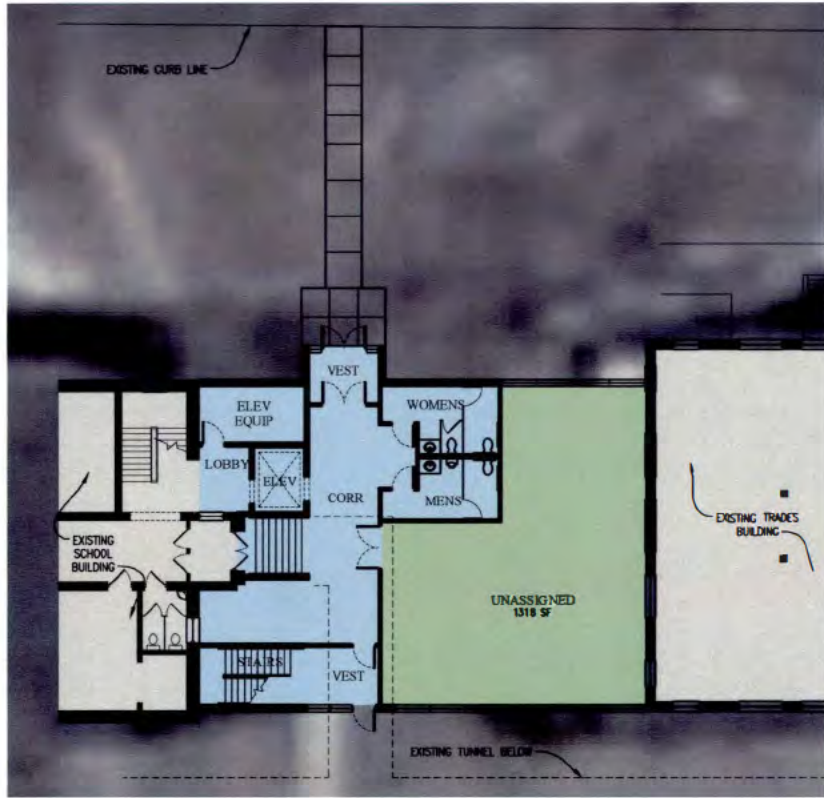
Exterior Elevations

Devils Lake, North Dakota

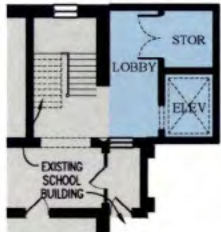




SECOND FLOOR
2866 SF



FIRST FLOOR
2888 SF



BASEMENT PLAN
290 SF

- COMMONS AREAS
- UNASSIGNED
- EXISTING BUILDING

ACCESSIBLE ENTRY BUILDING

Floor Plans

Devils Lake, North Dakota





Architecture	Engineering	Industrial	Wind Energy	Interior Design
--------------	-------------	------------	-------------	-----------------

3100 Demers Avenue, Grand Forks ND 58201 | TELE 701.775.3000 | FAX 701.772.3605

August 8, 2012

North Dakota School for the Deaf
Attn: Carmen Suminski
1401 College Drive North
Devils Lake, North Dakota 58301

Subj: Accessible Entry Building
Re: Estimate of Probable Costs

Dear Carmen:

We estimate the probable cost of the Accessible Entry connecting the Spear and the Trades building would cost \$1,500,000 in hard construction costs. Because of the dynamics of the construction market in North Dakota bids could vary %10 either side of that number. We recommend a contingency allowance be included to cover unforeseen conditions during construction. Design fees are listed as a separate item.

Summary:

Construction Estimate	\$1,500,000
Project Contingency	\$ 225,000
Design Fees	<u>\$ 120,000</u>
Budget Total	\$1,845,000

If you have any questions on the above estimate please call.

Sincerely,

Randle Kling, AIA
Architect for EAPC



EARLY EXPLORERS
EXPLORING THE POSSIBILITIES TOGETHER

Head Start
TGU School District #60
701 Main Street North
Towner, ND 58788
Phone: 701-537-5409
Fax: 701-537-5312

Early Head Start
TGU School District #60
1401 College Drive North
Devils Lake, ND 58301
Phone: 701-662-9049
Fax: 701-662-9042/9046

January 17, 2013

Dear Chairman Skarphol and Members of the House Education and Environment Division,

This letter is in response to HB 1013 regarding the North Dakota School for the Deaf's request for an accessible entryway. Early Explorers Head Start and Early Head Start rent a large three story building on the school campus that houses ten classrooms. The program serves approximately 140 children and 20 staff. The facility received significant upgrades during the 2012 summer including central hair, sprinkler system, electrical work, roof repair, and security system and air quality improvements. The major renovations improved the quality of education and safety for the children. The upgrades to the facility did not include accessibility upgrades. The North Dakota School for the Deaf does not meet the American's with Disabilities Accessibility requirements. A campus that serves individuals with disabilities cannot ensure accessibility. That is unacceptable.

The school is requesting an accessible entryway that includes an elevator and covers the front steps of the facility. This request accomplishes two goals. The first goal is to make the facility accessible by adding an elevator. The building has one wheel chair lift that transports individuals from the garden level to the main floor. The lift is over twenty years old and is dangerous. In the nine years of occupancy, the program has never used the lift in fear of injury and liability issues. One child in a wheelchair had to be removed from her chair, carried up the stairs and returned to the chair. Parents in wheelchairs must have meetings in different locations other than the school. In addition to individuals in wheelchairs, the program has had a number of parents/grandparents with bad knees or other mobility issues that make climbing stairs impossible.

The second goal is the covering of the front stairway that will house the elevator. Without this project the state facility is not only not accessible, it is open to great liability issues. The steps are cement and become icy in the winter. The walk way is located above the heated tunnels. Keeping the surface safe is a difficult task. The program has a number of falls on the steps. Every day 140 children, their parents, staff, service professionals and volunteers enter and leave the facility equating to over 3000 people per week.

I ask that you recognize the importance of this project and fully fund the request. The North Dakota School for the Deaf must be accessible for all.

Sincerely,

Allison Dybing-Driessen

Allison Dybing-Driessen

Program Director

**Entry way to the Spears Building
where the Head Start
program is located.**



American Sign Language ITV sites since January, 2004 (Map updated: Spring, 2013)



Since January, 2004, these schools/communities have linked into **interactive television network (IVN) at the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing** to receive instruction in American Sign Language (ASL). Classes are taught from the Communications Department on the campus of the North Dakota School for the Deaf in cooperation with Lake Region State College (LRSC). Sign Language courses provided by NDSD/RCDHH include: American Sign Language I, American Sign Language II and Basic Conversational Sign Language.

NDSB/RCDHH Celebrates National Deaf Awareness Week
Submitted by Lilia Bakken, Communications Coordinator

National Deaf Awareness week is celebrated during the last full week in September. Each year students and staff at the *North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSB/RCDHH)* plan activities to help raise awareness about hearing loss in order to create a greater understanding of the issues faced by individuals who are deaf or hard of hearing. Local and statewide awareness events are being planned by NDSB/RCDHH school staff, and outreach workers in Devils Lake, Bismarck, Fargo, Minot, and Rolla as well as by students enrolled in American Sign Language class at Devils Lake High School.

Awareness information regarding the *North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing*:

- Devils Lake is the only community in North Dakota that has a state school for deaf children.
- ND legislators passed a bill authorizing the ND School for the Deaf to expand its services to include adults (as well as children) who are deaf and hard of hearing.
- In January-2012 the North Dakota School for the Deaf adopted a new name to reflect the expansion of outreach services to adults. The official name of the school is now *North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSB/RCDHH)*.
- An Adult Outreach program was implemented and a coordinator of adult services hired.
- The North Dakota School for the Deaf high school department was closed but the school continues to provide on-campus instruction to students at grade levels pre-school through middle school.
- High school students attend classes and extra-curricular activities at Devils Lake High School. Students whose families do not live in Devils Lake reside in the dormitory at NDSB and continue to obtain educational support services from NDSB staff.
- NDSB/RCDHH has outreach offices located in Fargo, Bismarck, Minot, Rolla and Devils Lake. Outreach workers provide services to families of children who are deaf and hard of hearing and provide consultation services to educators. NDSB/RCDHH staff from the outreach department travel the entire state to serve students who are deaf or hard of hearing.
- During the past 2011-2012 school year NDSB/RCDHH served 24 students on campus. In addition, the outreach department served more than 1,472 individuals through outreach services.
- Information obtained from 2011-2012 quarterly reports compiled for the *Department of Public Instruction* documented the following provision of services by staff from NDSB/RCDHH:
 - 1,272 individuals were provided with interpreter services by NDSB/RCDHH.
 - 128 individuals enrolled in American Sign Language class provided by NDSB.
 - 72 adults (deaf or hard of hearing) were served by the NDSB/RCDHH Adult Outreach program.

- 265 presentations (by the Adult Outreach coordinator) were presented statewide.
- 1,871 consultations were made to ND schools and the Parent/Infant program.
- 845 outreach contacts were made in the provision of direct services to students, educators, and families.

This summary of services is an over-view of the daily happenings at *the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing*. For additional information regarding any of the services provided by NDSB/RCDHH, please contact Superintendent Carmen Suminski at 665-4400.



North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing

is a division of the

Department of Public Instruction,

Kirsten Baesler, State Superintendent

www.dpi.nd.gov

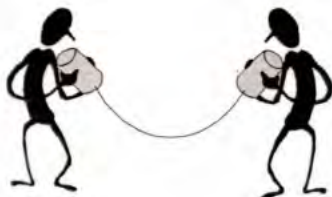
NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

ADULT SERVICES

Coordinator
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701.665.4401
Toll Free: 1.800.887.2980

Statewide Services

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are Deaf or Hard of Hearing



Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

WE SERVE...

North Dakotans who are:

- ❖ Deaf
- ❖ Hard of Hearing
- ❖ Late-deafened
- ❖ Seniors with hearing loss

Family members of those with hearing loss

Public and private service providers

Employers and Businesses

Individuals and Community groups



A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

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1/9/2013

NORTH DAKOTA
SCHOOL FOR THE DEAF

RESOURCE
CENTER FOR
DEAF AND HARD
OF HEARING

Adult Services



For more information contact
Adult Coordinator
North Dakota School
for the Deaf
Resource Center for
Deaf and Hard of Hearing

Phone: **701.665.4400**
Toll Free: 1-800-887-2980
Website: www.nd.gov/ndsd/

ADULT SERVICES

The Adult Services Program at the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSR/RCDHH) advocates on behalf of people who are Deaf or Hard of Hearing to promote opportunity and independence. NDSR/RCDHH shall strive to:

- ❖ ensure that communication and services are accessible
- ❖ increase awareness of needs of people who are Deaf or Hard of Hearing to the general public

Information and Consultation

NDSR/RCDHH maintains a central location for resources on hearing loss that include:

- ❖ lists of community, state and national organizations that provide services to people with hearing loss including: assistive technology providers, information regarding sign language interpreters and captioning providers
- ❖ general information about deafness, self-advocacy and communication needs
- ❖ information on compliance regarding the *Americans with Disabilities Act* (ADA); rights of individuals who are Deaf or Hard of Hearing as well as responsibilities of service providers

Educational Presentations

NDSR/RCDHH conducts training sessions to increase the public's awareness of hearing loss, the availability of assistive technology devices and the importance of communicative accessibility for people who are Deaf or Hard of Hearing.

Presentation topics may include:

- ❖ speech reading (lip reading) strategies
- ❖ communication rights of individuals who are Deaf or Hard of Hearing
- ❖ how to obtain and work with a sign language interpreter
- ❖ types of assistive technologies including use of videophones and relay services
- ❖ impact of hearing loss and communication tips
- ❖ overview of the Americans with Disabilities Act and compliance
- ❖ American Sign Language and Deaf Culture
- ❖ how to make a home 'visually' accessible
- ❖ job seeking and retention skills



Assistive Technology

NDSR/RCDHH maintains an assistive technology center to demonstrate the following devices: amplified or text telephones, amplified ringers, phone flashers, baby monitor systems, fire and smoke alarms, F-M systems, doorbell flashers as well as other alerting devices for the home or work environment.

Library Resources

The library/media center at the NDSR/RCDHH offers a comprehensive collection of books, magazines and audio-visuals on an array of deafness-related topics including: Deaf Culture, ADA law and civil rights, deaf education, American Sign Language stories and interpreting literature. These resources are available for loan through the NDSR/RCDHH library. The librarian may be contacted at: 701-665-4433.

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall provide a continuum of non-duplicative services and shall collaborate with stakeholders and service providers to identify and meet existing and changing needs and to provide appropriate responsive services to all North Dakotans with hearing loss.

"Looking Back with Pride...Looking Forward with Confidence"

"A School Without Walls"

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing

Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

1/9/2013



A Division of the
North Dakota Department of Public Instruction,

Kirsten Baesler, Superintendent

NDSB/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

2011-2013 Strategic Plan

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing



**"Serving people of
North Dakota who
are deaf and hard of
hearing since 1890"**

Carmen Grove Suminiski, Superintendent

1401 College Drive N.

Devils Lake, ND 58301

Phone: (701) 665-4400

Toll Free: 1-800-887-2980

Website: <http://www.nd.gov/nds/>

Strategic Goals

Overall Strategic Plan Goal

- ◆ To increase the number of infants and their families, students and adults that the North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing serves each year.

We Will

- ◆ Improve stake holder awareness of the NDSR/RCDHH services and the future direction of NDSR/RCDHH.
- ◆ Educate all stakeholders of the fact that deaf and hard of hearing people of all ages are at risk if appropriate intervention is not provided.
- ◆ Inform stakeholders of the scope and quality of services provided by Outreach Specialists who utilize “best practices” in the renewed statewide effort to serve deaf and hard of hearing persons in this “school without walls” strategy.
- ◆ Inform all significant stakeholders of the Century Code statute (25-07-10) Deaf Persons—Duty to Report.
- ◆ Collect all relevant data to identify the number of students, infants and families that are served by NDSR/RCDHH faculty and staff.

Develop formal policy that delineates the eligibility protocol for children/students who should be reported.

Develop formal protocol for referral process. Clearly describing the procedures to be followed with each referral.

- ◆ Provide support and professional development of all educational interpreters in the state through the partnership of NDSR/RCDHH and the Lake Region State College
- ◆ Develop a client search system for locating deaf and hard of hearing adults who are in need of service and resources.

The new name is the North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing

ND SCHOOL FOR THE DEAF/
RESOURCE CENTER FOR
DEAF AND HARD OF HEARING

*Providing programs and services
for deaf and hard of hearing
citizens of all ages
in North Dakota since 1890.*

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

North Dakota School for the Deaf/
Resource Center for Deaf and Hard of
Hearing does not discriminate on the
basis of race, color, national origin, sex,
age or disability in employment or
provision of services.



1/9/13

North Dakota School for the
Deaf/Resource Center for Deaf
and Hard of Hearing
Communications Department
101 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423

Communications Department

**NORTH DAKOTA SCHOOL
FOR THE DEAF/
RESOURCE CENTER
FOR DEAF AND
HARD OF HEARING**

**“Looking back with pride;
Looking forward with
confidence --**

A school without walls”

Toll free: 1-800-887-2980

Fax: 701-665-4409

Email: ndsd@sendit.nodak.edu

Web: <http://www.nd.gov/ndsd/>



Professional Development and Support for Educational Sign Language Interpreters in ND

To assure that quality educational interpreting services are being provided to North Dakota's students who are deaf and hard of hearing, the 2011 ND Legislative Assembly, with support from the Department of Public Instruction, enacted NDCC 43-52 which states that "individual[s] working in an elementary and secondary school must [pass] the Educational Interpreter Performance Assessment at a level of 3.5 or higher." To ensure that individuals, regardless of their current job titles, become qualified, by state law, to interpret for students who are the deaf and hard of hearing, the Communications Department of the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSR/CDHH), in conjunction with the Sign Language Interpreting Program of Lake Region State College (LRSC) offer school districts the following assistance:



Consultation/Evaluation/Referral

- The interview process for school districts who must review applicants for *educational interpreter* positions may be challenging. Staff members (nationally certified interpreters) are available to assist administrators during the interviewing and hiring of interpreters to help ensure that the most qualified and skilled person is selected.
- NDSR/CDHH staff may come to your school to assist with annual performance evaluations of educational interpreters. A staff

member will complete a day-long classroom observation of the interpreter 'in action' and provide written feedback and recommendations for professional development if needed.

- School personnel may contact NDSR/CDHH as needed to obtain a list of certified free-lance sign language interpreters to provide substitute interpreting for public school students. For your convenience, an updated list of interpreter names and contact information is also maintained on the NDSR/CDHH website at: www.nd.gov/ndsdr

Interpreter Skill Development and Certification Maintenance

- By utilizing ND's Interactive Video Network (IVN), educational interpreters may access sign language classes taught by NDSR/CDHH and/or LRSC instructors.
- NDSR/CDHH will host or co-host two workshops per year to provide knowledge and skill development opportunities for K-12 educational interpreters and allow them to earn CEUs for the certification maintenance program.
- Support group discussions hosted by a nationally certified sign language interpreter will be offered twice per year to provide educational interpreters with resources that will enable them to interpret more effectively for deaf and hard of hearing students.



North Dakota Captioning Center

It is the goal of NDSR/CDHH to make communication and education accessible to all students to ensure that no child is left behind. A staff member from NDSR/CDHH is available to insert closed captions and/or subtitles on educational videotapes and DVDs for school districts and educators in ND. Advance notice is required. Fees may apply.

Real Time Note-Taking Services

If a student has a documented disability that interferes with his or her ability to understand class lectures and write adequate notes, NDSR/CDHH staff may provide remote real time note-taking support services (hourly fees are charged for this service).

Educational Interpreter Performance Assessment Test Proctoring

Proctoring of the Educational Interpreter Performance Assessment test is available at NDSR/CDHH (or another designated site) twice per year for those requiring certification. Recorded work samples will be sent to Boys' Town National Research Hospital for formal diagnostic evaluation and scoring. Results identify interpreting strengths and weaknesses and if passed, will provide national certification. Test fees will apply.

Distance Mentoring for Interpreters

Interpreters needing answers or resources quickly may talk to or Skype with an experienced certified interpreter mentor. Live 'mentor chats' may be scheduled (call 701-328-3988 or email renae.bitner@sendit.nodak.edu). We will do our best to provide information regarding ethics, best practices and resources related to becoming nationally certified.

**"Looking back with pride...
Looking forward with confidence"**

"A School Without Walls"

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Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

Outreach Services

The North Dakota School for the Deaf, established in 1890 by the North Dakota Constitution, is a division of the Department of Public Instruction. Currently, as the state's center of excellence on hearing loss, it provides services through its Parent-Infant Program serving infants, ages 0 to 3, and their families in the home; services for school-aged students, both on and off campus, age 3 to 21; and a resource center for adults with hearing loss whether life-long or later acquired.

Consultation services are provided to education programs, state agencies and businesses to meet the needs of individuals who are deaf or hard of hearing and their families.

- ◆ **Material Resources:**
brochures, books, audio-visual resources
- ◆ **Public Information:**
speaker's bureau, tours of NDSD/RCDHH, in-services, Deaf awareness programs
- ◆ **Sign Language/Interpreting:**
interpreter referral, statewide sign language classes (on-site & remote), audio-visual resources; workshops for interpreters
- ◆ **Consultations/Assessments:**
audiology, social-emotional, speech and language, sign language, classroom & teacher modification, developing appropriate IEP/IFSPs
- ◆ **Alerting & Communication Devices:**
devices for demonstrative purposes; resources on companies & products; general information brochures
- ◆ **Summer Camp Program:**
Week one: 7 to 12 years old
Week two: 13 to 18 years old

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing



"Serving people of
North Dakota who are
deaf and hard of hearing
since 1890"

1401 College Drive N.
Devils Lake, ND 58301
Phone: (701) 665-4400
Toll Free: 1-800-887-2980
Website: <http://www.nd.gov/ndsd/>



Adult Services

The North Dakota School for the Deaf is designated as the state's resource center on hearing loss. It provides a variety of services to adults which may include:

- ◆ Assessments of communication, language, academic and vocational skills
- ◆ Consultations to employers on accommodations to improve employment accessibility
- ◆ Aural rehabilitation and communication strategies
- ◆ Assistive technology support
- ◆ Sensitivity and awareness training
- ◆ Advocacy for communication access
- ◆ General information and resources related to hearing loss
- ◆ Job seeking and retention skills



A Division of the
North Dakota Department of Public Instruction,
Kirsten Baesler, Superintendent

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1/9/2013

Educational Programs

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) provides students with a broad spectrum of disciplines including traditional academic offerings and special studies. Teachers of the Deaf utilize specialized methods of instruction that address the unique educational needs of children who are deaf or hard of hearing. Based upon each child's Individualized Education Plan (IEP), programming emphasizes the development of functional language including: expressive and receptive skills in speech, speech reading, manual communication (sign language and fingerspelling), reading, writing and audition. NDSD/RCDHH endorses the use of direct visual communication as well as oral and auditory skills to support education and to foster social and learning environments that nurture the development of positive self image and respect among students who are deaf or hard of hearing. Emphasis is placed upon the development of positive social and emotional attitudes, achievement in academic areas, vocational exploration and development of lifelong independent living skills.

Students participate in mainstream educational or extracurricular programs in the Devils Lake Public School system. Support services are provided to students as needed.

Health care services, administered by professional health care staff, are available twenty-four hours per day. Attention is focused on the total wellness of the student by monitoring each student's medical, dental, audiological and optometric needs. Residential staff members provide supervision in a secure, nurturing communicative environment that fosters positive values, good health and community involvement. Extracurricular, recreational activities and athletic opportunities are available to all students.



Parent-Infant Program

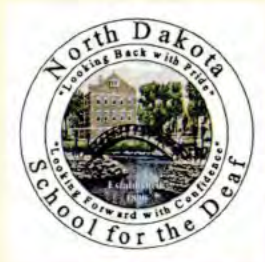


The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) supports a Parent-Infant Program for children with a hearing loss, ages birth to three years. This program, conducted in the home, utilizes the SKI-HI Curriculum to instruct families of infants with hearing loss in the areas of audiology, speech, language, auditory training and education options for their child.

NDSD/RCDHH hosts regional support groups, family learning vacation and provides an assortment of printed and audiovisual resources for parents.

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

*Providing programs and services for
deaf and hard of hearing citizens of all
ages in North Dakota since 1890*



A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

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provision of services.

Statewide
Outreach
Services

1/9/2013

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Communications Department
1401 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423
Fax: 701-665-4409
Website: www.nd.gov/ndsd/

Outreach Communications
418 E Broadway Avenue, #228
Bismarck, ND 58501; Phone: 701-328-3987

"Sign language interpreters provide accessibility for Americans who are deaf. Foreign language interpreters interpret for those who have not yet learned English. While learning English is a choice for them, being deaf is not." -www.deafexpressions.com

The federally mandated Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against people who are disabled. Accessibility for a person in a wheelchair is widened doors, lowered water fountains and ramps. For a person who is deaf, accessibility is defined as *effective communication*.

- Title I of the ADA addresses the provision of interpreters in the area of employment.
- Title II deals addresses providing interpreters for state and local government agencies. Programs, services and activities.
- Title III of the ADA addresses public accommodations and defines them as facilities, operated by a private entity, whose operations affect commerce and include the following categories:
 - Hospitals, doctors' offices and health care facilities including nursing homes and assisted living facilities and pharmacies
 - Police stations, law offices and courtrooms
 - Public schools, college and universities
 - Restaurants, bars, hotels
 - Theaters, exhibit halls and museums
 - Most places that provide services to the public

Professional Sign Language Interpreting

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

**"Looking back with pride;
Looking forward with confidence"**

Promoting commitment to the pursuit
of excellence in the practice of
professional sign language
interpreting for deaf, hard of hearing
and hearing citizens of North Dakota.



Phone: 701-665-4400
Toll Free: 1-800-887-2980

About Sign Language Interpreting

The Americans with Disabilities Act (ADA) of 1990 mandates that all public and private agencies that provide services to the general public, and all employers with 15 or more employees, must be accessible to all people regardless of disability. For people who are deaf or hard of hearing, this means that communication must be accessible. Providing a sign language interpreter allows deaf or hard of hearing individuals and hearing individuals to communicate clearly and concisely, saves time, and reduces confusion, liability and frustration for all involved.

Typical Settings for Interpreting

Always ask the deaf person if an interpreter is needed by writing the question on paper as he or she can best judge whether or not a particular topic of communication can be followed through writing, lip reading or sign language interpreting. This decision depends on the length of discussion, terminology involved, the action that must be taken or the severity of the decisions made by all parties. The following are some settings which typically require the services of a professional sign language interpreter:

- Medical, dental and eye appointments
- Legal matters
- Local, state and federal government agencies
- Educational settings and programs
- Business appointments
- Employment-related meetings
- Public functions: forums, performances
- Special occasions: religious ceremonies, social functions

Hiring a Qualified Interpreter

After determining that an interpreter will be needed, how can one be found? The following ideas may help in your search.

- There are two ways to hire interpreters — direct hiring or using an interpreter referral agency.
 - ◆ Using an interpreter referral agency will likely be more expensive; however, the agency is responsible to make the contact, hire the interpreter and negotiate billing. The agency can also validate the interpreter's skill level and ethics.
 - ◆ You may negotiate rates for services when hiring an interpreter yourself. However, you may have to contact several interpreters before you find one that is available. The NDSD/RCDHH website lists certified interpreters in your area at: www.nd.gov/ndsd/ You can also search the site for local referral agencies.
- The Registry of Interpreters for the Deaf (www.rid.org) allows you to search for certified interpreters by state or zip code.
- When hiring an interpreter, ask to see his/her certification which indicates the interpreter has successfully passed appropriate performance tests and has skills required to use English and American

Sign Language and have knowledge of hearing and deaf culture. The interpreter should also be familiar with ethical standards and practices of the interpreting profession. Valid certification in ND may be in one or both of the following national forms:

- ◆ RID (Registry of Interpreters for the Deaf) includes MCSC, CSC, CI, CT, IC, TC, RSC or NIC, NIC Advanced or NIC Master.
- ◆ NAD (National Association of the Deaf) includes Level 3 (Generalist), Level 4 (Advanced) or Level 5 (Master).

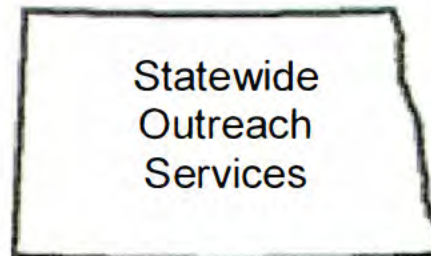
Using Interpreters Effectively

- Avoid directing questions to the interpreter while the interpreter is working
- Do not use the interpreter as a human model
- Respect interpreter break times, interpreting is physically and mentally taxing
- Address the deaf person directly and avoid using "Tell him, ask her" phrases
- Share notes, outlines or handouts with the interpreter in advance, when possible, so he/she may be well prepared for the assignment

Educational interpreters have specialized responsibilities:

- Facilitate communication between deaf and hearing individuals.
- Relay information accurately to and from students who use sign language.
- Prepare for interpreting assignments by reviewing instructional information.
- Serve as a member of the educational team in planning students' programs.
- Collaborate with teachers concerning the physical environment, i.e. lighting, seating arrangement.
- Provide interpreting services for out-of-class activities during school day and after school for extra curricular activities, etc.
- Accept only those job tasks for which they are qualified.
- Participate in professional development opportunities in order to maintain skills and interpreter certification.
- Provide tutoring for students during free time or study hall per determination of the education team (IEP) or discussion with the IEP manager and under supervision of teacher.
- Teach sign language when appropriate.
- Provide information on deaf culture and deaf awareness issues.
- Educational interpreters must be trained and competent in both sign language and interpreting. Knowing "some" sign language does not qualify someone as an educational interpreter.
- Educational interpreters must be certified by a valid nationally recognized credentialing program such as those sponsored by the Registry of Interpreters for the Deaf (RID).

**For more information about educational interpreting contact:
North Dakota School for the Deaf
Resource Center for Deaf and
Hard of Hearing
1401 College Drive N.
Devils Lake, ND 58301
Toll Free: (800) 887-2980
Local: (701) 665-4400
Communications Department
(701)665-4423
Outreach Department
(701) 665-4411
E-mail: www.nd.gov/nds**



The NDSD/RCDHH is a division of the
North Dakota Department of Public Instruction
Kirsten Baesler, Superintendent

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1/9/2013



Interpreters in Schools



A Guide For Mainstream Educators

**North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing**

Roles and Responsibilities in the Mainstream Classroom

Interpreter Responsibilities:

- Keep all assignments, classroom and student-related information confidential.
- Refer questions (from family & friends) regarding the student's performance to the appropriate teacher or IEP manager.
- Render the signed message faithfully, maintaining the speaker's spirit and content.
- Arrive promptly at interpreting assignments.
- Wear appropriate clothing (plain colored tops) to prevent eye-strain for the student.
- Position self so student can simultaneously see both speaker and interpreter. Interpreter may follow teacher around the room during discussion and lectures to facilitate communication.
- Interpret teacher lectures, guest speakers, films, additional noises and other students' questions, answers, conversations, etc.
- Refrain from evaluating teaching methods or behavior management techniques.
- Sign information to student and read student's signed responses then voice-to-English student's replies.
- Ask for a word or phrase to be repeated for clarification when message is not understood.
- Should not assume role of disciplinarian. The teacher maintains authority for all academic and social issues. The interpreter should not be used as a substitute teacher or supervisor at any time.
- Refrain from assuming the role of discussion person during an interpreting situation.
- Report communication concerns regarding student to appropriate teacher or IEP manager.
- Serve as a liaison in providing information regarding the use of interpreter services to the teacher as well as other students and staff.
- Assist in maximizing the classroom environment to ensure visual accessibility for the student.



The primary role of an interpreter is to facilitate communication between deaf and hearing consumers signing all that is said and voicing-to-English all that is signed.

Teacher Responsibilities:

- Assume educational responsibility for the student who is deaf or hard-of-hearing.
- Discipline student in same manner as other students in the classroom.
- Help assure that the student has appropriate seating taking into consideration visual and auditory communication needs.
- Provide student with notes from lectures or ensure that appropriate note-taking services are provided.
- Allow extra time for student to observe signed messages so he/she has opportunity to answer questions and participate in classroom discussions. Call on student in the same manner as a hearing student.
- Inform interpreter in advance of special presentations or field trips.
- Furnish interpreter with class text books and other relevant instructional materials.
- Refrain from participating in personal conversations and discussions with interpreter during class time.
- Discuss educational concerns regarding the student with the student's IEP manager—not with the interpreter.
- Address the student in same manner as you would a hearing student. Make eye contact with student and speak directly to him/her rather than to the interpreter.



Student Responsibilities:

- Arrive on time for class bringing needed supplies (paper, pencils, notebooks, text books, etc.)
- Complete his/her assignments/homework.
- Participate in class and pay attention to teacher through the interpreter.
- Discuss problems regarding classroom interpreter with the interpreter first, then the teacher or the interpreter's supervisor if necessary.
- Avoid unnecessary interruptions or conversations with interpreter while he/she is interpreting.
- Self-advocate—ask for a note-taker, tutor, or visually-accessible seating as needed.
- Ask interpreter and/or teacher for clarification of signs or vocabulary words that may be unfamiliar.
- Remember test days, homework, and other assignments. Do not rely on interpreter for reminders.
- Inform both teacher and interpreter about absences from class if known in advance.
- Refrain from chatting with interpreter during class time unless teacher allows others to chat as well.
- Sit in a position visually accessible to the interpreter.
- Learn to manage and understand interpreting accommodations (lighting, seating and scheduling support services) and self-advocate as needed.



Both interpreters and teachers must follow ethical guidelines to protect students' privacy and access to educational opportunities.



Sponsored by

The North Dakota Parent-Infant Program for Children who are Deaf and Hard of Hearing, Age Birth to Three Years Old, and their Families

“Serving all of North Dakota”



A Division of the North Dakota Department of Public Instruction,
Kirsten Baesler, Superintendent

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

1/10/2013



Parent-Infant Program

A Family-Centered Approach for Supporting Families with Infants and Toddlers who are Deaf or Hard of Hearing

“Serving all of North Dakota”

Services Provided by Teachers of the Deaf Parent-Infant Specialist

- ❖ Empower parents with specialized knowledge and skill about the impact of hearing loss.
- ❖ Reinforce and support families with helpful local, state and national resources.
- ❖ Integrate play activities in a family's lifestyle to encourage communication, language, audition and speech skills.
- ❖ Identify strengths and needs of families to have full participation in the intervention plan that have appropriate outcomes.
- ❖ Collaborate through parent and professional partnerships to maintain consistency.
- ❖ Support parents in understanding the audiogram and how to monitor the use and care of their child's hearing aids.
- ❖ Provide information regarding communication and educational options to assist with the transition out of the early intervention program(s).



A Parent-Infant Specialist combines fun with learning in a supportive environment for you and your family.

Parent-Infant/ Outreach Offices

Please direct referrals and questions to the Parent-Infant Program Specialist in your area:



Coordinator:

1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4400 or
Toll Free: 1-800-887-2980

Grand Forks:

1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4420

Minot:

Memorial Hall
500 University Avenue West
Minot, ND 58707
Phone: 701-858-3357

Bismarck:

418 East Broadway, Suite 228
Bismarck, ND 58501
Phone: 701-328-3987

Fargo:

1510 12th Avenue North
P.O. Box 5036
Fargo, ND 58105
Phone: 701-231-6036

Speech-Language Pathologist

C/O Mt. Pleasant School
201 5th Street NE
Rolla, ND 58367
Phone: 701-477-5062

Why Early Intervention?

The first months and years of a child's life provide the foundation for later learning. Research tells us the period between birth through age five is a critical window for development. Children learn from their environment - absorbing language, thinking skills, and social skills as they experience the world with their families and caregivers.



Infants and young children with hearing loss have many of the same needs as other young

children, however, the impact of hearing loss creates unique developmental needs. Qualified early interventionists provide support for families and caregivers to help them recognize their strengths and weaknesses.

Parent-Infant Overview

The North Dakota Parent-Infant Program for children who are deaf and hard of hearing, age birth to three years old, and their families offers intervention in a family's natural environment through daily routines.



Through regular visits to the child and family, certified teachers of the deaf address the family's concerns and help determine priorities. Together, families, caregivers and early interventionists share information, discuss ideas and adaptations and monitor the child's progress. The purpose is to enhance each family's ability to help his/her child to become a participating family member and a part of the larger community.

The program also supports families and caregivers as they plan for the transition of children out of early intervention services and into the family's selected option for their three to five year old child.

This program is offered at no charge to families throughout the state of North Dakota and is provided through the Parent-Infant Program of the North Dakota School for Deaf.

Any child residing in North Dakota with a suspected or diagnosed hearing loss can be referred to this program.

Referrals can be made by family members, physicians, school districts,

audiologists, speech and language centers or other agencies.



What Parents are saying about PIP

"No words could ever express our gratitude for all you have done and sacrificed for [my daughter]. Having two hearing impaired children and seeing the differences at the same age due to the times (ages) each were identified and the solid foundation [my daughter] now has just warms my heart."

- Hettinger -



"The Parent-Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent-Infant Program."

- Milnor -

HB 1013
House Approp. Educ. & En
Jan 18, 2013
Attachment 3

In support of HB1013: I am Prakash Mathew, Vice President for Student Affairs at NDSU. I am here to speak on behalf of the North Dakota University System in support of the House Bill 1013 Section 14: School for the Deaf-Higher Education Interpreter Grant Program.

Past legislation stated the School for the Deaf may collaborate with public and private entities for the provision of services to adult individuals who are deaf or hard of hearing. The interpreter grant program established through legislation created a collaboration with the NDUS higher education institutions in their service for students enrolled at state colleges and universities.

The deaf and hard of hearing student who transitions to higher education is protected from discrimination by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Higher education institutions must provide "access" to the learning environment. Access for the deaf and hard of hearing student comes in the form of sign language interpreters, real-time captioning or c-print. These types of accommodations tend to be significantly higher cost items. For example, interpreting expenses for one student for one semester can exceed \$27,000 depending on the number of credits the student is enrolled. This expense for one student can drastically reduce the accommodation budget of a Disability Services department.

Institutions do budget for these costs if they are aware a deaf or hard of hearing student will be attending the institution. As you know, the budget process is completed in April of the previous academic year. Institutions may not be aware a deaf and/or hard of hearing student will be enrolling for the following academic year and there are instances in which a deaf or hard of hearing student chooses to enroll at the last minute. In both of these scenarios, the institution has not been able to budget for the interpreting expenses. Regardless, the ADA requires the institution to provide access for the student even if the accommodation needs exceed the budget.

The School for the Deaf has the expertise, resources, and support for serving deaf and hard of hearing students. Funding was secured in the last legislative session to assist higher education with this costly accommodation expense. The DPI appropriation bill, which includes \$200,000 per biennium to the School for the Deaf, allows higher education institutions to receive reimbursement for direct services provided to serve deaf and hard of hearing students. Over half of the state institutions have utilized it since it was established. The process in which colleges and universities can request and receive the reimbursement from the School for the Deaf for interpreting expenses is clear, fair, simple, and efficient.

The state Disability Services Council, whose membership includes disability services personnel from the eleven state institutions, support this bill. NDUS campuses rely on the funds to provide the most effective communication services for deaf and hard of hearing students. I encourage you to continue allocating these funds to the School for the Deaf and to continue the collaborative relationship between K-12 and the North Dakota University System. These funds are critical in providing "access" for deaf and hard of hearing student in the university system.

Prakash Mathew, NDSU, 1/18/2013

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of highly specialized vision specific services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

*Carmen Grove Suminski
Superintendent*

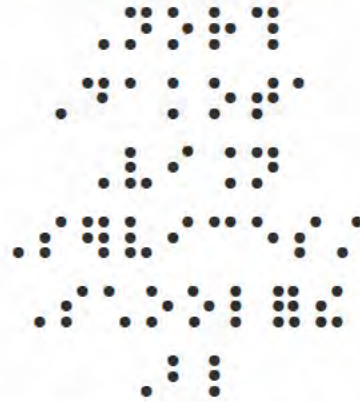
NDVS/SB is a
Division of The Department of
Public Instruction
Dr. Wayne Sanstead,
State Superintendent

**Serving the
Visually Impaired
Since 1908**



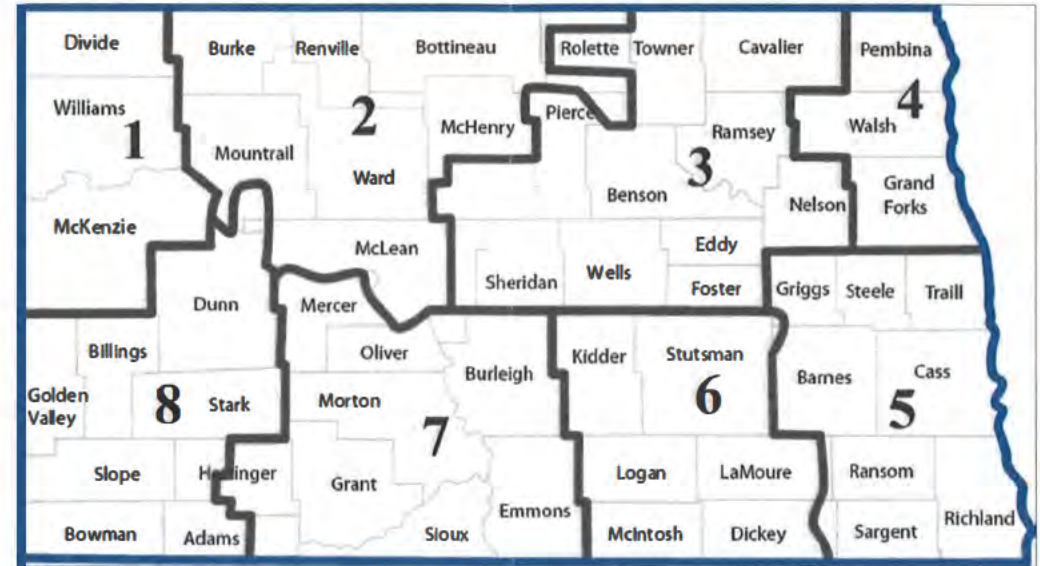
NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

^{#3}
**North
Dakota
Vision
Services/
School
for the Blind**



500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

**Serving Visually Impaired Persons throughout
the state of North Dakota**



REGION 1 & 2
Lori Mattick, Coordinator
1015 S Broadway Suite 18
Minot, ND 58701
701-857-7635

REGION 5
Linda Kraft, Coordinator
SE Human Service Center
2624 9th Ave. SW Rm 232
Fargo, ND 58104
701-298-4428

REGION 3
Kathy Grzadzielewski, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2722

REGION 6
Lanna Slaby, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

REGION 4
Cindy Williams, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2704

REGION 7 & 8
Mary Verlinde, Coordinator
418 E. Broadway Ave. Suite #228
Bismarck, ND 58501
701-328-3986

History



North Dakota's first School for the Blind was constructed in Bathgate for \$24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.

In 1995, renovation was completed consisting of outreach and administrative offices and centers in the vision specific areas including daily living skills, technology, vision resources, vocational, and music. In 1998, additional renovation was done which includes two apartments, two suites, conference room, commons area, two offices, and instructional center.



Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Also available is information about services and products that can help in maintaining independence.



Eligibility: Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instructions:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

Housing is available for students and adults while participating in programming.



Vision specific and technology equipment are available on loan to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center

- Consumer and Professional Library
- American Printing House Quota Funds and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Sensory Education Library
- Access to Information
- The Store (adaptive aids for sale)
- Braille Access Center

Short Term Programs

- Preschool (mini-session)
- Kids Weeks (1st—6th Grade)
- Middle School (JAM mini-session)
- Teen Weeks (7th—12th Grade)
- Career Week (10th-12th Grade)
- Adult Weeks
- Summer Camps (Elementary & High School)

Speakers Bureau

Inservice Training



HB 1013
House of Approp. Educ & En
Jan 18, 2013
Attachment 4

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction



Testimony to the Education & Environment Division of the House Appropriations Committee House Bill #1013

SCHOOL
FOR THE
BLIND

Carmen Grove Suminski, Superintendent
and
Tami Purcell, Business Manager

January 18, 2013

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com

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Testimony – Carmen Grove Suminski

Chairman Robert Skarphol and Members of the House Education and Environment
Division Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager of NDVS/SB and I will provide testimony relative to House Bill #1013.

It is a pleasure to speak before you today and share an historical perspective plus the mission and vision of NDVS/SB.

Mission of NDVS/SB: To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB: To be recognized as state and national leaders in the field of visual impairment.

Historical Perceptive

- Listed in the time table on Appendix A
- We are most appreciative of the governor's budget including the funding for an elevator to the second level of our center.

Services Provided

- Statewide and center based programming specific to the blind and visually impaired is provided to persons of all ages; infants and their families, students and adults.
- See NDVS/SB brochure
- Expanded core curriculum is provided in the following areas:
 - Daily Living Skills (May include dressing, grooming, food preparation, social graces, housekeeping, and clothing care)
 - Braille (Includes instruction in reading and writing braille, and braille music)
 - Orientation and Mobility (Consists of instruction in the white cane, public transportation, telescopic aids, street crossings, and stairway negotiation)
 - Assistive Technology (Access to the computer using large print, braille, or synthetic speech output, and use of the closed circuit television and other devices)
 - Career Education (Includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
 - Recreation/Leisure (Includes team games, athletics and other leisure activities that focus on the development of life-long skills)

- Social Interaction Skills (Includes learning ways to relate to others and to examine their own personal development)
- Visual Efficiency Skills (Includes learning techniques to use their existing vision with proper modification and aids)
- Self-Determination (Includes learning to advocate for themselves)
*One unit of credit is earned by the student for 120 contact hours becoming part of their local high school transcript

National Involvement

- Product that teaches directionality developed by Paul Olson is available through the American Printing House for the Blind and is distributed to the blind and visually impaired nationally
- Ongoing presentations regarding services
- Two instructional staff presented at the national Outreach Forum in Great Falls, Montana
- Presentation in Council Bluffs, Iowa to an advisory committee as to services for the deaf and for the blind in North Dakota

Major Accomplishments

- Ongoing development of short term center based programming providing instruction in all areas of academic and disability-specific core curricula based on individualized assessment of needs and increased weeks of programming
- Increasing services to adults in orientation and mobility, independent living skills, career education, use of assistive technology and low vision
- Strengthening the collaboration with related entities (i.e., vocational rehabilitation counselors, vision rehabilitation specialist, local school personnel and family members; Strategic Planning between NDVS/SB and Vocational Rehabilitation
- Training of staff via HRMS
- Completing of Facility Master Plan of Buildings and Grounds (Appendix B)
- Achieving maximum accreditation via National Accreditation Council for the Blind & Low Vision Services through 2017
- Winning national recognition in students use of American Printing House for the Blind products
- Photo of North Dakota students on display in Washington, DC on May 17, 2012, as part of Council of Schools for the Blind (Appendix D)
- Braille Music Institute held July 9-13, 2012, with Bill McMann and Natasha Thomas as instructors
- Updating of Strategic Plan

Agency Future Critical Issues

- Implementing Facility Master Plan and ensuring accessibility of the building plus adequate instructional and office space
- Continue implementation of Strategic Plan
- Maintaining state-of-the-art assistive technology equipment

- Continuing to recruit qualified staff and personnel
- Continually review staffing needs based on geographical demands
- Continue Professional Development to ensure highly qualified staff
- Continue to secure viable tenants when change occur with leasing arrangements
- Evaluate and develop a closer relationship and sharing of resources between NDVS/SB and NDSD/RCDHH
- Staff transition with my anticipated retirement the summer of 2014
- To have additional space for instruction during short term programming



2012 Kids Camp

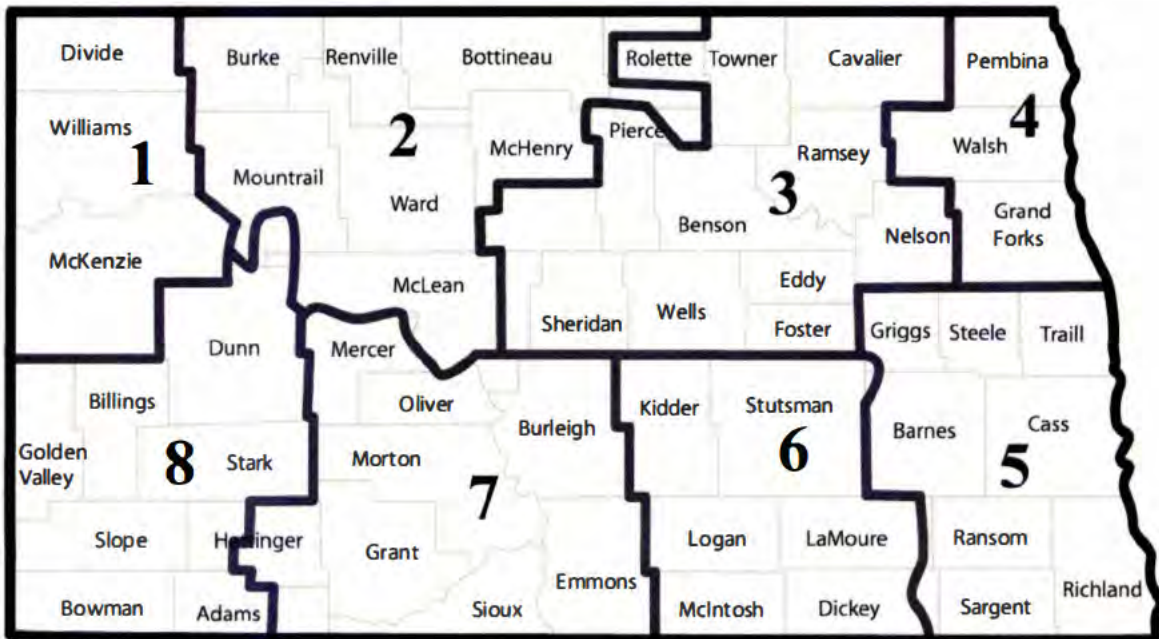


2012 Teen Camp

Client Services Data

Services Provided	2009-2011 Biennium	7/1/2011-6/30/2012 Annual
Clients Served (Unduplicated):		
Infants	178	87
Students	184	115
Adults	<u>196</u>	<u>121</u>
Total	558	323
Vision Resource Center:		
Items Circulated	36,341	17,184
Talking Book Machines (quarterly)	2,222	2,032
"Reaching Out" Newsletter (circulated quarterly)	1,603	1,600
APH Federal Registry	245	275
Store Sales (Invoices)	480	298
Braille Access Center (pages)	23,947	8,931
Short-term Center Based Programs (Persons Served):		
Short Term Programming	132	62
Adult Week	41	33
Summer Camps	40	19
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,621	757
Evaluations	433	184
Instruction	8,146	4,952
In-Service Training (Attendees)	1,025	679
Adult Services		
Total Adults Served	196	121
Adult Evaluations, Consultations and Instructions (Services Provided):		
Consultations	486	238
Evaluations	67	30
Instruction	1,770	1,308
Adults Served at Center Base	110	53

Persons Served By Region July 1, 2011 to June 30, 2012



Region 1 - Williston

Infants/Students: 8
 Adults: 5
 Total: 13

Region 2 - Minot

Infants/Students: 28
 Adults: 10
 Total: 38

Region 3 - Devils Lake

Infants/Students: 18
 Adults: 6
 Total: 24

Region 4 - Grand Forks

Infants/Students: 36
 Adults: 34
 Total: 70

Relocated/Out of State

Infants/Students: 7
 Adults: 7
 Total: 14

Region 5 - Fargo

Infants/Students: 41
 Adults: 33
 Total: 74

Region 6 - Jamestown

Infants/Students: 17
 Adults: 10
 Total: 27

Region 7 - Bismarck

Infants/Students: 34
 Adults: 10
 Total: 44

Region 8 - Dickinson

Infants/Students: 13
 Adults: 6
 Total: 19

Totals

Infants/Students: 202
 Adults: 121
 Persons: 323

2011-2013 Appropriation and Status on One-Time Funding Items

Expenditures by Line Item		Original Appropriation	Current Appropriation	Expenditures as of 11/30/2012	Remaining Appropriation
25310	Salaries and Wages	3,815,825.00	3,815,825.00	2,544,767.85	1,271,057.15
25330	Operating Expenses	751,506.00	751,506.00	502,413.23	249,092.77
25350	Capital Improvements	65,000.00	65,000.00	35,017.18	29,982.82
Total Expenditures		4,632,331.00	4,632,331.00	3,082,198.26	1,550,132.74

Expenditures by Funding Source

General Fund	3,797,240.00	3,797,240.00	2,976,801.71	820,438.29
Special Funds	835,091.00	835,091.00	105,396.55	729,694.45
Total Expenditures by Source	4,632,331.00	4,632,331.00	3,082,198.26	1,550,132.74

One Time Spending Items & Deferred Maintenance:

Master Facility Plan	20,000.00	Completed 5/2012
Technology Equipment	24,500.00	Completed 7/2012
Tractor	18,867.00	Completed 11/2012
Roof Repairs	8,455.00	Completed 11/2012
Carpet Replacement	26,000.00	To be completed Spring 2013
Exterior Painting	5,040.00	To be completed Spring 2013

2013-2015 Budget Request

Line Item:	Expenditures	Appropriations	Base Budget Request	Optional Budget Request	Executive Recommendation
Salaries & Wages	\$3,361,958.00	\$ 3,815,825.00	\$ 4,025,406.00	\$ 40,097.00	\$ 4,452,015.00
Operating	\$ 609,342.00	\$ 751,505.00	\$ 720,806.00		\$ 720,806.00
Capital Assets	\$ 21,555.00	\$ 65,000.00	\$ 131,900.00	\$ 430,500.00	\$ 562,400.00
Deferred Maintenance	\$ 57,356.00				
Total	\$4,050,211.00	\$ 4,632,330.00	\$ 4,878,112.00	\$ 470,597.00	\$ 5,735,221.00

Funding Sources:

General	\$3,503,596.00	\$ 3,797,240.00	\$ 4,043,336.00	\$ 470,597.00	\$ 4,875,866.00
Special	\$ 546,615.00	\$ 835,090.00	\$ 834,776.00		\$ 859,355.00
Total	\$4,050,211.00	\$ 4,632,330.00	\$ 4,878,112.00	\$ 470,597.00	\$ 5,735,221.00

FTE	30	29.50	29.50	0	29.5
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2013-15 Base Budget:

Salary line item includes teachers placed on the 2013-15 Composite Salary Schedule developed by HRMS.

The Operating base budget = 15% of the total budget

The base Capital Asset budget includes:

Instructional Equipment	\$ 6,400.00
Roof Top Air Cond	8,000.00
Drainage Utilities	56,000.00
Garage Unit Heaters	11,136.00
Garage Air/Exhaust System	15,000.00
Air Conditioner/Carpet	35,364.00
Total Base/Capital Assets	<u>\$ 131,900.00</u>

The two primary sources of Special Fund revenue are rental income and land department income.

Estimated 07/01/2013 Carryover of \$318,124 plus \$728,377 Special Fund Income = \$1,046,501

Optional Requests

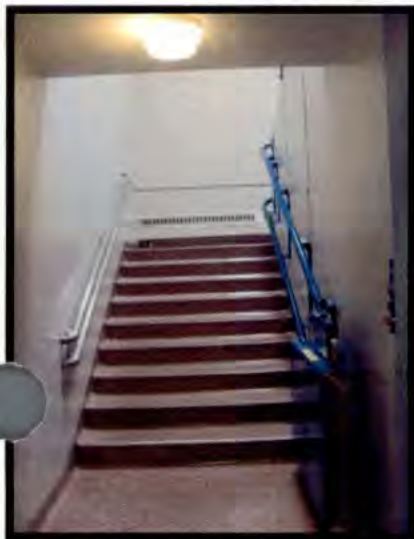
Priority	Request	Optional Budget Request	Executive Recommendation
1	Equity Adjustments for Classified	\$ 40,097.00	
2	Elevator South Wing	\$ 241,500.00	\$ 241,500.00
3	West Wing Window/Panel Replacement	\$ 189,000.00	\$ 189,000.00
		\$ 470,597.00	\$ 430,500.00

The above requests are listed in priority order and are needed for:

1. **Equity Adjustments for Classified Staff.** This request is for equity adjustments for eight of twenty classified employees. The equity adjustments are based on years of service and current salary in relation to the salary range. Out of the eight employees, three are reclassification requests that are currently being submitted to HRMS. **NDVS/SB concurs with the Executive recommendation for salaries for classified employees.**

2. **Elevator South Wing.** During the fall of 2013, NDVS will be losing the Higher Education tenants that currently lease the 2nd floor of the South Wing. NDVS will use some of that space for office and instruction space. The intent is to lease some of the space. This request includes: Install elevator and equipment to provide accessibility to second floor of South Wing. Accessibility is a Federal ADA requirement for government-owned buildings and will be necessary for continued or repurposed use of the second floor area. (2012 Building and Grounds Masterplan). **Included in the Executive recommendation.**

3. **West Wing Window/Panel Replacement.** This request is to replace original window wall system with modern, insulated window and panel system to improve operation, comfort and energy efficiency of the West Wing classroom placements. (2012 Building and Grounds Masterplan). **Included in the Executive Recommendation.**



2. Elevator South Wing



3. West Wing Window/Panel Replacement



Conclusion

With such a major transition in programming, there was significant need for enhanced communication and team work. NDVS/SB has made a successful transition from a traditional school for the blind with a residential program to that of a statewide outreach program which includes a **combination** of center based and local services provided to persons of all ages who are blind or visually impaired, including those with multiple disabilities.

I am honored to serve as the superintendent of NDVS/SB and am so proud of the total programming that exists in our state. The highly skilled and committed group of people makes it a most positive professional environment. I am assured, and would like to assure you, that planning will be ongoing to address the increasing needs adhering to our mission and achieving our vision which is: "To be recognized as state and national leaders in the field of visual impairment." We are committed to do the best.

We are most appreciative of the Executive Budget, and our request is that you as a House Appropriations Committee support that recommendation as this bill crosses over to the Senate Appropriation Committee.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are blind and visually impaired residing in our state!

Historical Time Table

North Dakota Vision Services/School for the Blind has followed an interesting path to the dynamic outreach/center-based programming format followed today. Below are some highlights:

- 1908** North Dakota School for the Blind opens in Bathgate with 25 residential students
- 1961** Modern facility opens, with relocation to Grand Forks
- 1967** NDSB Band performs at the Multi-District Lions Convention in Regina, Saskatchewan; they end their visit with a "Command Performance" for Princess Alexandra, cousin of the Queen
- 1974** The school obtains its first piece of adaptive equipment—a talking calculator
- 1980** NDSB Pop Singers, accompanying themselves with electric guitars, bass, drums and keyboard, perform at the opening session of the Helen Keller Congress held in Boston on her 100th birthday
- 1980** NDSB begins an annual tradition of sending students to Close Up in Washington, DC.
- 1991** NDSB becomes a division of the ND Department of Public Instruction
- 1994** State legislature changes programming focus to outreach model
- 1996** Major renovation converts former residence facility into instructional centers and offices
- 1997** State legislation enables operation of The Store to provide a convenient source of low-vision aids
- 1998** Major renovation converts former pool building to accommodate center-based programming needs
- 1999** Braille Access Center begins operation
- 2001** State legislature officially changes name to North Dakota Vision Services/School for the Blind
- 2001** Legislature clarifies mandate for NDVS/SB to serve persons of all ages
- 2007** Adult FTE was added to further NDVS/SB mission to serve adults
- 2008** Centennial Celebration of NDVS/SB
- 2009** Adult FTE was added to serve eastern North Dakota
- 2012** Completed Buildings and Grounds Master Plan

2012 Buildings and Grounds Master Plan

Concept Master Plan

The following facility and site improvement recommendations comprise the buildings and ground master plan for North Dakota Vision Services/School for the Blind and are intended to address both deferred maintenance and programmatic concerns for the campus. Each item is identified with a letter that corresponds to the site and plan diagrams that follow, along with the project cost estimates.

Program-related and Deferred Maintenance Projects

- A. Install elevator and equipment to provide accessibility to second floor of South Wing. Accessibility is a Federal ADA requirement for government-owned buildings and will be necessary for continued or repurposed use of the second floor area.
- B. Replace original window wall system with modern, insulated window and panel system to improve operation, comfort and energy efficiency of West Wing classroom spaces.
- C. Install site storm drainage utilities to collect and route storm water to sewer system and alleviate seepage into basement and tunnels. Collect rainwater from downspouts with a French drain system installed around perimeter of courtyard and convey through new storm sewer piping, along with sump pump discharge, to an existing catch basin in the west parking lot.
- D. Replace original Garage unit heaters with new equipment.
- E. Install Garage exhaust, make-up air system, and carbon monoxide sensor panel to improve air quality and life safety.
- F. Renovate and reconfigure second floor of South Wing for North Dakota Vision Services Administration and Outreach services. Replace original mechanical systems with new heat exchangers, pumps, piping, HVAC equipment, plumbing fixtures, and temperature control equipment. Replace original electrical systems with new distribution panels, wiring, devices and life safety systems.
- G. Following second floor renovation of south wing, remodel and reconfigure select areas of first floor for repurposed use. Replace mechanical heating piping in first floor of south wing, and install digital temperature control systems.
 - 1. Create new north entry for School for the Blind to improve accessibility and visibility from north parking lot. Create new vestibule and corridor through existing building, and relocate Music classroom to be adjacent to Gymnasium.
 - 2. Relocate Daily Living Skills from south wing to a location adjacent to apartments and suites.
 - 3. Reconfigure outreach services on first floor to consolidate Vision Store and create training rooms where existing functions are relocated to second floor.
 - 4. Expand Vision Resource Center Storage into space currently occupied by Daily Living Skills, and reconfigure Technology services to consolidate demonstration and storage in space currently used by IT.

- H. Renovate and reconfigure West Wing for Grand Forks Public School Community High School and Adult Education. Replace original mechanical systems with new heat exchangers, pumps, piping, HVAC equipment, plumbing fixtures, and temperature control equipment. Replace original electrical systems with new distribution panels, wiring, devices and life safety systems.
- I. Upgrade existing air-handling unit in Gymnasium which is currently not functional.
- J. Provide new central, digital temperature control system equipment to serve complex. This is head-end equipment only. Temperature control upgrades for remodeled areas are included under their respective projects.
- K. Replace original primary and secondary electrical service equipment.
- L. Replace original electrical circuit breaker load centers in Garage/Shop and Steam House.
- M. Replace and upgrade site lighting.
- N. Replace original Garage/Shop lighting and electrical wiring devices.
- O. Construct new on site Training Room facilities to accommodate large groups of up to 70, with technology equipment and catering kitchen.

Deferred Maintenance Costs 5-10 years

- P. Replace individual split system air conditioning units in the 1959 two-story building with a Variable Refrigerant Volume System utilizing an air to air heat pump with central compressor. This would increase system efficiency and minimize the number of compressors in the system to maintain. This could be addressed sooner if major renovations were to occur in this area.

Other Project Costs

- Q. Hazardous (asbestos-containing) materials remain in floor tile and acoustic plaster ceilings located in the Stanford Centre (west wing), second floor of the south wing and contaminated soils in the perimeter pipe tunnels. These materials should be removed before subsequent damage or deterioration causes exposure concerns to building occupants.

NDVS/School for the Blind Project Cost Estimates

Estimated Project Costs

A	Elevator Installation	\$230,000
B	West Wing Window Replacement	\$180,000
C	Install site drainage utilities	\$56,000
D	Replace Garage Unit Heaters	\$12,000
E	Install Garage Exhaust and Makeup Air System	\$15,000
F	Second Floor Renovation for NDVS (Includes reconfiguration of space, HVAC, Plumbing and Electrical Systems replacement)	\$800,000
G	First Floor Remodeling for NDVS	\$700,000
H	West Wing (Stanford Centre) Renovation (Includes reconfiguration of space, HVAC, Plumbing and Electrical Systems replacement)	\$2,200,000
I	Replace Gymnasium Air-handling unit	\$145,000
J	Replace temperature control system	\$200,000
K	Replace primary and secondary electrical service	\$100,000
L	Replace shop and steam house electrical service	\$15,000
M	Repair and upgrade site lighting	\$12,000
N	Replace Shop lighting, and wiring devices	\$40,000
O	Training Center Addition for NDVS	<u>\$700,000</u>
	Total Estimated Project Costs	\$5,405,000

Deferred Maintenance Costs 5-10 years

P	Install central AC system in South Wing	\$270,000
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Estimated Other Project Costs

Q	Hazardous Material (Asbestos) abatement	\$262,000
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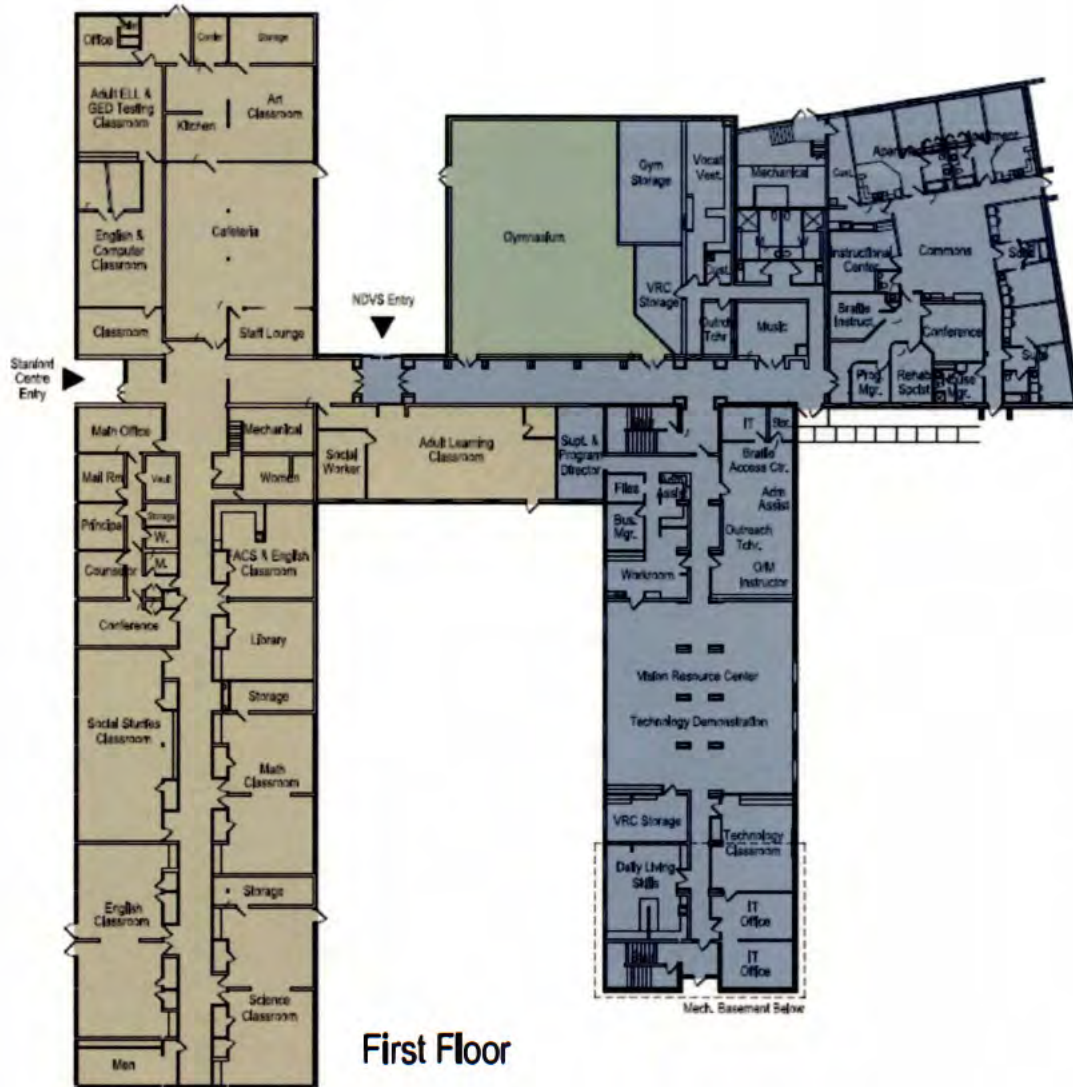
Notes:

1. Project cost estimates represent 2012 dollars. Adjustments should be made for inflation if projects are implemented in subsequent years.
2. Project costs are inclusive of construction costs, construction contingencies, design fees, and other miscellaneous estimated costs.

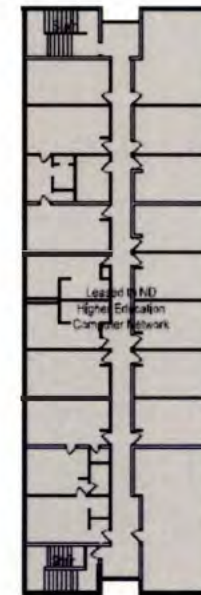


NDVS/School for the Blind Existing Building Plan

05/08/12

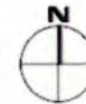


First Floor



Second Floor

- North Dakota Vision Service School for the Blind
- Grand Forks Public Schools
- Shared Facilities
- Leased Space (ND HECH)



NDVS/School for the Blind Building Masterplan

05/08/12



N · D · A · B ·
The North Dakota Association of the Blind

June 25, 2012
The Honorable Governor Jack Dalrymple
State of North Dakota
600 East Boulevard Avenue
Bismarck N.D. 58505



Dear Governor Dalrymple,

Enclosed with this letter is a copy of a resolution that addresses the upcoming 2013 -2015 biennial budget as it pertains to North Dakota Vision Services / School for the Blind (NDVS/SB). This resolution was adopted at our recent State Convention of North Dakota Association of the Blind.

A majority (more than 80 percent) of the membership of North Dakota Association of the Blind (NDAB) is composed of people who are blind or visually impaired. As such we give voice and strongly advocate for the needs of our fellow North Dakotans who live with a loss of eyesight.

In anticipation of the convening of the 63rd session of the North Dakota Legislative Assembly in January, 2013 North Dakota Association of the Blind is advocating for an appropriation of state resources to maintain and increase the programming needs of North Dakota Vision Services / School for the Blind. It is our hope that you, in consultation with the Superintendent of Public Instruction Wayne Sanstad, Carmen Suminski, the Superintendent of North Dakota Vision services / School for the Blind and Mr. Joe Morrisette in the Office of Management & Budget, would follow the intent of our resolution to maintain and increase as programming needs require, the appropriation granted to North Dakota Vision Services/ School for the Blind in the 2013-2015 state biennial budget.

At a professional and consumer level, the programming and facilities at North Dakota Vision Services / School for the Blind is a source of much pride to our state. The skills training offered by NDVS/SB is comprehensive and meets high standards for this type of service. The School is recognized regionally and nationally as offering a program of services that are of excellence and high quality. It is this excellence that we want to maintain and expand upon as the incidence of blindness increases as our population continues to age in future years.

Your consideration of our resolution to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind is greatly appreciated! Thank you!

Sincerely,

Allan Peterson, Legislative Liaison
North Dakota Association of the Blind

Allan Peterson

C: Dr. Wayne Sanstead, Superintendent of Public Instruction
C: Carmen Suminski, Superintendent, North Dakota Vision Services / School for the Blind
C: State Senator Ray Holmberg, Chair, North Dakota Senate Appropriations Committee
C: State Representative Jeff Delzer, Chair, North Dakota House Appropriations Committee
C: Joe Morrisette, Office of Management & Budget



"Not He Who Lacks Sight, But He Who Lacks Vision Is Blind."

COSB Pictures
Council of Schools for the Blind
A Day in the Life of a Blind Child Photo Contest



First Place
Independent Living Skills
*Brandon and Ethin fixing a
down spout.*



Third Place
**Compensatory Skills, including
communication modes**
Lilli is reading a braille book.



Third Place
Orientation and Mobility
*Katie and Lydia are walking
through a maze.*



Third Place
Sensory Efficiency Skills
*Lydia is learning textures and scents
of a green pepper.*

2012–2013 NDVS/SB Short Term Programs

"Happiness is a perfume you cannot pour on others without getting a few drops on yourself!"
Ralph Waldo Emerson

2012

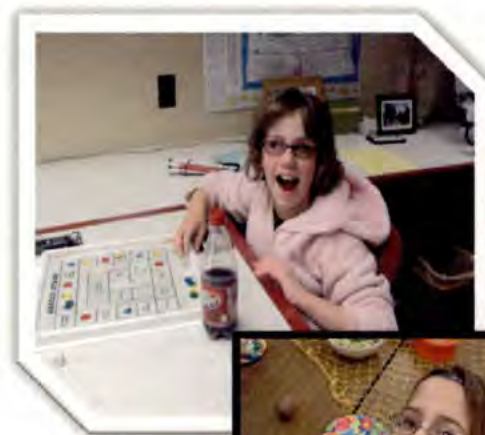
July 9-13	Braille Music Institute
August 6-10	Kids Camp
August 21	School Begins
August 22-23	Staff Meetings
August 29-30	Para Tech Training
September 4-14	Adults
Sept. 23-28	STP- Literacy Group 1
Oct. 7-12	Kids Fall STP Group 5
Oct. 18	Visions Forum + (NDEA Fargo)
Oct. 21-26	STP-Middle School Group 2
Nov. 4-9	STP- Literacy Group 1
Nov. 25-30	STP – Middle School Group 3
Dec. 2-7	Adults
Dec. 12-13	Staff Meetings

2013

January 2	School resumes
Jan. 13-18	STP-Middle School Group 2
Feb. 3-8	STP –Literacy Group 1
Feb. 13	Braille Challenge-Nebraska
Feb. 18-22	Teens/Careers – Groups 3 & 4
Feb. 23	Goalball Event
Mar. 3-8	STP Middle School Group 2
Mar. 19-21	Staff Meetings
Mar. 25-Apr. 1	Spring Break
April 5-6	Family Weekend in Fargo
Apr. 7-12	Adults
Apr. 14-19	STP-Literacy Group 1
Apr. 28-May 3	Kids Spring STP Group 5
May 8-9-10	Dakotas Chapter AER in GF
May 16-17	Preschool/Parent STP Group 6
May 22-23	Staff Meetings
May 24	Last School Day

Summer 2013

Teen Camp	June 2-7 * subject to change
Adult STP	June 16-28
Kids Camp	Aug. 5-9 (Mon-Fri)





North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

NDVS/SB Services Video

Please see the attached DVD.

HB 1013
Handout
Jan 18, 2013

Testimony in support of House Bill 1013.

Submitted to the Attention of Representative Bob Skarphol, Chair of the Education and Environment Appropriations division, North Dakota House Appropriations Committee.

Re: Testimony specifically offered in reference to the Appropriation provided for North Dakota Vision Services / School for the Blind for the upcoming biennium of 2013 – 2015.

Submitted By: Allan Peterson, Co-Legislative Liaison,
North Dakota Association of the Blind (NDAB).

Home address: 7009 Horseshoe Bend, Horace, ND 58047. My home is located in state legislative District 22

Office phone: (701) 231-6040; Home: (701) 282-4644; cell: (701) 429-7209

Email address: apeterson6@q.com

Greetings Chairman Skarphol and members of the Education and Environment Appropriations Subcommittee, Division of the House Appropriations Committee.

I am testifying on my own behalf as well as for that of the North Dakota Association of the Blind, we are testifying in support of the budget request that has been submitted for North Dakota Vision Services / School for the Blind for its operation and capital expenditures for the next biennium of 2013 - 2015.

A resolution, in support of the biennial appropriations request of the North Dakota Vision Services / School for the Blind, was unanimously adopted at NDAB's most recent Convention that was held June 8-10, 2012 in Bismarck. Refer to the said resolution which is attached to this testimony.

To be clear, we are testifying in support of the 2013-2015 biennial budget proposal for ND Vision Services / School for the Blind that was submitted by Governor Jack Dalrymple for consideration by this, the 63rd session of the State Legislature.

It cannot be emphasized enough, how very important it is that persons who lose some or all of their eyesight, be afforded the opportunity to receive appropriate quality blindness rehabilitation skills training, so that they are best equipped to deal with this life altering change.

As someone who lost his eyesight as an adult, I can personally testify to the importance and efficacy of the training offered by NDVS-SB. The skills that I learned through what is known as "orientation and mobility" using a white cane, is a adaptation I use every day and is of immeasurable importance to my independendnce. Orientation and mobility is a skill set that is taught by a qualified mobility instructor who has been certified to do this training. It is a skill set that is learned and perfected over a period of several weeks of training.

Besides the "orientation and mobility" skills that I've learned, I rely heavily on the use of a computer that has been equipped with an audio output program, which allows me to work productively as a person that has no usable eyesight.

The instruction that I've received from the NDVS-SB technology experts on using audio output from my computer has been absolutely vital in developing my skills to access this mode of communication. Many others in the population of people who are blind would provide similar testimonials on the vital need for the services of these skilled technology instructor specialists at NDVS-SB.

Another vital skill I've learned and used extensively with the aid of instruction from teachers at NDVS-SB is to read and write in Braille. I've found this skill to be very useful in writing notes and marking items; Braille is an adaptation comparable to the use of paper and pencil by a person who is sighted.

Whether they are children or are adults who experience loss of sight later in life, learning the skills to deal with blindness are best done at a teaching facility that is equipped and has the professional staff needed to instruct their students so they are better able to deal with this disability.

The only teaching institution in North Dakota that offers a comprehensive program of instruction to deal with sight loss adjustment is that which is available at North Dakota Vision services / School for the Blind. It is an absolute treasure of instruction for the state particularly for those of us who must deal with sight loss.

The core curriculum of instruction (which is available at North Dakota Vision Services / School for the Blind) that best helps students to make the most successful adjustment to deal with a loss of eyesight is very comprehensive and includes,) 1) mobility and orientation skills training on the use of the white cane, (2) operating a computer equipped with speech output, (3) learning the Braille code, (4) instruction on the use of technical aids and appliances, (5) teaching the techniques of daily living skills that allows the student to live life with greater independence, (6) adjustment counseling – plus others. Learning this skill set takes time in order to gain some mastery on their use.

We can testify that the adult student clients that have received instruction and training at NDVS/SB have found it to be an excellent resource in making their adjustment to help them deal with their loss of eyesight. Some who have received training elsewhere have indicated that the training at NDVS/SB to be as good as or superior to that which they had received elsewhere earlier at another center.

Demographic statistics on the incidence of blindness strongly supports the need for the provision of blindness skills rehabilitation services in North Dakota. Despite the best efforts of eye care professionals, a significant proportion (about 2 to 3%) of people today in 2013 have problems with eyesight that isn't amenable to treatment or correction. It's estimated that 18,000 or about 2 to 3% of North Dakotans possess some degree of impaired eyesight which isn't medically correctable. In this population of ND residents, approximately two thirds have mild or moderate degrees of sight loss and one third are severely visually impaired or totally blind. And, the trend is toward a greater number of people who will experience sight loss as our state's population continues to be one that is of an older average age.

NDAB Resolution 2010-03: State 2013 – 2015 Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, the North Dakota Data Census Center projects that by the year 2015, 14,335 citizens of the state will have experienced medical conditions that will have resulted in a significant loss of their eyesight, of this number 10,283 will fit the definition of persons with "low vision" and the remaining number in excess of 4,000 will fit the definition of persons that are "legally blind"; and,

Whereas, North Dakota Vision Services / School for the Blind in Grand Forks has the capability and capacity that allows it to serve people of all ages (i.e. it has both children and adult oriented training programs); and,

Whereas, the loss of eyesight is a severe life altering disability that requires specialized and specific rehabilitation skills training to help people of any age cope with this condition; and,

Whereas, children and adults with blindness, who receive a regimen of comprehensive and intensive center based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a great deal of independence; and,

Whereas, all the Components of a comprehensive center based blindness skills training program are available at North Dakota Vision Services / School for the Blind and the program is recognized regionally and nationally as a program of excellence and high quality;

Now, therefore, be it resolved by the North Dakota Association of the Blind in Convention assembled on this day, Sunday, June 10th, 2012 at the Doublewood Best Western Inn in Bismarck that we, given the current and future projected demands for vision rehabilitation services:

- (1) urge the Governor to maintain and to increase, as service needs are determined, the level of funding for North Dakota Vision Services / School for the Blind in the budget request that his office submits to the 63rd North Dakota Legislative Assembly and,
- (2) Urge the North Dakota Legislative Assembly that convenes in January of 2013 to maintain and expand the budget appropriation for North Dakota Vision Services / School for the Blind so that it is able to meet the vision rehabilitation service needs of those North Dakotans who have sight loss.

HT 75 1013
House Approp Educ. & En
Jan 18, 2013
Attachment
5

Education & Environment Subcommittee / House Appropriations Committee

on Behalf of North Dakota Vision Services

Comments by Vince Ulstad / Fargo, ND

18 January, 2013

For me to be given the opportunity to speak to you today is a privilege & honor which I do not take lightly. Before I get into them, I want to frame my comments as they are intended: coming primarily out of pragmatic observation & experience, but not denying an element of emotionalism stemming from recent life experiences which have profoundly influenced my focus & purpose in life. I emphasize that my comments are wholly and strictly my own and are made without any input of North Dakota Vision Services and its management and staff. Thus, they may not reflect some or any of the views of this group on whose behalf I appear.

My appearance before your committee is the result of a significant shift in my professional career of recent, for a number of reasons, not the least of which has been the profound experience of becoming completely & permanently blind as the result of a vehicle accident. Since then & springing out of previous life experience & observation and deep convictions, I am fortunate to have been placed on a life platform on which I would have thought neither probable nor, certainly, preferable. But I am, hopefully, open to being proven wrong! And that has, indeed, been my experience since the vehicle accident in June 2009, less than 50 miles from this spot, which nearly claimed my life.

Life & truth have taught me that every person, each possessing body, mind, spirit, & will, has tremendous, seemingly unlimited, potential to achieve great accomplishments for good, when evaluated against that individual, unique person's potential & not against an arbitrary system of measurement established by others who are far from knowing the individual. As one who has spent the bulk of my professional life in small, individual and large, corporate business, I cringe at the overreach of arrogant, inappropriate government into the lives of people, administratively, financially, intellectually, morally, physically, and socially. Thus, why am I here advocating on behalf of one of the organizations within our own state government which is very involved in the lives of some of our citizens? I find, in fact, no dichotomy or disparity in my support for their objectives & my belief that all government should get as far as possible out of the lives of its citizens.

While the guise of most government is to lead citizens to think it is giving to them rather than taking from them, reality is that modern government largely takes from its citizens--freedom, unique identity, liberty, resources, & spirit. Unfortunately, while North Dakota has been poised to provide a shining model of highly efficient, effective, limited government which frees up its citizens towards that goal of becoming the very best they can be, we are deceived into thinking the path on which we are moving is one of leadership rather than, in fact, that we are simply acting in a manner consistent with playing catch-up to the shackling and destructive habits of other states & the federal government.

I recognize that the oversight of this sub-committee, as representing the citizens of North Dakota, is toward a very specific, line item function within the overall operation & budget of our state. I am fully supportive of the monetary requests made by the management of North Dakota Vision Services & the School for the Deaf because

I have been privileged to experience the workings of this group, as a recipient of their benefactory people & services. While few government programs or departments exist without some level of inefficiency or unnecessary monetary padding, I would be very surprised if there is much that can be found within the confines of this groups operation. While the overall state budget proposal set before the legislature for this session is fraught with unnecessary, improper spending, vote-buying, & cronyism, I am confident the resources requested by North Dakota Vision Services & the School for the Deaf will be truly invested in the lives of its citizens most in need of services not readily supplied by private sources. That this service of state government is necessary & appropriate is not an issue to me.

The interagency network and public:private organization interaction between North Dakota Vision Services & other groups is very real, very active, very critical, & very productive. Coming out of over 30 years in private business, I have historically struggled to monetize the value of social programs, as too many today are destructive of the individual's potential. If my own progress towards, hopefully, productivity & contribution to society as a disabled person can be of any guide, I have attained privileges & opportunities I never dreamed possible, once I discovered, after coming out of a 5 week coma 3 years ago, that I was permanently & completely blind, would likely never walk again, & would, most likely, spend the remainder of my life in a vegetative state. I am involved in a startup company developing cloud-based software platforms for the wireless internet & smartphone markets; providing consultancy to an organization, Hope Centers for Children of Africa, whose purpose of pairing widows & orphans in the Democratic Republic of Congo, a civil war torn nation, providing them with schooling, medical care, & food production capabilities has been highly successful; sharing my lessons & experience of the last 3+ years publicly with businesses, professional organizations, civic groups, high school & university students, & any other willing (or captive!) audiences; and, have had the opportunity to engage in political activity on behalf of my passion for integrating timeless & time-tested principles of integrity & responsibility into both personal individual and socially corporate life. Whether or not my life & activities bring much, if any, value or purpose to others must be determined by others. But, to me, in many ways, life has never been so good & I have the people, programs, services, & facilities of North Dakota Vision Services to thank for being a very significant part of this opportunity. And, I thank each of you, as elected representatives of the citizens of North Dakota, and my fellow citizens, for faithfully providing for & overseeing this function within our state.

Thank you for your attention to my presence and comments here today. I am extremely grateful for your personal and professional commitment to public service on behalf of our citizens and commend the people and programs of North Dakota Vision Services to you without hesitation or reservation.

Respectfully submitted,

Vince Ulstad

Fargo, ND

Phone: 701.238.4251

Email: vlulstad@cableone.net

HB 1013
House Appropri. Educ + EA
Jan 18, 2013
Attachment 6

TESTIMONY ON HOUSE BILL # 1013
HOUSE APPROPRIATIONS COMMITTEE

January 18, 2013

Hulen E. Bivins
State Librarian
North Dakota State Library

Mister Chairman and members of the committee:

Thank you for the opportunity today to highlight the activities, services, and needs of the North Dakota State Library (NDSL). My name is Hulen Bivins and I am the State Librarian of North Dakota.

I am pleased to give testimony in support of House Bill # 1013 in the state's 2013-2015 budgets. This Bill provides appropriations for the State Library's programs and activities as well as providing direct support (State Aid) for the public libraries of North Dakota. These appropriations, by and through cooperative activities with the State Library, also supports the informational and library service programs of college/university libraries, special libraries, and school libraries as well as the public libraries in our state.

In North Dakota and across our nation, knowledgeable librarians provide diverse communities with a broad range of services for people of all ages and backgrounds. In North Dakota, any citizen may visit a state-aided library and access a variety of materials for educational, informational, and enrichment reasons. This accessibility is available regardless of the individual's age, income, educational level, or physical ability. Indeed, this accessibility is available because libraries exist to serve individuals throughout their lifecycle.

THE MISSION

The mission of the State Library of North Dakota continues to be to provide, for all citizens, access to information. To accomplish this mission, the State Library works to fulfill four primary goals: 1) to serve as a leader in the library and information field; 2) to develop access, via cooperative activities, to information in a variety of formats; 3) to promote awareness of the usefulness of library resources; and, 4) to make available high-quality library and information resources statewide. All four of these goals lead ultimately to the tasks that ensure that all North Dakota residents are afforded the opportunity to engage in quality lifelong learning --- learning which strengthens the State of North Dakota.

PUBLIC LIBRARY SUPPORT

The North Dakota State Library works in many ways to fulfill its mission. One way is in the disbursement of State Aid funding to public libraries under a statutory program (Century Code, 54-24.2-01 to 54-24.2-06). State dollars, when combined with local dollars, provide for the basic services --- services like the provision of qualified library workers who serve citizens and families using a core collection of useful materials. Progress has been made in the availability of these basics by North Dakota's public libraries. Much, however, remains to be done to achieve quality library services in all of the counties of the state. State Aid makes a real difference to the libraries and State Aid truly aids the efforts made to reduce the informational disparities that unfortunately remain.

For the next Biennium, NDSL requests an increase in the funding of State Aid to public libraries. The request is for an additional 22 cents per capita, per year (\$266,500 for the Biennium). This request was supported by OMB in their review of NDSL's request and is included in the Governor's recommended budget.

State Aid to public libraries is distributed on a population and area of service formula. If funded at the requested level for the next Biennium, the amount of State Aid for Public Libraries provided shall still not reach the level of full funding under the formula set forth in the Century Code in 1979 (Section, 54-24.2-02). If funded at NDSL's requested level, as concurred with in the budget of the Governor, the 1979 formula for State Aid to public libraries shall be funded at a 77% level. However, when adjusted for inflation, the 2013-15 appropriation is still lower than the funding level of 1989-91. (Note: the 1979 formula has never been adjusted for inflation since the approval of the law.)

In North Dakota, too many citizens do not have adequate public library services. There are, in the state, twenty-three (23) counties that do not tax themselves to support the public library in their county. For many of these counties, especially the county residents living outside a community's service area, the North Dakota State Library serves as the only public library available to meet the needs of the citizens of these counties. (see: ATTACHMENT A). It is hoped that, as the state makes a greater contribution to meeting the State Aid formula for the funding of public libraries, more of these counties that are presently without library services for all residents of the county shall begin to offer minimum services.

It is a fact that, in many North Dakota counties, public library facilities are in need of repair and renovation. Examples of needed repairs are the replacement of leaking roofs, improvements to crumbling foundations, and the installation of energy compliant windows. An example of a needed renovation would be the update of the electrical circuits in a public library to accommodate the usage of multiple computer terminals operating on a circuit that is 40 years old. Such would be done to remove a potential fire hazard.

The North Dakota State Library for the forthcoming Biennium requests funds in the amount of \$275,000 for the repair and renovation of public library buildings. This amount would fund a pilot grant program that requires a local dollar match. The match element (1 to 1 or 1 to 2) would be varied based upon the size of the community served by the public library. No funds shall be made available for either additions or the new construction of public library buildings. Both OMB and the Governor have concurred with this request as it provides minimum aid to an area of need that has not been supported for a very long period of time.

PUBLIC LIBRARY and SCHOOL LIBRARY SUPPORT

Working with the North Dakota Coordinating Council, the North Dakota State Library awards Library Vision 2014 Grants to public and school libraries to cover the costs associated with the process of adding holdings records to the statewide database of library materials and to support advances in the use of technology in the libraries. The request for the forthcoming Biennium is \$237,500. This amount provides level funding and is at this requested level in the recommendations of OMB and the Governor's budget.

Through the work of the Coordinating Council, tremendous progress has been made to link library collections in a catalog of library materials that provides statewide inter-library loan capabilities. Progress has also been made to include the collections of

all types of libraries in the state into one network collection; presently more than three hundred and ninety-five (395) unique library catalogs in North Dakota are connected. Such a collection of catalogs allows for a statewide inter-library loan program that makes library materials in one library's collection available to the library patron of another North Dakota library. The result is the usefulness of materials in other locations may be located and borrowed for the benefit of citizens locally. Simply stated, a library user at the public library in Cavalier may make use of the informational library material that is physically located in the school library at Velva or the public library in Bowman without leaving the town of Cavalier. This program of service meets the needs of citizens quickly and precisely with high-quality, reliable information.

SUPPORT FOR ALL LIBRARIES

In the appropriation request made by the North Dakota State Library for ongoing in-agency services this Biennium, the NDSL proposes to continue to use a part of the state dollars received for the required match that is mandated for the receipt of federal funds. This match is required from all state library agencies nationally. Although North Dakota's allotment of federal dollars is among the lowest (award based on state population census), a great deal is accomplished in support of the libraries of North Dakota as they serve children, students, and adults, plus business and government.

Beyond the collections of North Dakota libraries lies a richness of resources that the citizens of North Dakota want and need as well as resources they deserve to have accessible. The connectivity of the collections of other libraries in other states and other countries are made available through the library cooperative known as "WorldCat" that provides accessibility to an international catalog of more than two hundred and eighty-seven (287) million library holdings in one hundred and twelve (112) countries and territories. The holdings include books and journals, as well as library materials in other formats. As a participant in the "WorldCat" network, the North Dakota State Library provides the ability for an in-state business to access information about the best practices of their business as conducted in another state, in a Canadian province, or in another area of the world. This information access is invaluable to North Dakota businesses and industries as they maintain and grow their operations in a fiercely competitive global marketplace. NDSL, using state dollars, provides access to this WorldCat network for North Dakota's public libraries.

North Dakota's State Library partners with other North Dakota libraries along with libraries in South Dakota and Minnesota by providing a resource sharing program known as the "Online Dakota Information Network" (ODIN) that provides subject specific

electronic databases (see: ATTACHMENT B) for use by the state's citizens. This network (ODIN) is an example of how the North Dakota State Library, using state dollars, strives to work in cooperation with other entities and how the State Library works to provide equity in the access of a core collection of accurate and reliable information resources. Beyond this wealth of resources obtained in a cooperative acquisition, the North Dakota State Library also singuraly purchases and makes available a selection of subject specific databases to aid the intellectual and educational needs of citizens and to support the life's work of the state's citizens. The result of these combined resources is a collection that fulfills the information needs of children to young adults to the working parent and to our retired senior citizens.

Regarding citizens with special needs, the North Dakota State Library works with the National Library Services for the Blind and Physically Handicapped (Washington, D.C. – part of the Library of Congress) to serve those who cannot use a traditional book due to personal circumstances. Herein, exciting changes are taking place as many books are being made available in a new digital format. Program materials are also made available in the traditional formats of Braille and large-print. With the aging of the baby boomer generation, it is anticipated that the need for this specialized service shall increase. This service is also especially useful to many returning war veterans.

As previously noted, NDSL serves as the public library for several North Dakota counties who operate without local county support. Also, because the counties of Oliver, Sheridan, and Steele have no public library at all, the State Library is the only library resource for the citizens of those counties. In this service, the State Library provides personal Reference assistance via an 800-phone line, email, or text. NDSL utilizes its lending collection to support the citizens of these counties.

Other statewide programs made available to all citizens include TUTOR.ND that provides live one-on-one tutorial services for K-Adult in the subject areas of English, social studies, math, and science. NDSL also underwrites the cost of the annual Summer Reading program for the children and youth of the state. The Summer Reading program runs for 3 months each summer in the state's public libraries. North Dakota's First Lady, the State's Attorney General, the Secretary of State, and North Dakota's Chief Justice are some of the individuals who gave of their personal time to support this activity of the North Dakota State Library last year (2012).

Presently, work is being planned to convert county document records maintained by NDSL in the State Docs program (state records repository program) to an easier to use and easier to maintain format. The documents shall be converted to a digital format because of the deterioration of the original paper documents. Associated with this task will be making the docs available electronically for loan.

The North Dakota State Library is also engaged in the professional development of librarians in the agency and throughout the state. During the past Biennium, four professional librarians at NDSL were retrained to use their professional talents to better meet the needs of the state's library community. The State Library also diligently strives to assist North Dakota's libraries in the development of library services to their local patrons by providing consultation and professional development opportunities to all library staff. More is being done in the promotion and coordination of statewide librarian development --- more training, more education, and more sharing of experience with would-be librarians. To supplement these tasks, webinars and training sessions have been created and are heavily used.

Further, the State Library must continue to identify and recruit individuals who desire to acquire a quality library education and have the dedication to serve as the librarian/information providers for the next generation of citizens. This is a task that is embraced by the North Dakota State Library as we, government and citizenry working together, move forward.

The North Dakota State Library believes that the aforementioned activities and programs can be accomplished in the new Biennium at level funding. This belief in the ability of NDSL to accomplish much at a level funding amount has been endorsed in the Governor's recommended budget.

THE FUTURE

The library is one of democracy's fundamental institutions. Created by ordinary citizens to empower all people of our society, the library plays a paramount role in the free exchange of information. As the guardian of both freedom of thought and the freedom of speech, the library provides each citizen the opportunity to improve and enrich their individual lives. The financial support of the State of North Dakota is the basic aid that enables the local public library and NDSL itself to be the sustainer of this ability to improve - - to be enriched ---- and to be a contributing member of the state's society.

Programs that are being addressed in the forthcoming Biennium by the North Dakota State Library are: 1) the development of standards for the public libraries of the state (hours of service; material collection criteria; etc.); 2) an increased emphasis on collection development in North Dakota libraries (multiple formats: hardback books and electronic formats); 3) ways to provide greater support for connectivity projects in the rural areas of the state; and, 4) an expansion of technology that provides greater

accessibility to librarians who, in the future, are destined to be the information brokers of our society.

Additionally, during the next two years, the North Dakota State Library shall be looking for even greater ways to address the needs of the state's governmental units, business concerns, and citizens. In so doing, studies shall be conducted and information gathered to discern the viability that libraries, especially public libraries, in the state may and can: 1) serve as community activity and learning centers; 2) act as central sources of information about their communities and about community services; 3) partner with other community agencies, institutions, and organizations to improve the quality of life for all their citizens; 4) cooperate with their local governments and associated agencies to assist in the economic development of their communities, and, 5) promote awareness of community services and awareness of the intrinsic value of libraries.

SUMMARY

What is the result of the programs offered by the North Dakota State Library? Simply stated, it is the development of quality library services that are provided with an economy design -- a design of efficiency to benefit North Dakota's citizens as they travel the information highway in the information age. All of this is accomplished by embracing new technologies, technologies understood and used following a concise, thoughtful examination and a full analysis prior to any expenditure.

Further, it is believed that libraries shall play a special role to enhance and improve educational achievement while providing informational data to assist in greater economic development across North Dakota --- all with the result of a better life for North Dakota's citizens.

NDSL BUDGET REQUEST

(STATE DOLLARS as Recommended in the Governor's Budget)

1) State Aid to Public Libraries (with proposed increase)	\$ 1,766,500
2) Renovation & Repair Matching Grant for Public Libraries	275,000
3) Level Funding --- North Dakota Library Coordinating Council	237,500
4) Level Funding --- North Dakota State Library Operations	3,942,585
TOTAL	\$ 6,221,585 *

* As noted in the North Dakota Transportation Handbook of December 2012 on page 13 (see: ATTACHMENT C), the average cost of one mile of asphalt roadway in the state is two million dollars per mile. The entire request of STATE DOLLARS made by the North Dakota State Library for the forthcoming Biennium amounts to **\$ 6,221,585 state dollars** ---- little more than the cost of 3 miles of roadway in North Dakota. It is suggested that the support of libraries in the state is a good investment and it is hoped that the North Dakota Legislature, like the Governor, concurs.

(NOTE: the amount of funding for the State Library's Operations noted as item #4 above provides the required match for the State Library to receive **\$ 2,400,847 federal dollars** during the Biennium.)

I personally thank you for your time, patience and consideration of my testimony today. I am pleased to have had this opportunity. In support of the funding request for the North Dakota State Library, I have several letters of Testimony that I shall submit to the Committee. Kelly Steckler, the Legislative Chair of the North Dakota Library Association, and Tim Dirks, Director of the Fargo Public Library, would each like to give a brief oral Testimony. I request that you take the time to listen to their views and thoughts. Following their Testimony, I would be happy, with the assistance of Cynthia Clairmont-Schmidt, Assistant Director of the North Dakota State Library, to answer any questions you might have regarding the State Library and its proposed budget for the next Biennium.

With respect, I thank you.

ATTACHMENT A

The following table shows the levels of tax support for North Dakota's public libraries as provided by the County and by the City.

<u>County</u>	<u>\$ Levied for 2011</u>	<u>Library Name</u>	<u>City of Library</u>	<u>City \$ Levied</u>	<u>Taxable Value</u>
Adams	\$30,663.71	ADAMS COUNTY LIBRARY	Hettinger		
Barnes	\$89,114.47	VALLEY CITY BARNES COUNTY PUBLIC	Valley City	\$89,114.00	
Benson	\$0.00	LEEDS PUBLIC LIBRARY	Leeds	\$2,528.00	
		MADDOCK COMMUNITY LIBRARY	Maddock	\$2,224.00	
		MINNEWAUKAN PUBLIC LIBRARY	Minnewaukan	\$1,453.00	
Billings	\$28,685.46				
Bottineau	\$135,877.76	BOTTINEAU COUNTY LIBRARY	Bottineau		
Bowman	\$34,846.04	BOWMAN REGIONAL PUBLIC LIBRARY	Bowman		
Burke	\$0.00	BOWBELLS PUBLIC LIBRARY	Bowbells	\$2,633.00	
Burleigh	\$218,245.66	BISMARCK VETERANS MEMORIAL PUBLIC	Bismarck	\$1,602,650.00	
Cass	\$0.00	CASSELTON PUBLIC LIBRARY	Casselton	\$31,540.00	
		FARGO PUBLIC LIBRARY	Fargo	Home Rule City	332,779,107
		KINDRED PUBLIC LIBRARY	Kindred	\$9,441.00	
		MARGARET FRAASE PUBLIC LIBRARY	Buffalo	\$1,684.00	
		WEST FARGO PUBLIC LIBRARY	West Fargo	\$712,587.00	
		ENDERLIN MUNICIPAL LIBRARY	Enderlin	\$24,703.00	
Cavalier	\$87,492.90	CAVALIER COUNTY LIBRARY	Langdon		
Dickey	\$0.00	ELLENDALE PUBLIC LIBRARY	Ellendale	\$8,007.00	
		OAKES SCHOOL & PUBLIC LIBRARY	Oakes	\$13,869.00	
Divide	\$47,919.54	DIVIDE COUNTY PUBLIC LIBRARY	Crosby		
Dunn	\$0.00	DUNN CENTER PUBLIC LIBRARY	Dunn Center		107,642
		KILLDEER SCHOOL & PUBLIC LIBRARY	Killdeer	\$4,699.00	
Eddy	\$0.00	NEW ROCKFORD PUBLIC LIBRARY	New Rockford	\$8,203.00	
Emmons	\$0.00	HARRY L. PETRIE PUBLIC LIBRARY	Linton	\$9,497.00	
Foster	\$0.00	CARRINGTON CITY LIBRARY	Carrington	\$27,571.00	
Golden Valley	\$28,672.56	GOLDEN VALLEY COUNTY LIBRARY	Beach		
Grand Forks	\$448,800.08	EDNA RALSTON PUBLIC LIBRARY	Larimore		1,641,561
		GRAND FORKS PUBLIC LIBRARY	Grand Forks	\$1,427,937.00	
		NORTHWOOD SCHOOL & CITY LIBRARY	Northwood	\$7,206.00	
Grant	\$0.00	ELGIN PUBLIC LIBRARY	Elgin	\$2,183.00	
Griggs	\$44,679.47	GRIGGS COUNTY LIBRARY	Cooperstown		1,558,054
Hettinger	\$0.00	MOTT PUBLIC LIBRARY	Mott	\$7,442.00	
		NEW ENGLAND PUBLIC LIBRARY	New England	\$2,708.00	

<u>County</u>	<u>\$ Levied for 2011</u>	<u>Library Name</u>	<u>City of Library</u>	<u>City \$ Levied</u>	<u>Taxable Value</u>
LaMoure	\$44,387.08	EDGELEY PUBLIC LIBRARY	Edgeley	\$3,193.00	
		LAMOURE SCHOOL & PUBLIC LIBRARY	Lamoure	\$6,301.00	
Logan	\$32,408.31	GACKLE PUBLIC LIBRARY	Gackle	\$2,217.00	
McHenry	\$0.00	VELVA SCHOOL & PUBLIC LIBRARY	Velva	\$7,391.00	
McIntosh	\$0.00	ASHLEY PUBLIC LIBRARY	Ashley	\$3,191.00	
		WISHEK SCHOOL & PUBLIC LIBRARY	Wishek	\$4,383.00	
McKenzie	\$85,830.51	MCKENZIE COUNTY PUBLIC LIBRARY	Watford City		
McLean	\$167,728.11	GARRISON PUBLIC LIBRARY	Garrison	\$9,555.00	
		MAX COMMUNITY LIBRARY	Max	\$1,743.00	
		MCLEAN-MERCER REGIONAL LIBRARY	Riverdale		
		TURTLE LAKE PUBLIC LIBRARY	Turtle Lake	\$4,334.00	
		UNDERWOOD PUBLIC LIBRARY	Underwood	\$4,862.00	
		WASHBURN PUBLIC LIBRARY	Washburn	\$12,018.00	
Mercer	\$99,743.23	BEULAH PUBLIC LIBRARY	Beulah	\$19,596.00	
		HAZEN PUBLIC LIBRARY	Hazen	\$19,124.00	
		STANTON PUBLIC LIBRARY	Stanton	\$1,301.00	
Morton	\$149,999.11	GLEN ULLIN PUBLIC LIBRARY	Glen Ullin	\$2,802.00	
		HEBRON PUBLIC LIBRARY	Hebron	\$4,637.00	
		MORTON MANDAN PUBLIC LIBRARY	Mandan	\$314,335.00	
Mountrail	\$33,095.69	NEW TOWN PUBLIC LIBRARY	New Town	\$8,460.00	
		PARSHALL PUBLIC LIBRARY	Parshall	\$4,880.00	
		STANLEY PUBLIC LIBRARY	Stanley	\$12,602.00	
Nelson	\$18,337.00	LAKOTA CITY LIBRARY	Lakota	\$5,436.00	
		MCVILLE COMMUNITY LIBRARY	McVillie		
Oliver	\$0.00				
Pembina	\$40,903.31	CAVALIER PUBLIC LIBRARY	Cavalier	\$9,154.00	
		PEMBINA SCHOOL & PUBLIC LIBRARY	Pembina	\$4,197.00	
		WALHALLA PUBLIC LIBRARY	Walhalla	\$11,910.00	
Pierce	\$71,791.28	HEART OF AMERICA LIBRARY	Rugby	\$40,018.00	
Ramsey	\$53,461.47	LAKE REGION PUBLIC LIBRARY	Devils Lake	\$68,053.00	
Ransom	\$0.00	LISBON PUBLIC LIBRARY	Lisbon	\$26,497.00	
Renville	\$0.00	MOHALL PUBLIC LIBRARY	Mohall	\$5,935.00	
		SHERWOOD PUBLIC LIBRARY	Sherwood	\$630.00	
Richland	\$0.00	HANKINSON PUBLIC LIBRARY	Hankinson	\$12,398.00	
		LEACH PUBLIC LIBRARY	Wahpeton	\$253,026.00	
		LIDGERWOOD CITY LIBRARY	Lidgerwood	\$4,467.00	
Rolette	\$0.00	ROLETTE PUBLIC LIBRARY	Rolette	\$798.00	
		ROLLA PUBLIC LIBRARY	Rolla	\$8,301.00	
Sargent	\$0.00	FORMAN PUBLIC LIBRARY	Forman	\$4,872.00	
		SATRE MEMORIAL LIBRARY	Milnor	\$4,435.00	

<u>County</u>	<u>\$ Levied for 2011</u>	<u>Library Name</u>	<u>City of Library</u>	<u>City \$ Levied</u>	<u>Taxable Value</u>
Sheridan	\$0.00				
Stark	\$113,850.80	DICKINSON AREA PUBLIC LIBRARY	Dickinson	\$393,095.00	
Steele	\$0.00				
Stutsman	\$153,757.45	JAMES RIVER VALLEY LIB. SYSTEM	Jamestown	\$424,821.00	
Towner	\$0.00	CANDO COMMUNITY LIBRARY	Cando	\$13,242.00	
Traill	\$0.00	MAYVILLE PUBLIC LIBRARY	Mayville	\$24,885.00	
Walsh	\$82,518.91	CARNEGIE REGIONAL LIBRARY	Grafton	\$30,353.00	
		PARK RIVER SCHOOL & PUBLIC	Park River	\$8,003.00	
Ward	\$200,674.55	MINOT PUBLIC LIBRARY	Minot	Home Rule City	122,714,569
		WARD COUNTY PUBLIC LIBRARY	Minot		
Wells	\$0.00	HARVEY PUBLIC LIBRARY	Harvey	\$15,010.00	
Williams	\$153,405.93	WILLISTON COMMUNITY LIBRARY	Williston	\$176,361.00	

NOTE: 23 Counties Not Levying For Library Service as per 2011 Tax Data

ATTACHMENT B

Online Library Resources — (ODIN)

Academic (9th Grade - Adult)

Academic Search Premier
Britannica Academic Edition
Expanded Academic ASAP
General Science Collection
Science Reference Center

Art

CAMIO

Auto Repair

Auto Repair Reference Center

Business

Business Source Premier

Career Prep., Continuing Ed., and Resume Writing

LearningExpress
TutorND

Educational Resources for Teachers

ERIC
Educator's Reference Complete
Library, Information Science & Technology Abstracts
Professional Development Collection

Educational Resources for Students (K - 12)

Britannica School Edition
eLibrary
eLibrary Elementary
Kids InfoBits
Kids Search
LearningExpress
Opposing Viewpoints in Context
Points of View Reference Center
Searchasaurus
Student Research Center

Student Resources in Context
TutorND

Genealogy

Ancestry Library Edition

General Research

Britannica Public Library Edition
Literati Public ---- Credo Reference
WorldCat (FirstSearch)

Health & Medical

Alt HealthWatch
Consumer Health Complete
Health Source: Nursing/Academic Edition
Health & Wellness Resource Center

Magazines and Newspapers

MasterFILE Premier
ProQuest News

Recursos en Español (Resources in Spanish)

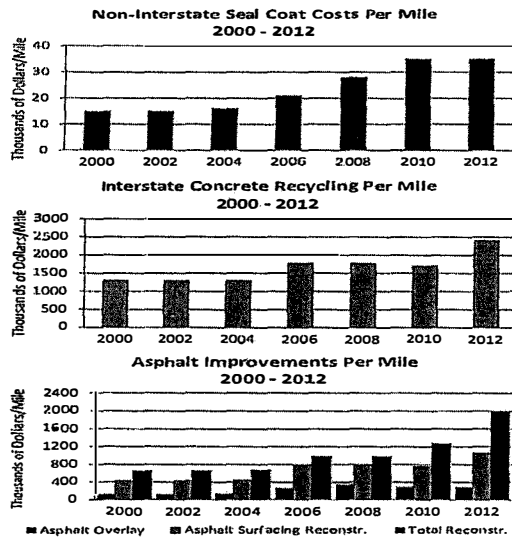
Informe

Tutoring

TutorND

ATTACHMENT C

Construction Expenditures

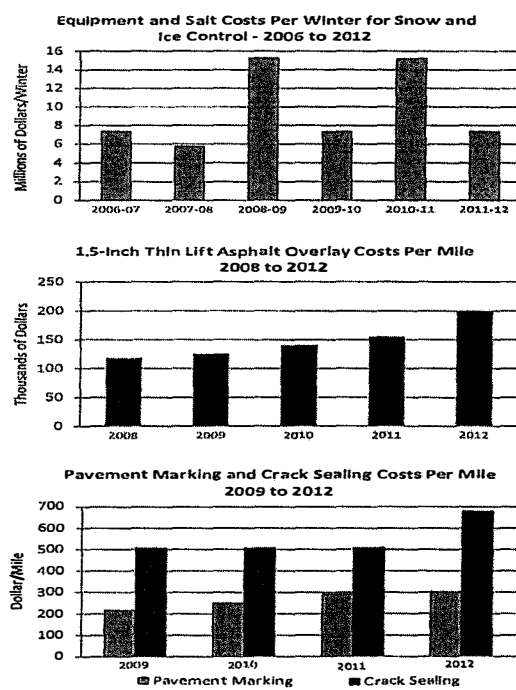


Average Construction Costs - 2012

Improvement	Dollars/Mile
Non-Interstate seal coat (by contract)	\$ 35,000
Interstate seal coat (by contract)	\$ 55,000
Thin lift overlay	\$ 200,000
3" asphalt overlay	\$ 300,000
Asphalt surfacing reconstruction (includes subgrade repair and resurfacing)	\$ 1,050,000
Total reconstruction (includes grading and asphalt surfacing)	\$ 2,000,000
Interstate concrete paving (two lanes in one direction)	\$ 2,400,000

12

Maintenance Expenditures



13

Providing access to information for North Dakotans is the mission of the North Dakota State Library.

The State Library specializes in state-of-the-art information services to libraries, state government, and the general public, while it assumes a leadership role in promoting the development of library service for all North Dakota residents.

If you have any questions or concerns, please do not hesitate to contact us. We look forward to serving you!

Hulen E. Bivins
North Dakota State Librarian



VISIT THE STATE LIBRARY ON THE WEB

For more information about the State Library and what it can do for you, please visit the State Library website.

www.library.nd.gov

FOLLOW THE STATE LIBRARY ON TWITTER!

A great way to stay up to date about State Library services and events, North Dakota library information, and other library resources and tidbits is to follow the State Library on Twitter! Check it out at www.twitter.com/NDStateLibrary.



North Dakota State Library

Administration	(701) 328 2492
Training	(701) 328 3495
Information Services	(701) 328 4622
Toll-Free	(800) 472 2104
Disability Services	(701) 328 2185
TDD Toll Free	(800) 892 8622

Open Monday - Friday
8:00 a.m. - 5:00 p.m.

Hulen E. Bivins
State Librarian

North Dakota State Library, a division of the
ND Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent

May 2011

STATE LIBRARY SERVICES #6



North Dakota
STATE LIBRARY

ONLINE SERVICES

The role of the State Library is ever changing as more people want access to information wherever they are. The State Library offers an online library catalog, Online Library Resources, a user friendly website, and online training opportunities that enable you to find what you need—whenever you want, wherever you are.

Online Library Resources are reliable online research tools, providing credible information about healthy living, job searching, auto repair, genealogy, current affairs, prescription drugs, history, and much more. Access Online Library Resources and other State Library online services at www.library.nd.gov.

SERVICES FOR LIBRARIANS

One of the goals of the State Library is to be a leader in the library and information field. This means that the State Library will do everything possible to assist and support libraries throughout North Dakota. Whether it's cataloging assistance, reference services, grant opportunities, or promotional support, the State Library is constantly working with librarians to provide quality library services in North Dakota.

The State Library also provides training in many aspects of library services, in a variety of formats including video tutorials, interactive webinars, and on site training.

SERVICES FOR YOUR LIFE

The State Library serves all citizens of North Dakota. The State Library mails materials at no charge to any citizen, and provides professional research services, allows access to Online Library Resources, facilitates interlibrary loan requests, and more.

SERVICES FOR GOVERNMENT

The State Library serves North Dakota government agencies in many ways. Professional librarians assist with research, cataloging collections, and training needs. Online Library Resources may be accessed at your desk using your State Library card. Training is also available to help you get the most out of the State Library's services.

The State Library also administers the State Document Depository Program, which preserves and distributes North Dakota state agency publications.



DISABILITY SERVICES

The State Library administers North Dakota Talking Books and the Radio Reading Service. These programs provide informational resources and entertainment for individuals who are unable to read printed materials due to a visual, physical, or reading disability.

The Talking Books collection includes over 75,000 titles in a wide variety of popular subjects. Radio Reading Service patrons are provided access to local and national newspapers and magazines. Both

the Talking Book Service and the Radio Reading Service and the necessary equipment are provided at no charge to qualified patrons.



FREQUENTLY ASKED QUESTIONS

CAN I GET A STATE LIBRARY CARD?

Yes! Any North Dakota citizen can get a State Library card. To apply, you may visit the State Library, call the Reference Department at 800 427 2104, or fill out the online application available at www.library.nd.gov. There's no charge for acquiring a State Library card.

WHERE IS THE STATE LIBRARY LOCATED?

The State Library is located in the Liberty Memorial Building on the Capitol Grounds in Bismarck, North



Dakota. Parking space is available south (parking lot) and in front of the Liberty Memorial Building. Handicapped parking is available near the southeast entrance. A drive up book drop, located near the southeast entrance, may be used to return materials at any time.

WHAT'S IN THE STATE LIBRARY'S COLLECTIONS?

More than just books, that's for sure!

The State Library general collection includes videos, fiction and non-fiction works, juvenile items, reference books, federal documents, and extensive large print and library science collections. In addition, the State Library also offers North Dakota related books, movies, audio, state agency documents, newspapers, newspaper clipping files, and county plat maps.





MATH

Elementary
Algebra I and II
Geometry
Trigonometry
Calculus
Statistics



SCIENCE

Earth Science
Biology
Chemistry
Physics



ENGLISH

Vocabulary
Grammar
Writing Center
Literature



SOCIAL STUDIES



RESUME HELP



CITIZENSHIP



GED PREP/BACK TO SCHOOL

Get Help.
Get an Online Tutor.
Find a Resource 24/7.

Access this FREE service at
www.tutorND.com using your
North Dakota public library card!

*"I've gotten better grades because of
this service. I've gone from getting F's
in math, to getting B's. Thank you!"*
—Algebra Student

About Tutor.com

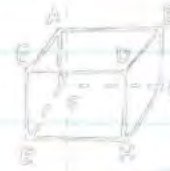
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You've Got...

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A service of the North Dakota State Library

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K-12 students, college students and adult learners can use the service.

Online Tutoring for All Subjects and Levels

Professional tutors are available to help with all math, science, social studies and English subjects—from elementary to advanced levels.

You and your tutor work one-to-one in a secure, online classroom and everything is anonymous. You use an interactive whiteboard, file sharing and instant messaging to work through your problem.

Professional, Expert Help for All Subjects and Levels

- Online Tutoring
- Career Help
- Homework Help
- GED Prep
- Resume Writing
- Essay Writing
- Test Prep
- And more!

Resources Available 24/7

In the SkillsCenter™ Resource Library, you have access to thousands of worksheets, videos, lessons and other resources to work on independently. Find resources for math and science, citizenship and GED test prep, family budgeting, resume writing and more.

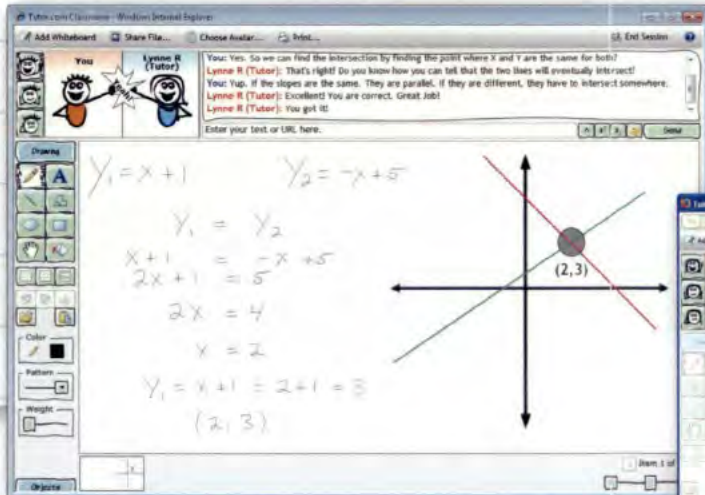


“As a parent, I love knowing there is a safe place for my child to look up info as well as get help with her work, that doesn’t just give her the answers. Thank you so much for this service.”

—Parent

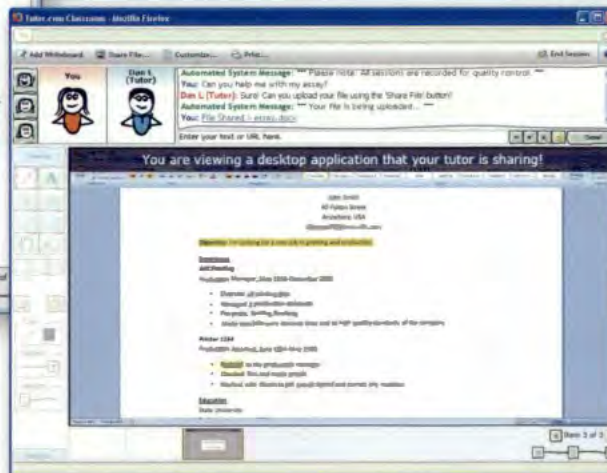
Resume and Career Help

Work with a tutor in real time to get help writing resumes and cover letters. Your tutor edits your resume on screen and reviews all edits with you.



“Yes very helpful when you’re my age. It’s been a long time since I have had algebra. Back in school again for a better career. Thanks for the help.”

—Adult Learner



Safe, Secure Place to Learn

Every tutor is screened, certified and background-checked, and no personal information is ever shared between tutor and student.

One-to-One Sessions

Tutors only work with one student at a time. No exceptions. Tutors work step-by-step with you to make sure you really understand the material. Tutors never just give the answer.

STATE AID FOR PUBLIC LIBRARIES

Acknowledgement is given concerning the State Aid funding provided by the North Dakota Legislature in the last budget that has, in proper fashion, been expended to benefit the state's citizens. This body is asked to continue this support.

The proposed Governor's budget, as requested by the North Dakota State Library and approved by OMB, provides for an appropriation of \$ 1,766,500 which includes an increase of \$266,500 in State Aid funding. These dollars would be used to:

- 1) purchase materials to be made available to the citizenry of North Dakota through the statewide interlibrary loan program;
- 2) to update technology to support the interlibrary loan program in the most remote and difficult to serve areas of the state of North Dakota, and;
- 3) to provide continued access (internet connectivity and filtering) for local citizens to online information, including the online library resources supported by the state's libraries.

Renovation & Repair Matching Grant for Public Libraries

The State Library of North Dakota, using state funds, proposes to provide a grant opportunity to assist North Dakota's public libraries with renovation and repair projects that improve the safety and use of the library's building. All state funds provided under the terms of the grant program require a match of "new funds" to be provided by the public library that is awarded a grant. The local libraries "new funds" may not be drawn from the normal level of local support as recorded by the public library in that library's statistical report that is provided annually to the North Dakota State Library. The local libraries "new funds" may be from donor gifts; foundation awards, or "new" local funds not previously included in the local funding normally received.

Examples of qualified projects would be: building foundation/structural repair; updated electrical wiring that meets today's safety standards; mold removal; flooring; new roofing to repair deficiencies; improved lighting meeting current code standards, especially for safety concerns; new window replacement; AC/Furnace upgrade (HVAC); handicap (ADA) compliance features including ramps and bathrooms; and, actions such as guttering or terracing of land to handle water issues. Examples of nonqualified projects would be: land acquisition; architectural fees; new construction including additions to the public library facility; building foundation costs resulting in a changed footprint; library furnishings including tables, chairs, counters, etc.; outside book-drops (drive-up or other); any appliances; and, outside projects such as driveways, parking lot alterations; and projects providing landscaping for beauty.

Public libraries in North Dakota that are eligible to make an application for grants funds must: be legally established as determined by NDSL; have a minimum square footage of 1,000; open to the general public 15 hours per week for a least 48 weeks per year; have a paid librarian; a library materials collection of at least 6 items per capita; and, have a library budget that meets the MOE of the prior year, excluding capital funds. State funds awarded under the **Renovation & Repair Grant** program require a match in the following amount:

Service population under 5,000 to 15,000..... **1 local dollar** match for 2 grant dollar
Service population, of 15,001 and up..... **2 local dollars** match for 1 grant dollar

Note: all required local funds shall be expended prior to expenditure of any state funds.

North Dakota Library Coordinating Council

The North Dakota Library Coordinating Council works to assist in the planning, coordinating, and evaluation of the services and programs of North Dakota libraries. The North Dakota governor appoints two representatives from public libraries; one from a school library; one from a public higher education institution library; one from a private higher education institution library; one from a special library (law or medical); one to represent disabled economically disadvantaged, and minority populations; and one citizen at large.

The North Dakota Library Coordinating Council has developed a "Vision" plan for library services in the state. This statewide vision seeks to view needs for all of the libraries that the Council represents. Six goals have been developed and identified as the means to achieve these needs and are based on input gathered from across the state. Each of these six goals is significant to the development of North Dakota library services. The six goals are: 1) work to assure equitable access to information resources and library services to individuals throughout the state; 2) enhance library resources including electronic, multimedia, print, and future formats; 3) sustain lifelong learning by facilitating the education of North Dakotans; 4) strengthen the North Dakota State Library in its leadership role of coordinating and enriching service in the state; 5) promote awareness of library programs and services to enhance quality of life; and 6) recognize the role of the North Dakota Library Coordinating Council in planning, promoting, coordinating, and evaluating the services and programs of libraries in the state. In support of the Council's Vision plan, grants are awarded to libraries; all grant awards are done on a competitive basis.

NORTH DAKOTA STATE LIBRARY

CONTINUING OPERATIONS

LEVEL FUNDED BUDGET FOR CURRENT SERVICES

Through the years, libraries have shown an amazing ability to be transformed to meet changing needs and have accomplished such by embracing new information technologies. Indeed, libraries have become the vehicle for the delivery of the benefits of those technologies. By providing, as well as coordinating, statewide services and being the catalyst for the availability of information to the libraries of the state, the North Dakota State Library has assured the delivery of information to the state's students, our citizens, our business entities, and our governmental leaders. In this work, the North Dakota State Library has, and has continued to, embrace a leadership role. It is therefore respectfully requested that the Governor's budget for NDSL's services be accepted. The on-going services therein provided are:

- 1) offering Library Vision grants to connect public and school libraries to the statewide online library catalog that provides both librarians and citizens access to vital information contained in and made available via library catalogs, seven days a week and twenty-four hours per day, this work in addition to providing Library Vision funds to school and public libraries for Internet access grants and advancement grants for Technology Equipment as used in public libraries;
- 2) providing cataloging services to nine state agencies (9) including Securities; Water Commission; Elimination of Health Disparities; Game & Fish; Geological Survey; Pembina County Historical Museum in Cavalier; Prevention Resource & Media Center; Protection and Advocacy; and the Legislative Council Library in addition to fifty-six (56) public/school libraries across North Dakota to add their library catalogs to WorldCat with the overall goal of connecting libraries and making their collections available to all the citizens of North Dakota via interlibrary loan;

- 3) working to provide an efficient and systematic approach to interlibrary loan to facilitate the availability of library materials;
- 4) maintaining an authoritative collection of library resources to answer the questions of both society and industry in a prompt and accurate manner while also using the collection of library resources for the benefit of twenty-three counties of the state where the residents of the county do not provide public library services to their citizens;
- 5) cooperating with other library entities to provide the group acquisition of high quality library resources at the lowest cost possible thereby extending the value of the North Dakota dollar for the benefit of North Dakota citizens;
- 6) facilitating the maintenance and preservation of state publications in the North Dakota state document collection and beginning a conversion of state docs to a digital format for preservation purposes;
- 7) continuing to recognize the opportunity to serve with audio recordings, citizens who, because of visual or physical impairment, cannot read the conventional book format;
- 8) providing the opportunity for library personnel, students and teachers, state employees and interested citizens, including business concerns and educational facilities, to receive "hands-on" training in the utilization of the materials and services of the North Dakota State Library;
- 9) coordinating the disbursement of State Aid to the public libraries of North Dakota in accord with the rules and regulations as set forth by the Legislature of the state;
- 10) continuing internet services for thirty-two (32) public libraries and providing internet filtering services for forty-eight (48) public libraries in North Dakota;
- 11) providing library service to both state employees and North Dakota residents who do not have a local public library while also functioning as a backup library services center for other North Dakota libraries when necessary;
- 12) working incessantly, as a leader in the embracement of technology, to ferret in behalf of the state's citizens, the best of library materials and use policies to further the expertise and abilities of everyone to face the opportunities and challenges of a new century;

- 13) working to promote the availability of local public library services and as may be possible assist the local public library in the dissemination of information that informs local area citizens of the informational, educational and entertainment capabilities provided in quality library services; and,
- 14) accomplishing all of these services with a trained staff who truly deserve to be compensated for their excellence to the full extent that the state itself seeks excellence because to lose their abilities is to eliminate one element in the future success of North Dakota.

Again it is noted, all of the aforementioned services are accomplished to fulfill the mission of the North Dakota State Library which is "to provide access to information." And, while the mission may seem so very simple, it is to be understood, that the achievement of the mission is a task that calls for both dedicated and diligent labor. Such a task is welcomed by the staff of the North Dakota State Library.



HB 1013
House Appropri. Educ. & En.
Jan 18, 2013
Attachment 7

TESTIMONY ON HOUSE BILL # 1013
HOUSE APPROPRIATIONS COMMITTEE

January, 2013

Timothy S. Dirks, MLIS, MPA
Director
Fargo Public Library

Mister Chairman and members of the committee:

I want to thank you for the opportunity to provide written testimony in support of House Bill 1013. As Director of the Fargo Public Library I have appreciated the ongoing support that the public libraries of North Dakota have received from their state elected officials.

In this time of significant change for the communities in the state, public libraries are at the forefront of meeting the growing need of citizens for technology and information access. Local libraries are also continuing to provide essential social infrastructure for both rural and urban communities through library programming, meeting spaces and community collaboration.

The North Dakota State Library continues to play a key role in ensuring the success of local libraries in the state. At this crucial time it is essential that the North Dakota State Library have the resources to assist local libraries to meet the needs of growing communities. To that end I would ask for your support of the proposal in the Governor's Budget to:

- Increase the State Aid to Public Libraries in the state library's budget by 22 cents per capita.
- Maintain level funding for the programs of the North Dakota Library Coordinating Council
- Maintain funding for the programs and operations of the State Library
- Fund a request for \$275,000.00 for a grant fund a local match requirement for the renovation and repair of public library buildings

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Dirks".



North Dakota Library Association

Established 1906

HB 1013
Approp. Educ. & En.
Jan 18, 2013
Attachment 8

TO: House Appropriations Committee
FROM: Kelly Steckler
AFFILIATION: North Dakota Library Association (NDLA), Legislative Chair
BILL & POSITION: **House Bill No. 1013 - In Favor**
DATE: January 18, 2013

Mr. Chairman and Members of the Committee:

My name is Kelly Steckler. I am the Legislative Chair for the North Dakota Library Association. I also serve as Library Director of the Morton Mandan Public Library, a successfully combined city/county library.

I urge your support of HB1013, a bill which supports the services and programs of the North Dakota State Library, which provides access to information for *all* citizens of North Dakota. In particular, this budget proposes an increase in State Aid to Public Libraries. While still not fully funded, this funding allows libraries to enhance their community's literacy standards in the form of additional materials, summer reading program incentives, training programs, etc.

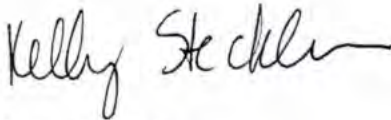
The budget request also incorporates funding for online databases. This contract leverages libraries in maintaining a variety of databases for its patrons. TutorND is one such database. It offers live, one-on-one tutoring, for K-Adult-aged patrons. The online interaction has allowed the human aspect to prevail while still accomplishing the homework in an online, work as you need to, environment.

Included in the appropriation request of the North Dakota State Library is funding in the amount of \$275,000 (for the Biennium), designed to provide state dollars for a Renovation & Repair Matching Grant Program. This program would be specifically for public library facilities.

As proposed, the Grant Program will have a required local match. Examples of the types of projects to be considered under the provisions of the Program would be the repair of a library building foundation or the repair of a roof; the update work needed to make electrical circuits and interior lighting Code compliant; and, renovation projects to provide for the use accessibility of handicapped citizens with ramps and rest room facilities. This Renovation & Repair Matching Grant Program is a pilot program that does NOT allow any funds for the development or construction of new public library facilities.

Libraries across ND efficiently utilize funding for their respective needs. I urge your support of HB1013 to fully fund the North Dakota State Library's proposed budget, which, in turn, enhances the services for all types of libraries in ND.

Respectfully,

A handwritten signature in cursive script that reads "Kelly Steckler". The signature is written in black ink and is positioned above the printed name.

Kelly Steckler

Handouts for HB 1013
Nonverbal testimony



North Dakota Library Association
Established 1906

Dear Chairperson and Members of the Committee.

My name is Al Peterson and I am the current President of the North Dakota Library Association. Thank you for this opportunity to speak in support of the North Dakota State Library's budget request.

By providing services such as statewide interlibrary loan delivery, reference services to industry, state employees, individuals and other libraries, and the talking book program for those North Dakota citizens with a visual or physical disability, the North Dakota State Library provides library services that ensure all citizens of North Dakota have equal access to information. By adding records to the statewide catalog, the State Library continues expanding access to records of materials within our state. Online databases provided by the North Dakota State Library allow students the opportunity to use research sources that they may not have access to otherwise and now, with Tutor ND, students would have fallen behind in their studies have access to a one on one live tutoring service.

By offering grants to libraries, the North Dakota Library Coordinating Council provides North Dakota libraries opportunities to put their catalog online, update their technology, and develop partnerships with other organizations in their communities. Funding for the council and the grant program they offer to school and public libraries at the level of \$237,500 for the biennium is requested. As previously noted, the State Library offers extensive professional services and technical assistance to the public libraries and school libraries. The North Dakota Library Association supports an increase in the monies that funds State Aid to public libraries grants program.

In closing, I would like thank the members of the North Dakota State Legislature for their support of The North Dakota State Library and libraries in North Dakota.

Al Peterson
NDLA PRESIDENT



Bismarck Veterans Memorial Public Library

January 18, 2013

To: House Appropriations Committee
Education and Environment Division

From: Kristi Harms
Library Director
Bismarck Veterans Memorial Public Library
701-355-1482 kharms@cdln.info

Chairman Skarphol and Members of the Committee:

Thank you for your continued support of North Dakota public libraries. I urge you to continue to act in favor of our libraries by supporting House Bill 1013 in the 2013-2015 budget. This bill allows funding for programs which are provided to us by the North Dakota State Library. It also includes State Aid for public libraries. Last year, the Bismarck Veterans Memorial Public Library received \$79,222.16 in State Aid (both city and county) which was used to build our library collections. In addition to traditional printed materials, we also purchase DVDs, music CDs, downloadable ebooks and audio books, magazine and newspaper subscriptions, and large print books. This year, we are also working with the Burleigh County jail to provide reading materials for inmates. We provide services to more than 39,500 registered patrons. We also provide library services to all residents in Burleigh County through our bookmobile.

State Aid is very important to North Dakota public libraries. Although we are doing our best to increase per capita funding for public libraries, North Dakota spends approximately \$31.82 per capita while the national average is \$42.83. State Aid money helps us close that gap. As our state's population continues to grow, so must our library funding.

The Renovation and Repair grants are important to libraries as well, particularly those smaller libraries that may have a difficult time raising enough money locally to pay for needed repairs. By allowing libraries to apply for matching grants, they are able to leverage their local dollars against state grants to ensure that library facilities are safe, secure, and have adequate space to provide quality library services to their patrons.

I hope that you will give your support to HB1013 and to continued funding for the North Dakota State Library and all public libraries in our state.

Thank you.
Sincerely,

Kristi D. Harms, MLIS
Library Director
Bismarck Veterans Memorial Public Library

DO PASS HB 1013

January 18, 2013

Chairman Delzer and Members of the Committee,

My name is Christine Kujawa and I present this letter in support of HB 1013. I am a North Dakota native and am employed as a librarian at the Bismarck Veterans Memorial Public Library.

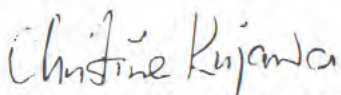
Bismarck Veterans Memorial Public Library relies heavily on state aid to fund statewide database subscriptions, which we would not be able to pay for on our own. They play a major role in meeting the needs of our patrons. Some examples of database usage include students getting live one on one tutor assistance, genealogy enthusiasts researching family history, international citizens going through ESL (English as a Second Language) lessons and people taking practice exams to better prepare them for certification in a new and/or advanced career.

We service a diverse population with people of all ages, education levels and backgrounds. As such, we require varied collections and services to meet their information needs. Owing to recent oil activity in the western part of the state, we've also experienced an increase in new residents seeking information assistance relating to employment and shelter.

The need for information access, including database access, will only increase as our population continues to expand and become more diverse. This makes it imperative that funding continues to increase as well. The public library is truly the university of the people. It's a place where information can be found, whether for pursuit of lifelong learning or to acquire basic needs like shelter and employment. In a state with a budget surplus such as ours, funding can and should be increased.

For the benefit of all North Dakotans, I urge you to pass this bill.

Thank you for your time and consideration.



Christine Kujawa MS, MM
Bismarck Public Library
701 355 1496
ckujawa@cdln.info

Griggs County Public Library

PO Box 546

Cooperstown, ND 58425

(701) 797-2214

gcpubliclibrary@mlgc.com

www.griggscountypubliclibrary.com

January 16, 2013

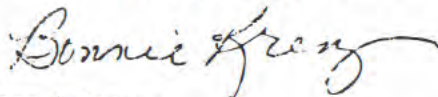
I, Bonnie Krenz, Griggs County Public Library Director, would like to provide the following information in regards to the State Library Budget requests.

The Griggs County Public Library uses the State Aid to Public Libraries fund that it receives each year to supplement the mill levy received from the county and the city of Cooperstown. Without the \$7500 the library receives the library would be looking at reducing 4 hours of service each week. As the costs of utilities, labor and building maintenance rise, the value of the State Aid dollar increases.

Through the online resources provided by the State Library, I have patrons able to access information that the Griggs County Public Library could never offer. I have a local auto mechanic who uses the Chilton Auto Repair Online resource regularly. In the past he had borrowed the manuals the library owns but the library doesn't own all the manuals he needed. Now he can find the information needed through the online resources. I have had several parents tell me that Tutor ND has helped their children get through a high school class. The home schooled families in the library's service area are using many of the resources offered through the online resources because the Griggs County Library can't afford to purchase the books needed to supplement their education or the purchase of the online databases.

This past year the Griggs County Public Library raised funds to upgrade the outside wall of the building. Even though the building is owned by the City of Cooperstown there was no funds available through the City to repair the wall. It needed to be sealed to prevent water from entering the building and then also to be insulated to reduce energy consumption but winter and summer. The repair was completed in October. There has already been a reduction in the energy bill and the library is warmer and less drafty. Being able to apply for a repair and maintenance grant through the State Library will help the library greatly. There is one more outside wall that needs improvement and repair. I know that there will not be funds available through the City again this year due to some structural repairs needed on the city streets and the city's water system. It is hard to find grants or matching funds to complete projects that many feel are small dollar amounts but to the library are dollar amounts that are major portions of the budget.

I would ask that you support the State Library's budget in the amounts requested.



Bonnie Krenz
Griggs County Public Library Director

TO: House Appropriations Committee
FROM: Marlene K. Anderson
AFFILIATION: North Dakota Library Association (NDLA)
BILL & POSITION: **House Bill No. 1013 - In Favor**
DATE: January 15, 2013



Mr. Chairman and Members of the Committee:

My name is Marlene Anderson. I am a member of the North Dakota Library Association and a practicing librarian. I currently serve as the director of library services at Bismarck State College.

This is my written testimony in favor of HB 1013, a bill for an act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to provide for the distribution of funding for gifted and talented programs and other grants; to amend and reenact sections 15.1-02-02 and 15.1-18.1-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and the national board certification program; to provide an effective date; and to declare an emergency.

My particular interest is in supporting the services and programs of the North Dakota State Library.

As outlined in its goals and vision and mission statements, the State Library takes a lead role in providing services in our mostly rural state:

- **Vision Statement:** Leading the way in information opportunities
- **Mission Statement:** Provide access to information for North Dakota
- **Goals:**
 - Serve as a leader in the library and information field
 - Provide library and information services statewide
 - Promote and advocate library awareness
 - Develop access to information

The State Library is an essential link in meeting the information needs of *all* citizens of North Dakota. Citizens living in towns and counties that lack public libraries are especially reliant on the State Library. Among the many services it provides are:

- **Professional research services** – Professional librarians provide assistance with research and reference needs. Questions can also be asked via an online form.
- **Interlibrary Loan** - The State Library obtains materials from the collections of other libraries when it does not own those items, then mails the materials at no charge to any ND citizen.
- **Online Library Resources** – The State Library subscribes to databases in order to provide access (usually full-text) to thousands of magazines, newspapers, and reference materials to all North Dakota citizens. Recent additions to the online library resources provided to all North Dakota citizens by the State Library are Credo Reference and TutorND.
- **State Aid to Public Libraries** – This state funding, administered by the State Library, provides direct financial aid to eligible public libraries to help them offer information resources and services to their citizens.

- **Statewide Catalog Development** - The Statewide Catalog Development department catalogs items for libraries that receive a grant to add their holdings to WorldCat, an international database that includes over 120 North Dakota libraries. Libraries who add their holdings to WorldCat provide access to their library collections via the Internet.
- **Cataloging Services for State Government** - Many state agencies have their own libraries and resource centers. For agencies willing to share their resources with the public, the State Library provides cataloging services, adding titles owned by agencies to the online catalog.
- **State Document Depository** - The State Document Depository collects, preserves, and disseminates all North Dakota state government documents produced for public use. Copies are available at the State Library and are also distributed to the libraries at North Dakota State University in Fargo, University of North Dakota in Grand Forks, Minot State University, and Valley City State University. Many documents are available in PDF format. The State Library retains such electronic versions and includes them in the ODIN catalog record.
- **Digital Initiatives** - The Digital Initiatives Department shares expertise in collecting, creating, and preserving digital copies of items related to the state's cultural heritage and government. It also offers services including training and consulting related to the creation, display, storage, and preservation of digital collections.
- **Talking Books** – This program offers services for North Dakota citizens who are unable to read standard print materials because of a visual, physical, or reading disability. Two programs are available for those who qualify: Talking Books and Dakota Radio Information Services (DRIS). The Talking Books program provides patrons with free access to talking books and magazines. DRIS broadcasts local newspapers over a closed circuit radio to patrons in the middle and western portion of the state. In addition to local news, DRIS broadcasts a nationally syndicated radio program 24 hours a day.
- **Training** - The State Library offers training tailored to the needs of government employees, librarians, and the public. Training is available both face-to-face and via online webinars.
- **Library Vision 2014 Grants** – The mission of Library Vision 2014 is to meet the information needs of North Dakotans and provide a positive library experience. Library Vision 2014 grants provide funds to libraries throughout the state for a variety of projects. The State Library and North Dakota Library Coordinating Council manage the grants.
- **MINITEX** - Minitex is a publicly supported network of academic, public, state government, and special libraries working cooperatively to improve library service for users in Minnesota, North Dakota, and South Dakota. Libraries in North Dakota participate through a contract between Minitex and the North Dakota State Library.

I believe that one of the reasons our state and nation are strong and enjoy a high standard of living is because we recognize that an educated, literate society is essential. Libraries play a key role in creating and maintaining an educated, literate populace by providing information and services to all citizens.

Your vote in support of HB 1013 to fully fund the North Dakota State Library's budget request is needed to enable the State Library to fulfill its vision, mission, and goals.



9299 Hwy 24
Fort Yates, ND 58538

(701) 854-8000

Fax:
(701) 854-3403

www.sittingbull.edu

1/15/2013

Mark Holman,
Library Director, Sitting Bull College
9299 Highway 24
Fort Yates ND 58538

Honorable members of North Dakota Legislature:

The services and resources provided by the North Dakota State Library continue to serve as the very bedrock for libraries across North Dakota. As you know, access to the vast knowledge and information resources of the world is necessary to maintain and continue to develop the human capital of North Dakota. As you also know, everything is not available on the Internet. Libraries still provide a crucial link between people and the high quality information needed to maintain the success of our State.

The staff at the library provides irreplaceable support services to the libraries of North Dakota. Through outreach, training, interlibrary loan and leadership, the library is helping to guide and support North Dakota libraries as they enter a future filled with new challenges.

The North Dakota State Library provides an incredible value to the citizens of North Dakota. For example, much of the best and most up to date information needed by students, researchers and citizens is stored in subscription databases. These databases are beyond the financial reach of many libraries on an individual subscription basis. The Library is able to negotiate fair access so that everyone in North Dakota can enjoy the benefits of high quality information.

I urge you to support the funding needs of the North Dakota State Library. With its leadership, North Dakota will be assured of entering the new information future with a firm and capable hand at the helm.

Sincerely,

Mark Holman
Library Director, Sitting Bull College



Ellendale Public School **Superintendent** Jeff G. Fastnacht

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

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High School Principal
Matthew Herman
Elementary Principal
Anna Sell
Business Manager
Lana Norton

Board of Education
Monica Mertz, President
Cay Durham, Vice Pres
Al Kappenman, Director
Charlene Kinzler, Director
Scott Wertz, Director

January 16, 2013

To Whom This May Concern:

My name is Allison Radermacher and I am the Library-Media Director at Ellendale Public School (EPS) and I also serve as Vice President of the Ellendale Public Library Board. I would like to take a moment to let you know of the many benefits the North Dakota State Library provides to libraries across the state.

First and foremost, EPS benefits each and every day from the ODIN online databases and the Interlibrary Loan system. With the transition to the Common Core standards, research and critical thinking skills are at the forefront of what students need to know. The ODIN online database allows me to teach research skills to students very easily and cost effectively as well. The plethora of knowledge that comes from the databases is easily dispensed to the students and they know they are not wasting their time when they use the resources given to them.

Additionally, the Interlibrary Loan (ILL) system has proved very beneficial for our library as well. I do teach at a small school, but by no means feel I give a small education to our students. We are able to give them the education they deserve, because we have cost-effective ways to get them materials they need. The ILL allows me to get books and videos that teachers need in the classroom quickly, so their learning projects can progress. Many schools do not have money in the budget for ordering library materials and hoping they will be great. ILL allows me to check out the books, get them into the hands of teachers and/or students and really decipher if our money would be well spent in purchasing those materials for the library.

Furthermore, the ND State Library has also been allowed through support of DPI and the ND Legislature to come out to the schools and teach the teachers. Employees of the ND State Library came to our school last spring and spent a few hours instructing teachers on how they could best utilize the services they offer in the classroom. The presentation was well received by our staff and things they taught are now used day in and day out at EPS.

Lastly, I can speak on behalf of the Ellendale Public Library Board. They too reap the benefits of the ILL system as they are a small library that runs on a very small budget. The staff and patrons of the library are very much appreciative of the services they are allowed from the ND State Library.

Please understand my reasons and see the many ways the ND State Library supports the people of North Dakota. They reach young, aged, rural and urban patrons throughout the state. They support small libraries as well as the large ones. They are and should continue to be a mainstay. I ask that you, the ND State Legislature, support them monetarily so they can continue to be a mainstay for all ND libraries.

Sincerely,

Allison Radermacher, M. Ed

AN EQUAL OPPORTUNITY EMPLOYER

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

January 15, 2013

To Members of the House Appropriations Committee:

This letter is written in support of House Bill # 1013, requesting funding for the North Dakota State Library's programs and state aid to public libraries. As the director of the largest academic library in North Dakota and the current Chair of the North Dakota Library Coordinating Council, I can attest to the far reaching effects of the State Library's programs to North Dakota citizens of all ages.

The State Library has been instrumental in managing and supporting library activities throughout the State. The State Library coordinates interlibrary resource sharing among public, school, academic and special libraries. Through this program, books, journals and magazines are loaned among the State's libraries bringing more information and knowledge to the people who seek it. The State Library also enables North Dakota libraries to borrow materials from libraries in Minnesota and South Dakota through the Minitex Library Consortium. The State Library serves as the agent for North Dakota libraries within Minitex. This role greatly expands the sources of information available to North Dakota citizens through our libraries.

Staff at the State Library are particularly valuable in providing training and support to libraries within the State. Library Field Representatives travel the State offering valuable education on new technology tools, new sources of information and general administration of library services. Librarians benefit from having these experts assist them in their local areas.

The State Library also furthers access to a broad spectrum of information by funding statewide online resources. This program brings electronic resources to children and adults at all stages of life-long learning. In negotiating statewide access to online resources, the State Library has maximized the effect of the funding given to the agency for this purpose.

The State Library provides administrative support for the North Dakota Library Coordinating Council grant program. This grant program support the goals of North Dakota's Vision 2014 planning document. In recent years, grants to local libraries have been given to increase the number of libraries participating in our statewide online catalog, improve technology in local libraries, encourage innovative partnerships with non-library organizations, and add books to local collections.

In summary, the dollars allocated to the State Library have far reaching benefit to the people of North Dakota. Information is critical to the development of new products, the implementation of effective programs and services, and the understanding of diverse peoples and culture. The State Library plays a critical role working with local libraries of all types in providing access to and understanding of the vast array of information available in today's society. The dollars are used efficiently and effectively to serve North Dakotans. I urge you to continue the investment in effective library programs during the next biennium through full funding of HB #1013.



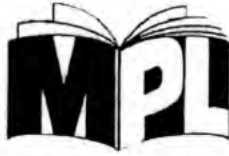
Submitted by

Wilbur Stolt

501 Plain Hills Drive

Grand Forks, ND 58201

North Dakota Legislative District 17



MINOT PUBLIC LIBRARY

516 SECOND AVE. SW - MINOT, NORTH DAKOTA 58701-3792 - PHONE 701-852-1045 - FAX 701-852-2595
WWW.MINOTLIBRARY.ORG

Testimony on House Bill #1013

House Appropriations Committee

Chairman Skarphol and members of the House Appropriation Committee:

Thank for accepting my written testimony in support of the State Aid for Public Libraries, the State Library Budget, and the Renovation & Repair Matching Grant request.

I am Jerry Kaup, Library Director of the Minot Public Library on behalf of the Minot Public Library Board.

State Aide to Public Libraries

I am one of the ancient ones who goes back to the time when State Aid to Public Libraries was approved by the state legislature in 1979. Before that time public library resources in North Dakota were hurting due to the lack of funding to purchase books and materials to serve the public. State aid enabled us to meet the needs of our public.

Not only do we share improved resources with our local citizens made possible through State, we also loan books, DVDs and audiobooks to citizens throughout North Dakota. In 2012 the Minot Public Library loaned over 1500 items to other North Dakota citizens.

This aid substantially increased the books and materials available to the citizens we serve. Thirty-four years later we also provide eBooks and eAudiobooks to the public through a consortium of libraries in North Dakota who share these eResources.

In 1980, the first year state aid was administered, the Minot Public Library received \$42,000 compared with \$40,619 received in 2012. In 1980 the consumer price index was 77.8. In 2012 it was 229.59. We have weathered the ups and downs of the North Dakota economy. If you decide to increase state aid for 2013 – 2015 the Minot Public Library would receive approximately \$45,107 during each year of the biennium.

The Minot Public Library Board supports the \$266,500 additional funding for state aid to public libraries. Not only will the additional funding for Minot provide library resources for local citizens, but it will improve services to citizens of North Central North Dakota and to the entire state.

State Library Funding

We support the level funding request for the State Library operation and the North Dakota Library Coordinating Council.

Under the leadership of State Librarian Hulen Bivins, the State Library has made great strides in providing library services through the Interlibrary Loan System, resources for the visually and physically impaired, electronic resources state wide and grant programs to local public libraries, school libraries and academic libraries.

The state library has also used existing staff to provide field services librarians to assist public libraries in the state, through the realignment of priorities. Field services staff work to strengthen and improve community libraries through consultation services, training, resource development, and by meeting with library workers on site to assist them where and when they need it.

The State Library's training programs are exceptional!

Field Services is a service I have hoped to receive from the state library since I arrived in my adopted state 36 years ago. Through the leadership of State Librarian Hulen Bivins this has become a reality

Field service representatives have helped Minot Public Library staff by providing advice when sought, providing information on library service programs we sought additional information, providing onsite training and more. Our staff feels that the field services staff has been very responsive and helpful to them.

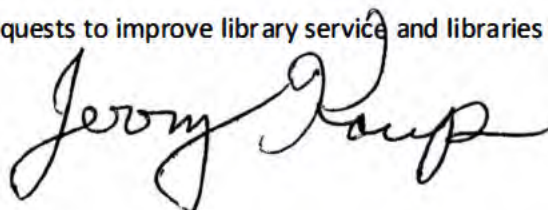
Proposed funding for Renovation & Repair Matching Grant

We support this funding for the Renovation & Repair Matching Grant program as a one-time matching grant opportunity.

There are many libraries in both rural areas and cities that have issues with the condition of their buildings. This grant program would provide the impetus for libraries that have limited funding options to acquire funding. If a library is to receive a grant it would be dependent on providing a local funding match whether it is local tax dollars or donated dollars.

The North Dakota Legislature should be proud of the Library Services and informational resources they have helped make possible in the state over the 34 years.

Thank you for your consideration of these funding requests to improve library service and libraries in North Dakota.



HB 1013
House Approp. Educ. & EQ
Jan. 18, 2013
Attachment 9

Good morning, Chairman _____ and members of the Appropriations Committee. My name is Daniel Wassim, and I am a junior at Century High School in Bismarck. This past summer, I attended the North Dakota Governor's School, an honors-based residential summer program at North Dakota State University that is provided to ND students at no expense. The six weeks that I spent on the NDSU campus were perhaps the best-spent time of my summer, and I can say definitively that this program was the most beneficial and unparalleled endeavor that I have undertaken for my education. While it would be difficult to express every benefit I received from this program in the short duration of time I have this morning, I will highlight several key factors that I believe demonstrate the necessity and the success of this program.

There are five core disciplines to apply for at Governor's School: English, Information Technology, Science, Math, and Performing Arts. I attended for science. In the science discipline, students are paired up with a mentor (often a university professor) to compose a study to research and present at the end of Governor's School. I was matched with a professor of plant science, and I ultimately completed a study detailing possible ways to fix and remediate soil pollution after a spill of hydrocarbons fuels, such as hydraulic fluid and diesel fuel. This type of research has vast environmental implications for the state of North Dakota. Large amounts of machinery are needed to keep up with the oil boom, but this unfortunately leads to an increased risk of soil pollution. My study details several ways in which to clean up the pollution in the soil without the use of expensive equipment. Not only did I

learn multitudes about plant biology and the world of science and research, I also realized that the work I am doing now has the ability to impact future generations.

However, Governor's School was not all work and no play. There were many other activities to compliment our intense intellectual pursuits. We received ethics lectures by prominent professors and corporate officials, ^{University} ~~went on a trip to~~ ^{went on various teambuilding excursions,} ~~Minneapolis,~~ and participated in fine art activities lead by university faculty.

However, the greatest aspect of Governor's School was meeting North Dakota's student leaders. I was fascinated that 90 students from all over the state shared my passion for learning and thirst for knowledge. Everyone had their own unique talents, and they brought them to the table at Governor's School. I made some of my best friends that summer, and I keep in touch with many of them. I don't consider them to be fellow alumni; I consider them to be family. They inspired me, and I hope that I inspired them.

In conclusion, while focusing on remedial methods to keep students from falling behind is a formidable task, it is critical not to forget the students who already succeed and excel in their schoolwork. I believe it is necessary to have an honors program for North Dakota high school students, and I believe that the ND Governor's School fits the bill. Chairman _____ this concludes my remarks. I would be happy to answer any questions that the Committee may have regarding Governor's School.

HB 1013
House Approp. Educat + En
Jan 18, 2013

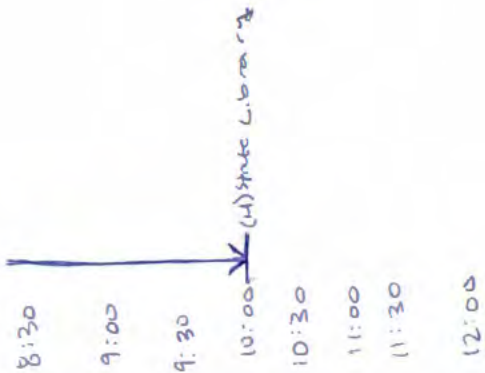
Gov. School Hearing Attachment

- Gov School provided with opportunities that would have otherwise been impossible. My family isn't a rich one, we make enough to get by, but not enough to go on vacations out of state (or in state for that matter) ^{year}

- My Summer for the 2012 looked bleak, we had no where to go, and most of my extended family lived in North Carolina. ~~But~~ my parents couldn't afford to send me to a summer camp, or any other summer program. Then, my friend Zena Zutter, told me about gov. school, I was interested immediately.

- I learned more at Governor's School than I can't recollect from all my academic career. ~~I learned~~ I learned, ~~and~~ ~~showed~~ ~~how~~ was able to show how I was responsible, was treated respectfully, as if I was already an adult. Gov School taught me what I want to do with my life.

- opportunities are many and ~~are~~ appreciated.
experience first hand college life



10:00

Ceiling

- 160 whole ceiling tiles
- 32 half ceiling tiles
- 4 "quarter" ceiling tiles
- 2 projectors
- 6 sprinklers
- 11 lights
- 2 cameras...?
- 6 air vents
- 15 speakers
- 2 smoke detectors
- 4 cold air intakes
- 1 blue sticker

187 whole tiles

Century

Left handed writing
right handed writing

- ME (Sabrina Gortz-Pedee)
- Senior @ CHS
 - Dual Credit/GE @ BSC
 - Chem. eng.
 - science disc.
 - Surface chem lab
 - Engineering Honors b/c of Gov School experience

Relationships

- friends for a lifetime
- exchange foreign students
- still talk to friends from Gov School
- even undergrad student I worked with

Future

- stays in state
- major changes less likely
- know what to look for in a college
- lets us know focus area

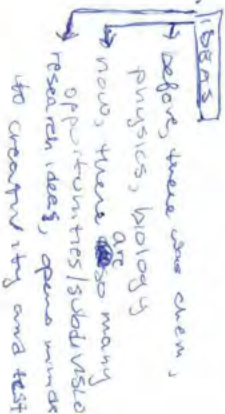
PRESENT

- we know what to study in HS
- share better goals for future
- we know what ND colleges + unis can offer
- if our discipline wasn't where we lived, we can change major/future plans now instead of wasting our time/energy in the future

OPPORTUNITIES - (science)

- on-campus living
- Research opportunities usually not avail. until Jun/Sept. year of college

Experience



EXTRACURRICULARS

- SM buildings → science + tech in real life
- lasers
- Nat. Guard → MARS
- resume

MORE STUDENTS SHOULD HAVE THESE TERRIFIC OPPORTUNITIES. THINK WE NEED A

FIVE REASONS YOU SHOULD ATTEND NORTH DAKOTA'S GOVERNOR'S SCHOOL



1. EXPAND YOUR MIND

You'll learn in unique and exciting ways, no matter what subject area you choose (Visual Arts, Information Tech, English, Mathematics or Lab Science). You'll learn and work along-side experts in a hands on setting, gaining a once-in-a-lifetime experience.

2. MAKE LIFELONG FRIENDS

Governor's School Participants come from all over the state of North Dakota and are just like you: motivated, intelligent, driven....people who will both challenge and encourage you to excel in every possible way. The bonds and friendships formed at Governor's School will be lifelong and unforgettable.



3. INCREASE SELF AWARENESS

Governor's School activities in and out of the classroom will help you grow as a person and help you discover who you are. Each activity is designed to help you learn about yourself and realize your true potential.



4. TASTE INDEPENDENCE

You'll get a taste of college life before you graduate from high school. During the six weeks on campus, you will experience the independence and responsibility of a college student (complete with dorm life and professors).



5. AN UNBELIEVEABLE SUMMER

More than anything else, Governor's School offers an unbelievable summer. A summer spent at Governor's School will give you a chance to experience many things and grow in countless ways. Not only will you get to know yourself better, you'll take fun and interesting classes with people who will become your lifelong friends. Are you ready for the summer you've been dreaming of?

Check us out at www.ndsu.edu/govschool/ or ask your principal or counselor for more information. See you in June!

- NDGS has provided many students with a once in a lifetime opportunity. NDGS takes some of the brightest students in North Dakota and makes them brighter by exposing them to different challenges within Mathematics, Science, English, Visual or Performing Arts, and Information Technology. These challenges help shape the character of any student that is accepted into NDGS and makes them leaders within the community.

- William Matson, Information Technology, Williston, ND

- It has been challenging at times, but that is the reason I came. I wanted to expand my knowledge and be pushed academically. Governor's School is the place that can achieve both but still allow me to have a fun summer and meet new people.

- Olivia Duletski, Mathematics, Bowman, ND

- The opportunities that have been presented to me have had, and will continue to have, a profound impact on the life I live.

- Madison Barney, English, Bismarck, ND

- Everywhere I turn, there is a new idea, a new opportunity, a new lesson. I have learned in a week more than I could attempt to learn in a year at my high school.

- Katherine Sand, Visual Arts, Grafton, ND

- This experience will follow me for the rest of my life.

-Richard Brooks, Mathematics, Pembina, ND

- I live in a small town, so being in Fargo for six weeks this summer is really exciting for me. Every day is new and interesting and the learning environment is unlike anything I have ever been a part of. It is safe to say that Governor's School has been one of the greatest experiences of my life, and that the things I have learned here I will carry with me for the rest of my life.

- Rebecca Opp, Visual Arts, Glen Ullin, ND

ND Department of Public Instruction
State Audit Findings - Biennium Ended June 30, 2011

HB 1013
 House Approp. Educ. & Sh
 Jan 18, 2013
 Attachment 13

Finding	Summary	Resolution
1 DPI does not have controls in place to properly ensure procurement procedures are performed in accordance with ND Procurement Guidelines. Two instances were noted in DPI where items over \$2500 were purchased for a total of \$10,380 and less than three bids were received without written justification. The two items were bought on a purchasing card by an employee who did not have proper procurement training.	There were two items purchased on a p-card that were greater than the \$2500 limit and were not bid out.	DPI has changed procedures to have the Procurement Officer complete all purchases greater than \$2500 which require bids as she has completed all three levels of Procurement Training.
2 DPI does not have monitoring procedures like site visits and financial reviews established for the competitive grants portion of the Education Technology (Title IID) Program.	The Education Technology competitive grants were not monitored.	The Program Manager for the Education Technology grant program has completed desk reviews for each of the competitive grants.
3 DPI does not have all the necessary controls in place surrounding the English Language Learner Grant. (1) The signed grant agreement did not include conflict of interest statements; (2) desk reviews were not completed; (3) performance monitoring was not completed; (4) the program does not have site visit tools to assess prior findings, pre-visit documentation review lists, sampling forms, etc.; (5) feedback from site visits and progress reports are not provided within reasonable timeframe; (6) grantees are not required to submit status reports to DPI.	The ELL grant was not following appropriate federal regulations in relation to applications, monitoring and reporting.	The application process has been changed from a paper process to an electronic application to make it more consistent with other major federal programs which do meet all federal regulations. In addition, monitoring is now completed on a regular basis as is the reporting.
4 DPI does not have all the necessary controls in place surrounding the State Personnel Development Grant. (1) DPI does not conduct on-site visits of universities; DPI does have an external evaluator that assess universities but the evaluator does not conduct on-site visits; (2) compliance issues are not documented in writing and there are no consequences for non-compliance and no procedures in place to handle cutting off of grant funding; (3) The grant coordinator only receives a summary of the annual survey results from UND, the actual surveys are not seen by DPI; (4) there is no re-payment plan provided to the student at the time the agreement for the scholarship is signed.	The Personnel Development grant staff didn't conduct on-site visits, there isn't a written agreement between DPI and scholarship recipients outlining consequences for non-compliance and no re-payment plan; also surveys weren't submitted to DPI.	DPI staff has completed all the required monitoring for this grant, created agreement for scholarship recipients including re-payment procedures and receives survey results. In addition, this grant is complete and has been closed out.

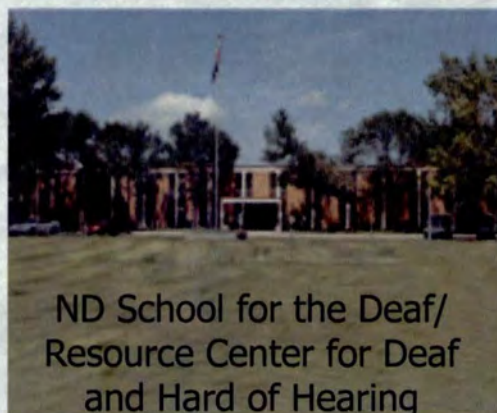
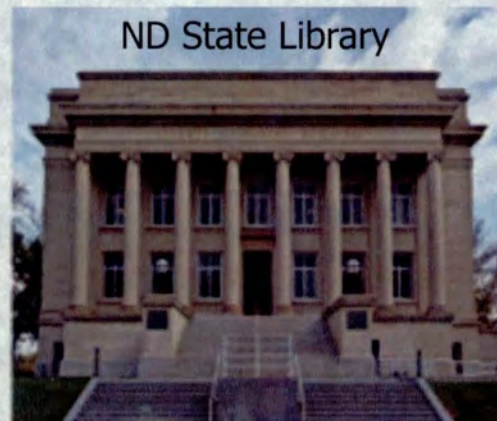
For any questions on these audit findings, please contact:
 Bonnie Miller, Administrative Services Director (701) 328-2346 or bmiller@nd.gov
 Stephanie Gullickson, Assistant Director of Fiscal Management (701) 328-2176 or sgullickson@nd.gov

North Dakota Department
of Public Instruction

Jan 18
HB 1013
14

Kirsten Baesler
State Superintendent

**Testimony to the House
Appropriations Committee**



January, 2013

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
<http://www.dpi.state.nd.us>

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
January 18, 2013

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Opening Remarks – *State Superintendent Kirsten Baesler*

School for the Deaf *Carmen Grove Suminski & Michael Loff*

Vision Services/School for the Blind – *Carmen Grove Suminski & Tami Purcell*

State Library *Hulen Bivins & Cindy Clairmont-Schmidt*

Administrative Funding – *Stephanie Gullickson*

Optional Adjustments (Part I) – *State Superintendent Kirsten Baesler*

Resource Contacts

- (1) **General Fund Salary** – *Addy Schmaltz*
- (2) **General Fund Operating** – *Stephanie Gullickson*
- (3) **MIS – STARS Maintenance/Development** – *Steve Snow*
- (4) **Common Core State Standards** – *Greg Gallagher*
- (5) **Teacher/Principal Evaluation Systems** – *Greg Gallagher*
- (6) **ACT Testing** – *Matt Strinden*
- (7) **Safe & Drug Free Salary Funds** – *Valerie Fischer*
- (8) **Title 1 – School Program Improvement** – *Laurie Matzke*
- (9) **Continuing Education Grants** – *Gwen Marback*
- (10) **Statewide Accrediation System** – *Matt Strinden*

Special Education Services – *Gerry Teevens*

Demographics & School Organization Update – *Jerry Coleman*

TESTIMONY ONSB 1013
HOUSE APPROPRIATIONS COMMITTEE
January, 2013

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Pass-Through Grants (Part II) – *State Superintendent Kirsten Baesler*

- (11) North Dakota Museum of Art** *Matt Wallace*
- (12) Red River Valley Writing Project** *Kim Donehower*
- (13) We the People Program** – *Donna Person*
- (14) Young Entrepreneur Education Program** – *Barry Striegel*
- (15) North Central Council of School Television** – *Bev Pearson*
- (16) Governor’s School** – *Lonnie Hass*
- (17) Northern Plains Writing Project** – *Ron Fischer*
- (18) Teacher Center Network** – *Deb Sisco*
- (19) Education Standards & Practices Board** – *Janet Welk*
- (20) Education Standards & Practices Board** – *Janet Welk*
- (21) Education Standards & Practices Board** – *Janet Welk*
- (22) North Dakota LEAD Center** – *Jim Stenhjem*
- (23) Early Childhood Learning Council (Request Removed)**
- (24) Atlantik-Brucke** – *Jon Martinson*
- (25) Gearing Up For Kindergarten** – *Debra Gebeke*

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
January 18, 2013

DEPARTMENT OF PUBLIC INSTRUCTION

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**Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee**

January 18, 2013

	1	2	3	4	5	
	2011-2013 LEGISLATIVE APPROPRIATION	2011-2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013-2015 EXECUTIVE RECOMMENDATION	2013-2015 RECOMMENDATION TO 2011-2013 APPROPRIATION VARIANCE	
1 FTE Employees	99.75	99.75	99.75	99.75	99.75	
Administration:						
2 Salaries & Wages	\$ 14,384,300.00	\$ 14,384,300.00	\$ -	\$ 16,611,338.00	\$ 2,227,038.00	1
3 Operating Expenses	\$ 29,683,187.00	\$ 29,683,187.00	\$ -	\$ 30,149,802.00	\$ 466,615.00	2
4 Capital Assets	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 44,067,487.00	\$ 44,067,487.00		\$ 46,761,140.00	\$ 2,693,653.00	
Grants:						
7 State School Aid	\$ 927,459,478.00	\$ 927,459,478.00	\$ -	\$ -	\$ (927,459,478.00)	3
Funding: General	\$ 825,821,478.00	\$ 825,821,478.00	\$ -	\$ -	\$ (825,821,478.00)	
Special	\$ 101,638,000.00	\$ 101,638,000.00	\$ -	\$ -	\$ (101,638,000.00)	
8 Integrated Formula Payment	\$ -	\$ -	\$ -	\$ 1,787,400,000.00	\$ 1,787,400,000.00	
Funding: General				\$ 932,900,162.00	\$ 932,900,162.00	
Special				\$ 854,499,838.00	\$ 854,499,838.00	
9 Special Education	\$ 16,000,000.00	\$ 16,000,000.00		\$ 16,500,000.00	\$ 500,000.00	
10 Transportation	\$ 48,500,000.00	\$ 48,500,000.00		\$ 53,500,000.00	\$ 5,000,000.00	
11 Mill Levy Reduction	\$ 341,790,000.00	\$ 341,790,000.00		\$ -	\$ (341,790,000.00)	
12 Rapid Enrollment	\$ -	\$ -		\$ 17,000,000.00	\$ 17,000,000.00	
13 Grants - Other Grants						
14 Rapid Enrollment Grants	\$ 5,000,000.00	\$ 5,000,000.00		\$ -	\$ (5,000,000.00)	
15 Continuing Ed Grants for Pre-School	\$ 150,000.00	\$ 150,000.00	\$ -	\$ 150,000.00	\$ -	
16 Grants for Pre-Kindergarten Space	\$ 125,000.00	\$ 125,000.00	\$ -	\$ 125,000.00	\$ -	
17 Continuing Ed Grants for Counselor	\$ 100,000.00	\$ 100,000.00	\$ -	\$ 100,000.00	\$ -	
18 Curriculum Alignment Grants	\$ 100,000.00	\$ 100,000.00	\$ -	\$ 100,000.00	\$ -	
19 Middle School Alternative Education	\$ 300,000.00	\$ 300,000.00		\$ -	\$ (300,000.00)	

**Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee**

January 18, 2013

	1	2	3	4	5
	2011-2013 LEGISLATIVE APPROPRIATION	2011 2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013 2015 EXECUTIVE RECOMMENDATION	2013 2015 RECOMMENDATION TO 2011-2013 APPROPRIATION VARIANCE
20 Displaced Homemaker Program	\$ 250,000.00	\$ 250,000.00		\$ 225,000.00	\$ (25,000.00)
21 Teacher Principal Evaluation System	\$ -	\$ -	\$ -	\$ 400,000.00	\$ 400,000.00
22 Common Core Standards	\$ -	\$ -	\$ -	\$ 500,000.00	\$ 500,000.00
23 Governor's School	\$ 460,000.00	\$ 460,000.00	\$ -	\$ 460,000.00	\$ -
24 LEAD Consortium	\$ 260,000.00	\$ 260,000.00	\$ -	\$ 260,000.00	\$ -
25 Teacher Center Network	\$ 360,000.00	\$ 360,000.00	\$ -	\$ 360,000.00	\$ -
26 Adult Education Matching Funds	\$ 3,610,411.00	\$ 3,610,411.00	\$ -	\$ 3,110,411.00	\$ (500,000.00)
27 School Lunch Matching Funds	\$ 1,380,000.00	\$ 1,380,000.00	\$ -	\$ 1,380,000.00	\$ -
28 North Dakota Museum of Art	\$ 380,000.00	\$ 380,000.00	\$ -	\$ 415,000.00	\$ 35,000.00
29 Northern Plains Writing Project	\$ 83,000.00	\$ 83,000.00	\$ -	\$ 83,000.00	\$ -
30 Red River Writing Project	\$ 75,000.00	\$ 75,000.00	\$ -	\$ 90,000.00	\$ 15,000.00
31 North Central Council for School Television	\$ 485,000.00	\$ 485,000.00	\$ -	\$ 535,000.00	\$ 50,000.00
32 Atlantic Brucke Teacher Exchange	\$ 105,000.00	\$ 105,000.00	\$ -	\$ 105,000.00	\$ -
33 We the People	\$ 22,000.00	\$ 22,000.00	\$ -	\$ 20,000.00	\$ (2,000.00)
34 Young Entrepreneur Education Program	\$ 120,000.00	\$ 120,000.00	\$ -	\$ 120,000.00	\$ -
35 Gearing Up for Kindergarten	\$ 625,000.00	\$ 625,000.00	\$ -	\$ 815,000.00	\$ 190,000.00
36 Teacher Support System (ESPB)	\$ 2,300,000.00	\$ 2,300,000.00	\$ -	\$ 2,300,000.00	\$ -
37 Federal Program Grants	\$ 293,818,982.00	\$ 293,818,982.00	\$ -	\$ 261,756,744.00	\$ (32,062,238.00)
Special Line Items:					\$ -
38 National Board Certification (ESPB)	\$ 185,000.00	\$ 185,000.00	\$ -	\$ 120,000.00	\$ (65,000.00)
39 Transportation Efficiency	\$ 30,000.00	\$ 30,000.00	\$ -	\$ 30,000.00	\$ -
40 Education Jobs Fund	\$ 9,310,921.00	\$ 9,310,921.00	\$ -	\$ -	\$ (9,310,921.00)
Department Wide Funding Sources:					
41 General Fund	\$ 1,253,480,651	\$ 1,253,480,651	\$ -	\$ 1,043,309,862	\$ (210,170,789) -16.8%
42 Federal Funds	\$ 335,437,019	\$ 335,437,019	\$ -	\$ 295,538,405	\$ (39,898,614) 11.9%
43 Special Funds	\$ 108,534,609	\$ 108,534,609	\$ -	\$ 855,873,028	\$ 747,338,419 688.6%
44 Total Department Funding Source	\$1,697,452,279	\$1,697,452,279	\$ -	\$ 2,194,721,295	\$ 497,269,016 29.30%

**Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee**

January 18, 2013

1	2	3	4	5
2011 2013 LEGISLATIVE APPROPRIATION	2011 2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013 2015 EXECUTIVE RECOMMENDATION	2013-2015 RECOMMENDATION TO 2011 2013 APPROPRIATION VARIANCE

Column 3 - Variance between 2011-2013 appropriation and the 2011-2013 estimated expenditures:
None - All appropriations are estimated to be expended.

Column 5 - Variance between 2013-2015 recommendation and 2011-2013 appropriation

- 1 Provides employee salary equity increases.
- 2 Removes one time funding items & provides funding for ITD increases & other inflationary increases.
- 3 Includes \$9,000,000 in authorized carryover pursuant to SB2013, Sec. 19
- 4 Removes one time funding from SB2013 , Sec. 10

Current FTEs
December 2012

Superintendent

2.00 The Superintendent and an executive assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.

Human Resources

3.75 Staff are responsible for human resource administration and internal operational functions, including: reception duties, processing of all internal and outgoing mail distribution; payroll and employee benefit administration; administers the department's Workforce Safety and Insurance functions; acts as the superintendent's liaison for employment-related issues to the School for the Deaf, Vision Services/School for the Blind and the State Library.

Fiscal Management

1.00 Full time division manager supervises all operational activities, including fiscal, grants management, the preparation and submission of the biennial budget, printing, human resources, business communications, procurement and administers the department.

4.50 Fiscal Management personnel are responsible for management of general administrative and fiscal functions, including, internal accounting, preparation of financial statements and various fiscal reports; purchasing, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts and other sub-recipient audits.

3.00 Grants Management positions are assigned to Special Education, Child Nutrition, and Federal Title programs.

1.00 The purchasing/procurement officer has been assigned to the fiscal office.

.75 Business Communications Specialist provides quality control for multi-media communications, web documents, and the design and format of documents within state guidelines.

School Finance

2.50 School Finance personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical support and assistance on open enrollment; non-resident tuition, supervises the school bus transportation program; approve school construction and manage school construction loan programs; and provides legislative committees and the office of the governor updated demographic information, enrollment projections and budget forecasts.

School Organization & Special Projects

2.50 Personnel provide technical assistance to schools regarding annexation, reorganization and dissolution procedures; provide administrative support to the State Board for Public School Education; serves as liaison to the Regional Education Service Agencies; and foster relationships designed to enhance opportunities for Native American Students.

One of the FTEs serves as the Assistant Superintendent of Educational Success & Improvement Division.

Title I

14.50 This unit provides financial assistance to state and local educational agencies to meet the needs of educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This unit also supports the activities of Even Start, 21st Century Learning Centers, the Learn and Serve Grants, State Improvement Grant (SIG stimulus grant), Early Reading First, Migrant Program, Homeless and the American Recovery and Reinvestment Act (ARRA). Language acquisition and programs for immigration are also administered through this unit.

Standards and Achievement

8.25 Standards and Achievement personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the coordination of department conferences related to educational improvement; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind" federal legislation. Technology has been assigned to this unit.

1.00 Staff member administers federal NAEP testing program.

Teacher & School Effectiveness

9.50 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, and library media. Develop professional development systems, curriculum, and instructional support to assist all ND teachers improve classroom instruction; and provide effective instructional practices and access to current research through NDMILE model for school improvement planning. School counselor program with an emphasis on career planning; personnel and also administer the 504 program in this unit. Staff also administer the ACT/ student scholarship program.

1.00 FTE serves as the Assistance Superintendent of the Education & Community Support Division.

Special Education

12.75 Staff members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities. This unit also manages the traineeship grants which are awarded to ND teachers wishing to pursue graduate level retraining in the field of special education. This unit also includes one assistant director to administer the SPD Grant.

Management Information Systems

9.00 Management Information Systems staff provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. Personnel are also assigned to work on the development of the K-12 Longitudinal Education Data System. This unit also provides application development and consulting services.

4.00 Positions conduct research and provide data analysis services.

Adult Education and Coordinated School Health

6.00 FTEs support the activities of Adult Education and GED Program, and Coordinated School Health. These grants support twenty-two GED testing sites, seventeen adult learning centers and also help provide a safe and healthy learning environment for students and faculty.

Child Nutrition and Food Distribution

12.75 Child Nutrition and Food Distribution personnel are responsible for the administration of ten USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

DEPARTMENT OF PUBLIC INSTRUCTION
Federal Grant Information ¹
2013-2015 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	9,698,410	
10.555	National School Lunch Program	Agriculture	37,083,674	
10.556	Special Milk Program for Children	Agriculture	30,000	
10.558	Child & Adult Care Food Program	Agriculture	22,791,053	461,395
10.559	Summer Food Service for Children	Agriculture	1,164,772	83,613
10.560	State Administrative Expense for Child Nutrition	Agriculture		1,941,752
10.565	Commodity Supplemental Food Program	Agriculture	189,800	175,200
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,967,663	268,318
10.568	Temporary Emergency Food Assistance	Agriculture	87,387	125,751
10.582	Fresh Fruit and Vegetable Program	Agriculture	4,024,832	419,892
84.002	Adult Basic Education	Education	1,911,640	230,000
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	80,937,305	1,123,528
84.011	Title I Migrant Education	Education	668,347	259,294
84.013	Title I Neglected & Delinquent Children & Youth	Education	154,422	
84.326	Services for Children with Deaf - Blindness	Education	130,000	
84.027	Special Education - IDEA, Part B	Education	62,115,833	5,460,596
84.173	Special Education IDEA - Preschool Program	Education	1,560,083	88,857
84.196	Title I Education for Homeless Children	Education	224,234	148,548
84.323	State Personnel Development Grant	Education	1,357,900	300,000

Catalog #	Title	U.S. Dept.	Grants	Admin
84.287	Title IV 21 ST Century Community Learning Centers	Education	10,722,078	594,320
84.358	Title VI Part B Rural and Low-Income Schools	Education	95,000	8,548
84.365	Title III English Language Acquisition	Education	731,850	307,500
84.366	Title II Part B Math & Science Partnerships	Education	1,691,786	93,417
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	21,294,375	1,102,873
84.369	Title VI Part A State Assessment Program	Education		7,657,021
99.003	Nat Coop Educational Statistics (NCES)	Education		94,122
93.576	Refugee Children School Impact Grant	LSS	299,300	30,586
84.372	State Longitudinal State System	Education		6,942,322
93.938	School Health Programs	Center for Disease	375,000	1,203,769
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		3,582,498
Total			\$261,306,744	\$32,703,720

¹ Estimated federal funding

**DEPARTMENT OF PUBLIC INSTRUCTION
FEDERAL GRANTS TO SCHOOLS AND OTHER ENTITIES
DESCRIPTION OF PROGRAMS**

<u>CATALOG #</u>	<u>TITLE</u>	<u>US DEPT</u>
<u>10.550</u>	<u>Food Distribution – Food Donation Program</u>	<u>Agriculture</u>

Food is available for distribution to qualifying agencies such as food banks, schools, child and adult care centers. USDA provides funding to DPI for storage and delivery of food products valued at approximately, \$8,630,000 per year. No cash grants are made to participating outlets.

<u>10.553</u>	<u>School Breakfast</u>	<u>Agriculture</u>
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Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

<u>10.555</u>	<u>National School Lunch Program</u>	<u>Agriculture</u>
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Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

<u>10.556</u>	<u>Special Milk Program for Children</u>	<u>Agriculture</u>
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The objective is to encourage the consumption of milk by children. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school, and to summer camps.

<u>10.558</u>	<u>Child & Adult Care Food Program</u>	<u>Agriculture</u>
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Funds are available to eligible institutions to reimburse costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally, the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

<u>10.559</u>	<u>Summer Food Service for Children</u>	<u>Agriculture</u>
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Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

10.560**State Administrative
Expenses for Child Nutrition****Agriculture**

These funds are provided to state agencies for its administrative expenses in supervising and giving technical assistance to local schools, school districts and institutions in their conduct of Child Nutrition Programs. State agencies that administer the distribution of USDA donated commodities to schools or child or adult care institutions are also provided with State Administrative Expense funds.

10.565**Commodity Supplemental
Food Program****Agriculture**

Food distribution for individuals and households that meet income eligibility guidelines. This is a program that provides nutritious commodities to supplement other foods available to participants, primarily the elderly.

10.567**Food Distribution Program
on Indian Reservations****Agriculture**

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568**Emergency Food Assistance
Program****Agriculture**

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

10.582**Fresh Fruit and Vegetable
Program****Agriculture**

Funds are available to reimburse selected low-income public and nonprofit private elementary schools for free fresh fruits and vegetables served to all enrolled children outside of the lunch or breakfast food service periods.

84.002**Adult Basic Education****Education**

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the federal monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.010

Title I Basic Grants
Improving the Academic
Achievement of the
Disadvantaged

Education

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the State's challenging performance standards. Two percent of the State allocation must be set aside for schools that are identified as needing program improvement, of which 95% is distributed to school districts, and 5% may be used for administration. Two percent of the difference between the 2013-2014 and 2012-2013 Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, fosters count and census data.

Also, funds are distributed to local school districts for neglected and delinquent students. The method for allocating funds for neglected students is based on free meal counts and enrollment. The method for allocating funds for delinquent students is based on a competitive application process.

84.011

Title I
Migrant Education

Education

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the funds received, 71 percent is distributed to school districts, 20 percent is for service agreements to provide health services to migrant students, to participate in consortia that benefit the migrant students, and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Nine percent of the funds are for administration. The method for allocation of funds is a weighted formula based on number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

84.013

Title I
Neglected & Delinquent
Children & Youth

Education

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. Programs can be located in public elementary or secondary schools or other similarly accessible facilities. Centers must provide academic enrichment activities to students that attend high-poverty (at least 40% free or reduced lunch) or Title I school wide schools to help them meet state and local standards in core subjects especially reading, and mathematics. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

84.323

**State Personnel
Development Grant**

Education

Funds to assist the State in implementing and scaling-up a Multi Tier System of Support (MTSS) professional development for personnel and families of students with disabilities. Grants offers professional development to personnel on creating a multi-tiered system of support, develops a professional development system and develops a field experience program that allows pre-service undergraduates and personnel enrolled in graduate programs to experience model MTSS sites.

84.358

**Title VI Part B
Rural and Low-Income
Schools**

Education

Funds are provided to eligible school districts to address the needs of rural, low-income schools for teacher recruitment and retention, teacher professional development, educational technology, parental involvement, or authorized activities under Title IV Part A, Title I Part A, or Title III. Of these monies, 95% is distributed to school districts, and 5% is for administration. The method of allocation is based on a competitive application process.

84.365

**Title III
English Language
Acquisition**

Education

Funds to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

84.366

**Title II Part B
Math and Science
Partnerships**

Education

Funds are intended to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. A partnership between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty is the conduit used to reach these goals.

84.367

**Title II Part A
Teacher and Principal
Training and Recruiting**

Education

Funds are made available to school districts and state agencies for higher education to support

class size reduction and professional development activities to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and high qualified principals and assistant principals in schools and to hold local educational agencies and schools accountable for improvements in student academic achievement. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received, 95% is distributed to school districts, and 2-1/2% is for higher education projects, 2-1/2% is for statewide projects, and 1% is for administration. The method for allocation of funds is based on the previous year's Title II and Class-Size Reduction allocations and on school enrollment and Title I low-income units.

84.369

Title VI Part A
State Assessment Program

Education

Funds are provided to the State to supplement the development and implementation of statewide assessments that advance the State's uniform accountability system, as required under the NCLBA. Appropriate activities supported with Title VI funds include the development and implementation of the following: State content standards; State achievement standards; State assessment replacement test items; State assessment validity studies; the expansion of the State assessment into grades 3-8 and 12 in math and reading/English language arts; the roll out of new science assessments; accountability reporting at the district and state level; and the analysis of student achievement and well being data. The State is to maintain its current funding commitments for the State Assessment and its supporting reports."

93.576

Refugee Children School
Impact Grant

Lutheran Social Services

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

93.938

School Health Programs

Ctr for Disease

The purpose of the School Health programs agreement with Centers for Disease Control is to support the development and implementation of school health programs to prevent serious health problems for youth. Of the monies received, approximately 13% is distributed to Teacher Centers for providing statewide training programs. In addition, contractors are hired on a competitive application process to fulfill other objectives of this award.

84.372

State Longitudinal Data
System

Education

The P-20W State Longitudinal Data System (SLDS) grant was initiated to support the development and linkage of postsecondary and/or workforce data with the State's K-12 data system. In order to achieve a data rich system capable of answering policy and research questions the current SLDS will be expanded by adding NDUS postsecondary data that will strengthen data-informed decisions for education policy and practice in North Dakota by

developing and implementing an innovative feedback system linking postsecondary and K-12 education, as well as postsecondary and workforce data.



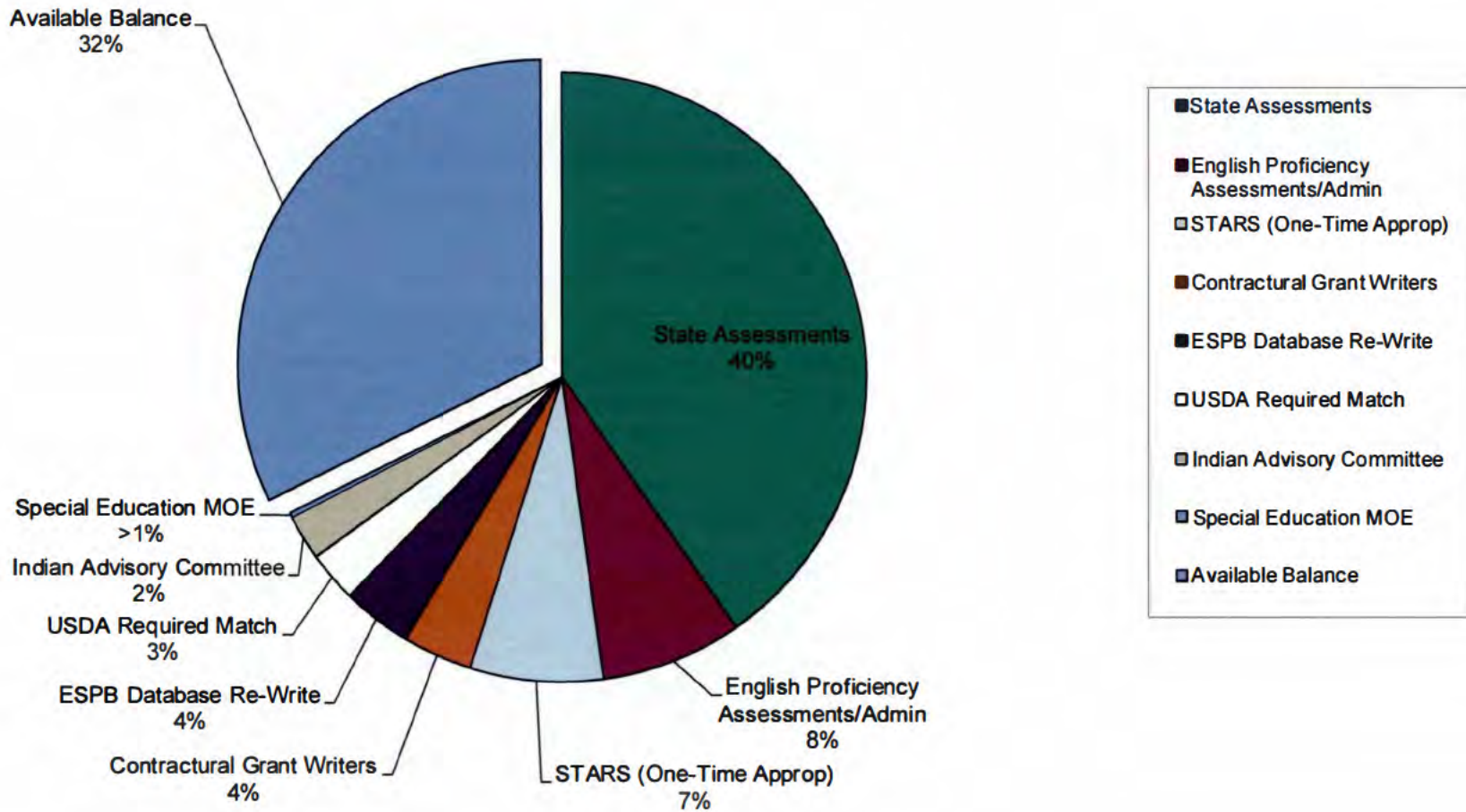
**DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY**

1	2	3	4	5	6	7
PRIORITY	DEPARTMENT DESCRIPTION	2011-13 DEPARTMENT APPROPRIATION (Base Budget)	2013-15 DEPARTMENT REQUESTED INCREASE	2013-15 TOTAL REQUESTED BUDGET	2013-15 EXECUTIVE RECOMMENDED INCREASE	2013-15 TOTAL EXECUTIVE RECOMMENDATION
1	General Fund Salary	\$4,663,202	\$281,360	\$4,944,562	\$758,788	\$5,421,990
2	General Fund Operating	\$5,409,849	\$61,550	\$5,471,399	\$61,550	\$5,471,399
3	MIS - STARS Maintenance / Development	\$384,000 ¹	\$893,000	\$1,277,001	\$719,000	\$1,103,000
4	Common Core State Standards	\$0	\$500,000	\$500,000	\$500,000	\$500,000
5	Teacher/Principal Evaluation Systems	\$0	\$400,000	\$400,000	\$400,000	\$400,000
6	ACT Testing	\$778,400 ²	\$188,900	\$967,300	\$188,900	\$967,300
7	Safe & Drug Free Salary Funds	\$23,112	\$209,621	\$232,733	\$0	\$23,112
8	Title 1 - School Program Improvement	\$0	\$7,500,000	\$7,500,000	\$0	\$0
9	Continuing Education Grants	\$100,000	\$50,000	\$150,000	\$50,000	\$150,000
10	Statewide Accreditation System	\$0	\$606,250	\$606,250	\$0	\$0
	TOTAL GENERAL FUNDS	\$11,358,563	\$10,690,681	\$22,049,245	\$2,678,238	\$14,036,801

¹ \$384,000 - One-Time Funding - S.B. No. 2013, Page 2, Section 2

² \$100,000 - One-Time Funding - National Board Certification Fund

DPI General Operating Fund Obligations 2011-2013 Total Available \$ 5,409,849.



* Available Balance is used for state expenditures including data processing, travel, phone, printing, postage, supplies, etc.

DPI 2013-2015 Biennial Budget Optional Requests

1. General Fund Salary Equity Increases

Hiring individuals for our education classifications continues to be our most difficult area of recruitment, especially positions that require a master's degree in education and three to five years of administrative experience. Because we are an education agency, we must compete with the same pool of candidates as do school districts. Not only are we not competitive with the regional market for educators, we are substantially behind in the area of market and our salaries fall below the average state compensation ratio. HRMS has conducted a study which indicated DPI employees are the second lowest paid employees in relative range position among state agencies coming in with an overall .84 comp-ratio range. Overall, DPI's compensation ratio to other employees in state government with comparable years of experience, our salaries continue to fall, on average, six percent below other state employees in similar grades and positions.

To date this biennium we have had twenty positions vacated. Four staff members left due to retirement, ten employees found higher paying positions in other state agencies or the private sector, and six individuals left for internal promotions. We have experienced a continuous round of recruitment and training, both of which can be costly in areas of time and money and at the expense of efficiency. We anticipate several retirements this biennium which can be costly when paying out annual and sick leave balances. Because of compression, equity and lack of budget dollars, we offer salaries starting at the minimum of the grade which makes recruitment and retention difficult if not impossible.

The department has twenty-four employees who could possibly meet the Rule of 85 or reach the retirement age of 62 within the next one to three years. These individuals contain the long term memory and history of ND education. They are individuals that legislators, schools and other education constituents rely on for their knowledge and training. We need to be able to provide valuable, long term employees by providing incentives to remain and assist us in succession planning. Accumulated leave pay outs are not part of the agency pay plan. We have already been leaving positions vacant to try to meet the demands of the new pay ranges and so therefore, keeping more positions vacant is not a good business practice as all positions are critical to the operation of the agency.

These are a few reasons that we are requesting \$281,360 in general fund monies and an additional increase of \$597,889 (total of \$879,249) to our salary appropriation line to address inequities among both state employees of other state agencies and area markets. Federal dollars are available to fund equity adjustments for federal supported employees.

The Department hereby requests an additional \$ 281,360.00 in General Fund Salaries.

2. General Fund Operating Increase

The Department of Public Instruction is seeking a General Fund increase in the operating line to cover the rising costs of travel, ITD charges and other inflationary items.

The cost of travel has increased over the last couple of years which impacts the Department's budget. The state rate for mileage reimbursement increased as well as the charges for state fleet vehicles. However, the largest increase in travel expenses has been for hotel rooms. The hotel rates vary across the state but remain higher than the state rate in the western and northwestern portion of the state. It has become necessary to request a waiver from the Office of Management and Budget to exceed the state rate of reimbursement for hotel stays so as to not require our employees and contracted personnel to pay out of pocket to travel for their work related trips. Department staff members are advised to try to secure hotel rooms for state rates but there are areas of the state and certain times during the year that this has proven extremely difficult. The travel expenses are charged to the various federal and state programs; however, the estimated state portion of increased travel for the Department is \$14,000.

ITD has projected an increase in the rates for their professional staff, general hosting & networking rates along with the ConnectND fee. Based on DPI's current usage, the ITD charges will increase by approximately \$ 78,715 for the 2013-2015 biennium. Because a portion of these costs will be covered by federal funding sources, we are not requesting the full amount as an increase in our budget; instead we are requesting approximately 35% of the cost or \$ 27,550.

In addition, the Department is also seeking a general operating increase for other items that we have been notified will also increase. The costs to utilize Central Supply and Central Duplicating is slated to increase by approximately 3% each year of the biennium. Finally, the costs of contracting for summer school monitors and professional development will also increase. For these costs, the Department is seeking an additional \$ 20,000 in general funds.

The Department hereby requests an additional \$ 61,550.00 in General Fund Operating.

3. MIS STARS Maintenance

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to

schools totaling \$1.2 billion over the 2011-2012 biennium and pass-through state and federal grants. The state also maintains a web-based teacher licensure and approval system. All data systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data. STARS is also the primary source for collecting federal ED Facts reporting data. There continues to be a federal push to collect and report more data through the ED Facts system. This federally reported data is used to calculate much of the federal education funding received by the state. There is also a need to make enhancements to STARS in order to collect data from non-PowerSchool data sources and supply to the SLDS. These data sources include the non-public student information systems and the data from public districts not contained in PowerSchool. Based on the previous biennium, we estimate this will total **\$529K**.

In order to continue providing outstanding customer support to the public, DPI needs to make updates to its website. DPI needs to shift to a more 'customer centric' website based on the role of the site visitor. Changes will also be made to underlying structure of the site making it easier to maintain and update. There is also a need for DPI to more mobile while still being able to access and share data among multiple users, often not physically located together. Due to the sensitive nature of much of the data used by DPI, normal 'cloud based' solutions do not provide adequate security. We estimate this will total **\$174K**

We are also completing two federally funded system upgrades. The first is an older Adult Education grant management system. The other is an automated system used to review and generate federal reports. The federal dollars didn't completely cover the entire system development. We estimate this will total **\$190K**

The Department hereby requests an additional \$ 893,000.00 in General Funds for STARS Maintenance.

4. Statewide Implementation of the Common Core State Standards

Following discussions with statewide committees of curriculum development specialists and state advisory committees, the Department of Public Instruction requests the investment of \$500,000 into the statewide implementation of the Common Core State Standards for all schools. These standards are based on the Common Core Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. The Department of Public Instruction would issue \$500,000 in grants with appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the Regional Education Associations, and the State University System) to prepare and conduct various activities that support the longer term roll out and implementation of the state's new content standards.

The Department hereby requests an additional \$ 500,000.00 in General Funds for Common Core Standards.

5. Statewide Teacher and Principal Evaluation System

Following discussions within the State ESEA Reauthorization Planning Committee, the Department of Public Instruction requests the investment of \$400,000 to provide statewide training and support implementation activities to advance the deployment of new teacher and principal evaluation programs for all districts. The Department would issue grants with appropriate external associations (e.g., the LEAD Center, the North Dakota Curriculum Initiative, and selective leadership districts) to conduct training implementation activities, with the guidance and assistance of the Department.

The Department hereby requests an additional \$ 400,000.00 in General Funds for the Teacher and Principal Evaluation System.

6. ACT Testing

NDCC 15.1-21-19 and NDCC 15.1-21-20 requires the Superintendent of Public Instruction administer and finance the ACT or WorkKeys test for each junior enrolled in a high school in North Dakota. The ACT and WorkKeys were administered in the 2009-10 and 2010-11 school years. The 2011 Legislative Assembly amended the law to include the writing portion of the ACT. The ACT + Writing and the WorkKeys were administered in the 2011-12 school year and will be administered in future years. Below is an estimate of the cost of the testing for the 2013-14 and 2014-15 school years.

2013-14 Estimate of cost for ACT + Writing and WorkKeys

ACT	7600 students x \$49 per test	\$ 372,400
WorkKeys	600 students x \$18 for 3 tests	<u>\$ 10,800</u>
		\$ 383,200
	Estimated Program management fee	\$ 50,000
	Total estimated contract:	\$ 433,200

2014-15 Estimate of cost for ACT + Writing and WorkKeys

ACT	7700 students x \$49 per test	\$ 373,300
WorkKeys	600 students x \$18 for 3 tests	<u>\$ 10,800</u>
		\$ 384,100
	Estimated Program management fee	\$ 50,000
	Total estimated contract:	\$ 434,100

Total estimate for the biennium: \$867,300

With \$678,400 allocated for the testing, a difference of \$188,900 is requested to ensure full funding for the legislative mandate for testing.

The Department hereby requests an additional \$188,900.00 in General Funds for ACT Testing.

7. Safe & Drug Free Salary Funds

In the 2007 legislative session, the Department was appropriated \$23,112/biennium to offset 20% of one (1) FTE for addressing the 11 health related requirements in the NDCC and assuring compliance.

Since that time, the Department's Safe & Healthy Schools unit has responded to the demands of LEAs in addressing the ever increasing risk behaviors of students and schools. Specifically, the Department Safe & Healthy Schools unit has responsibilities for resources, technical assistance, professional development and guidance as it relates to the issues of: *alcohol and drugs; tobacco; violence and weapons; suspension/expulsion and truancy; drop-out prevention; bullying and discipline; general student health issues; physical activity; crisis management; school climate; school safety; health education; the Youth Risk Behavior Survey (YRBS); and HIV/AIDS prevention education.* In 2007, there were 11 related references in NDCC; prior to the 2013 legislative session, there were 23 references. Additionally, the Safe & Healthy Schools unit is called upon daily by schools for assistance in general health related issues/concerns of students.

In 2011, the US Dept of Education eliminated state funding for the Safe & Drug Free Schools program, however, multiple unfunded federal mandates (gun free schools, suspension, expulsion and truancy, persistently dangerous status) and associated reporting continue to exist which requires staff time with no federal compensation.

No longer can the Department put the state demands upon federal funded employees with other responsibilities. In the last 12 months, the average time per week spent in the area of health and safety was 27 hours (68%), triple since 2007. Having designated staff will allow the agency the opportunity to actively coordinate a strong School Health program grounded in prevention and interventions, rather than just respond in a 'knee jerk' fashion. State funds should support a position within DPI to coordinate this critical and growing effort.

DPI has the requested FTE's; only funding and related costs are being requested to meet the growing demands placed upon the agency to provide districts with professional development, current resources, research based/best practice curricular resources, technical assistance, and material dissemination. Additionally, LEAs look to the

Department to be current and knowledgeable about national laws, practices and curriculums as it relates to risk behaviors and prevention strategies/interventions, as well as fulfilling the NDCC requirements for related health issues.

Biennial Funding

Ed Program Administrator III	\$ 129,647. (salary & fringe)
Administrative Assistant (.5FTE)	\$ 58,474. (salary & fringe)
Rent, phone, IT	\$ 7,500.
In state travel (provide PD, presentations, etc)	\$ 4,000.
Material development, resources	\$ 5,000.
Other / misc	\$ 5,000.
TOTAL BIENNIAL REQUEST	<u>\$ 209,621.</u>

The Department hereby requests an additional \$ 209,621.00 in General Funds for Safe & Drug Free Schools.

8. Title I School Program Improvement

Under the federal No Child Left Behind Act (NCLB), the North Dakota Department of Public Instruction (NDDPI) is required to review state assessment results and identify schools that have not reached established proficiency targets for improvement. The proficiency requirements are increased each year and subsequently, we are seeing a dramatic increase in the number of schools identified for improvement. At the onset of NCLB we had 14 schools identified for improvement while in the 2012-2013 school year there will be approximately 120 schools identified. This number will increase for the 2013-2014 school year.

Once identified, schools have the opportunity to apply for additional federal funding to assist them in making improvements and implement innovative practices to help address students' individual needs. In the beginning we had sufficient funding to help all identified schools. However, the past several years the process has become much more competitive and there simply isn't enough funding to assist all schools identified for improvement.

The NDDPI is requesting funding to help North Dakota schools identified for improvement to implement innovative practices directly impacting students statewide. In an ideal situation, every school identified for improvement would receive a grant. An appropriation of approximately \$7.5 million would allow each school identified for improvement to receive an approximate \$50,000 grant to implement evidence based practices. Then the minimal federal funding (our annual grant is approximately \$1.3 million) could provide supplemental grants to high need schools.

The Department hereby requests an additional \$ 7,500,000.00 in General Fund Grants for Schools Identified for Improvement.

9. Continuing Education Grants

The 61st Legislative Assembly authorizing the Department of Public Instruction to award grants in amounts up to \$1200 for the purpose of providing continuing education grants. North Dakota residents may receive a \$1200 grant if the eligible recipient is enrolled in a Master of Education program or Specialist Diploma in Education Leadership or is pursuing a Career Development Certification or School Counselor Credential. The initial provision provided for funding of continuing education grants for the biennium beginning July 1, 2009, and ending June 30, 2011. Approval for continuation of the grant program was authorized by the 62nd Legislative Assembly, permitting funding of the program through June 30, 2013. The total amount allocated for the Continuing Education Grant Program each biennium was \$100,000.

In the initial-funded biennium, the entire \$100,000 was dispersed. The allocated amount was not sufficient to cover payments to all applicants. The total possible disbursement exceeded the allocated amount by \$800.

In the current biennium, \$76,000 was dispersed during 2011-12, the first year of the biennium, leaving \$24,000 for the entire second year of the biennium. Once the \$100,000 is disbursed, application requests for funding will be denied. It is estimated that requests will surpass the allocation by \$50,000.

To ensure adequate funding for the Continuing Education Grant Program, an allocation for the 2013-15 biennium is requested in the amount of \$150,000.

The Department hereby requests an additional \$ 50,000.00 in General Funds for Continuing Education Grants.

10. Statewide Accreditation System

Estimated Cost Detail Outlined Below

Year	<u>2013-14</u>	<u>2014-15</u>
Annual Fees	\$271,875	\$271,875
Visit Support	\$ 18,750	\$ 18,750
Start-Up	\$ 25,000	N/A
Total	\$315,625	\$290,625

Annual Fee per Public School

375 Public Schools @ \$725 per school \$271,875

This is based on the current numbers of public schools in the state and a per school rate that would not exceed \$725 per school. There are some North Dakota Schools that have voluntarily engaged in the Systems Accreditation process. The per-school fee is currently \$650 per school for those schools. At the present time, that would account for about 120 of the schools, which would reduce this number by about \$9,000.

The per school rate would cover the web-based reporting tool for all schools in the state along with the technical and IT support for the use of that system. It would also include the use of the survey tools, standards and other diagnostic tools to be used for accreditation and other system and state-wide reporting. Management of the external review visits would also be included in the per school fee.

There would not be a need for additional staff at ND DPI and current staff assigned to monitor statewide accreditation processes would be able to assume other duties with one person as the liaison with the statewide accreditation process regarding the implementation.

Training and Support for External Visits

75 Schools per Year @ \$250 \$18,750

Approximately one-fifth of the schools would host an External Visit each year. The approximate costs for the training of the Lead Evaluators for those visits and support for those schools hosting visits would be about \$250 per visit during that visit year. This would support the Lead Evaluator's work with the school prior to the visit, leading of the team and the finalized visitation report.

Initial Year

Estimate of Start-Up Costs \$25,000

During the initial contract year, there would be some costs for the customization of the web-based platform to address specific North Dakota requirements and reporting functions. This would include the bridge between the ND SLDS and the web-based reporting tool as well as customized reports requested by various units within the North Dakota Department of Public Instruction. These would be one-year start-up costs and the amount would be determined by the number of customized reports that would be requested. The number provided is an estimate of those costs.

The Department hereby requests an additional \$606,250.00 in General Funds for the Statewide Accreditation Process.

**DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY**

1	2	3	4	5	6	7
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2011-13 APPROPRIATION (Base Budget)	2013-15 REQUESTED INCREASE/DECREASE	TOTAL REQUESTED BUDGET	EXECUTIVE RECOMMENDED INCREASE	TOTAL EXECUTIVE RECOMMENDATION
11	North Dakota Museum of Art	\$380,000	\$35,000	\$415,000	\$35,000	\$415,000
12	Red River Writing Project	\$75,000	\$15,000	\$90,000	\$15,000	\$90,000
13	We The People Program	\$22,000	(\$2,000)	\$20,000	(\$2,000)	\$20,000
14	Young Entrepreneur Education Program	\$120,000	\$80,000	\$200,000	\$0	\$120,000
15	North Central Council of School Television	\$485,000	\$50,000	\$535,000	\$50,000	\$535,000
16	North Dakota Governor's School	\$460,000	\$150,000	\$610,000	\$0	\$460,000
17	Northern Plains Writing Project	\$83,000	\$35,000	\$118,000	\$0	\$83,000
18	North Dakota Teacher Center Network	\$360,000	\$45,000	\$405,000	\$0	\$360,000
19	ESPB - Teacher Support Program	\$2,300,000	\$0	\$2,300,000	\$0	\$2,300,000
20	ESPB - National Board Certification	\$0 ¹	(\$65,000)	\$120,000	\$0	\$120,000
21	ESPB - Mainframe Shared Data Costs	\$0 ¹	\$200,000	\$200,000	\$0	\$0
22	North Dakota LEAD Center	\$260,000	\$20,000	\$280,000	\$0	\$260,000
23	Atlantik-Brucke (NDSB)	\$105,000 ²	\$0	\$105,000	\$0	\$105,000
24	Gearing Up For Kindergarten	\$625,000	\$365,000	\$990,000	\$190,000	\$815,000
	TOTAL GENERAL FUNDS	\$5,275,000	\$928,000	\$6,388,000	\$288,000	\$5,683,000

¹ \$185,000 & \$200,000 - One-Time Funding - National Board Certification Fund

² Continued Funding/No Increase Requested

In essence, this means that the RRVWP competes for federal funding only for our intensive summer institute; all our other efforts at teacher development, including other summer workshops and any programming during the school year, must be covered from state funds. To successfully compete for federal funds, maintain a robust presence throughout the Red River Valley, and assist teachers in transitioning to the Common Core Standards, RRVWP plans to use state funding in 2013-2015 to support the following types of programs:

- Multiple one-week summer workshops, for specific groups of teachers, on improving the use and teaching of writing to boost student achievement. In the past, such workshops have targeted elementary teachers, STEM teachers, foreign language teachers, teachers at rural schools, etc.
- Evening, one-day, and weekend workshops during the school year on specific aspects of writing instruction and the best uses of writing in the classroom.
- Professional study groups that meet monthly or bi-weekly during the school year to apply best practices research on the teaching and use of writing directly to the classroom.
- School- or district-requested in-service programs, including follow-up.
- Partnerships with specific schools to evaluate and improve the use and teaching of writing in those schools. (Previous and ongoing partnerships include Circle of Nations school in Wahpeton and Cheney Middle School in West Fargo.)
- Identifying teachers engaged in the best practices for the use and teaching of writing and develop their leadership potential within their schools and districts through travel support to national and regional conferences. These teachers are required to bring back what they learned as part of in-service programs for schools in the RRVWP region.

The NWP model of teacher development is a grassroots model: the most talented K-16 teachers (in all subject areas) attend a four-week summer institute in which they refine their best practices for teaching writing, investigate current research on writing instruction, and develop workshops for other teachers. Through RRVWP's in-service and continuity programs, these teachers share the knowledge they gain with a wider audience of educators. Independent data shows that the students of teachers who receive NWP site-based training score higher on all criteria of writing assessment; this data may be found at www.nwp.org/cs/public/print/doc/results.csp.

In the most recent biennium, RRVWP programs reached 1,100 teachers for a total of 6,500 contact hours. With the transition to Common Core Standards, particularly the new literacy standards for social studies, science, and technical subjects, we anticipate even more interest in our workshops and in-services. RRVWP partners closely with both the University of North Dakota and North Dakota State University English departments, and is uniquely poised to help teachers aid students in the transition to college writing.

The Red River Valley Writing Project requests an additional \$ 15,000.00 in General Funds.

13. We the People Program

We The People civic education programs (Citizen and the Constitution, Project Citizen) would like to request legislative support and disbursement of funding (\$10,000.00 per year) as appropriated by the state legislature for the We The People: Citizen and the Constitution state competition (possibly national) and professional development. This funding provides for North Dakota high school students to attend the State WTP competition and for the teacher training of government and/or social studies teachers. Held annually, teams from across the state compete in Bismarck and engage in a simulated congressional hearing competition. As students continue to engage in the congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. The teacher professional development provides teachers with intensive pedagogical and content knowledge designed specifically to create and facilitate learning opportunities for North Dakota students. The disbursement will defray costs associated with conducting the State We The People competition as well as the professional development.

The We the People Program hereby requests \$20,000.00 in General Funds which is a \$2,000.00 decrease from the current budget.

14. Young Entrepreneur Education Program

To learn entrepreneurship, kids must do entrepreneurship.

In our weeklong summer camps, 9-13 year olds organize themselves into a self-governing community where they become the innovative entrepreneurs, smart consumers and active citizens. They turn their own good ideas into business opportunities and then market their goods or services to the other kids and adults in the camp. As their businesses develop and their town grows, dilemmas naturally arise, so they create their own town council to resolve community issues.

We are partners in a statewide effort encouraging youth to consider business ownership as a real career option and community leadership as a rewarding outlet for their natural creativity. We are helping grow new North Dakota entrepreneurs and active citizens from the ground up.

Communities are getting better at supporting their local programs, but can't support the whole program cost - the administrative costs of running a full time, year around office. That's where the Legislature can help - supporting the state program.

Our mission has been clear: to make "entrepreneur" a household word where it's not often heard. Ask yourself, "How many kids, parents or teachers can spell or even confidently

pronounce it?" It is a wonderfully optimistic word to know because it describes a person who, "has the insight to recognize an opportunity overlooked by others, the determination to gather the resources necessary to turn that opportunity into reality and the self-reliance and resilience to handle the risk of initiating that new venture". Entrepreneurial thinking is the catalyst for all economic and social progress.

Opportunity recognition requires an intelligent, attentive, active mind. Entrepreneurs are fluent, divergent, self-confident thinkers. In our summer camps, we focus our instruction on these skills. Yes, we do some classroom-style teaching to give students a few historical and contemporary examples of opportunity recognition in North Dakota from the Mandan Indians to contemporary examples of North Dakota entrepreneurship - *localized to each program site.*

However, the real learning comes from the kids turning their own ideas into camp businesses or proposing solutions to community problems in their town council meetings. At the end of every camp day we talk about why some businesses attract more customers than others or why some ideas attracted more votes than others. We ask, "What opportunities did some entrepreneurs spot that others missed?"

Our goal is to lead a broad and diverse population of young people to see the opportunities around them here in North Dakota, recognize new value in themselves, discover real purpose in what they are learning in classrooms and at home and develop new respect for their essential role in making our state & our communities better places in which to live.

We are not offering just another summer diversion; we are purposefully planting seeds in young brains that will grow into the attitudes and skills necessary for their personal economic and social success. Kids thrive in our camps because they are the ones who make things happen there. Our intention is that they stay and thrive in their own communities for the same reason - they can make things happen there.

The ND Youth Entrepreneurship Education Program hereby requests an additional \$80,000.00 in General Funds.

15. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 53-year-old non-profit organization of North Dakota schools that put public broadcasting on the air to support and enhance school curriculum, providing multimedia resources for classroom use and professional development in integrating those resources. Today, the NCCST contracts with Prairie Public to provide to provide a virtual service center to address unmet needs of its member schools and the families they serve:

- easily accessible, multimedia instructional resources available by broadcast and the Web
- professional development for teachers integrating multimedia resources
- cost effective programs that address literacy and school readiness deficiencies
- digital access to multimedia resources and lesson plans consistent with Common Core standards
- ndstudies.org, a North Dakota multimedia website to support ND Studies and cross-curricular common core standards.

Through its partnership with Prairie Public, the NCCST is able to leverage the vast resources of both local and national public broadcasting, tap into public media grant opportunities, and establish relationships with other regional agencies to provide services to achieve advancement in these areas all in and expand support of the Common Core. Going forward, the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more on multimedia resources and learning modules to supplement local curriculum. And as schools invest in more interactive technologies, projection systems, tablets, and other new technologies as well as more preK-12 educators look to online courses for professional development, additional resources need to be easily accessible and readily available.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, continue these services, and provide for the future, the NCCST requests a total of \$535,000. The requested budget continues support for obtaining engaging student learning activities, providing downloadable instructional video, accessing a wealth of other teacher and family resources, and again requesting an increase to upgrade the ndstudies.org platform. The budget addresses \$139,900 for preK-12 resources and services; \$58,300 to support early childhood readiness trainings and initiatives; \$134,700 for ongoing additions, maintenance, and training for the ND Studies website plus and additional \$40,000 for a critical ndstudies.org platform upgrade.

The North Central Council of School Televisions hereby requests an additional \$50,000.00 in General Funds.

16. North Dakota Governor's School

Governor's Schools of North Dakota began in 1990 as a 6-week summer program in science and mathematics for 40 exceptional high school students from across the state. We admitted 95 students for the 2012 class, which will ultimately enroll more than 80 students with a continued emphasis on STEM areas but also an expansion into the arts and humanities. Students will attend in science, mathematics, information technology, creative writing, and drama. To support the expansion of our programs, we request an increase of \$75,000/year for 2012-2014. Below we present additional information about the value of our program and a detailed explanation of the request for a budget increase.

Governor's Schools of North Dakota is important for the advancement of individual students, but it also plays an important role in retaining our best students in the state and ultimately as part of North Dakota's workforce. Consider the following comments from our recent alums:

- It has been challenging at times, but that is the reason I came. I wanted to expand my knowledge and be pushed academically. Governor's School is the place that can achieve both but still allow me to have a fun summer and meet new people. - Olivia Duletski, Mathematics, Bowman, ND-GS2011
- I live in a small town, so being in Fargo for six weeks this summer is really exciting for me. Every day is new and interesting and the learning environment is unlike anything I have ever been a part of. It is safe to say that Governor's School has been one of the greatest experiences of my life, and that the things I have learned here I will carry with me for the rest of my life- Rebecca Opp, Visual Arts, Glen Ullin, ND- GS2011
- Governor's School gave me academic opportunities that I couldn't find anywhere else. It also put me in an environment that helped me grow and learn an enormous amount about myself, other Governor's School students who became great friends, and the world. -Marie Goerger, Science, Wyndmere, ND-GS2010
- Gov School is a once in a lifetime chance to meet people that will become your best friends for the rest of your life. The people that I met are like a second family to me. I will never forget them. They are the best people that I have ever had the privilege of meeting. The classes were difficult but totally worth it and the feeling of success you feel, and to be able to say, ya, I did that, I mathematically bounced a point off a plane and hit a moving target, I programmed that software that will find the prime factorization of any number, I did the research that further the cure for cancer, I published that story that you are all reading, or I was the lead role in that vaudeville play. These are things that people did while at Gov School and because of Gov School. So just go for it, you won't regret it.-John Bickler, Information Tech, Williston, ND-GS2010
- The North Dakota Governor's School Program (NDGS) is a far-reaching program that impacts students from all corners of the states. The students that participate in NDGS overwhelmingly choose to pursue careers in areas that have a large impact to ND as well as many, if not most, graduates live in North Dakota to raise their families. The impact on state is substantial and will only be increased with increased funding - Victoria J. Gelling, Associate Professor, Dept. of Coatings & Polymeric Materials, North Dakota State University, Mathematics, Inkster, ND-GS1991

Budget Justification

The Governor's School program is presently exceeding its appropriated expenditure, largely because we have never asked for administrative expenses (e.g., for a Director of the program). Given the program's growth and demands of working with 80+ students in

an on-campus living environment, we seek this additional funding for the coming biennium.

Director's Position	\$47,000/year (\$35,000 salary and \$12,000 fringe benefits)
Office Help and Recruiting	\$10,000/year
Weekend Meals	\$18,000/year (\$20*10days*90 participants)

****Total Requested Increase \$75,000/year
\$150,000 biennium**

**The present budget is \$230,000/year or \$460,000 for the biennium (plus foundation payments). Thus, our request for 2012-2014 is \$305,000/year--\$610,000 for the biennium.

The North Dakota Governor's School hereby requests an additional \$ 150,000.00 in General Funds.

17. Northern Plains Writing Project

What NPWP Does:

- **Institutes:** Ron Fischer, Director (MSU), and Chad Gifford, Co-Director (Central Campus Minot). Institutes are held in the month of July and run 4 days a week, teachers meeting from 9 to 4. The Pre-Institutes start teachers reading, writing, and preparing lessons for the Institutes
 - Pre-Institutes: May 19 and June 2; 36 teachers each day
 - Summer Institute Minot, July 9-Aug.2; we have 13 applications for summer 2012
 - Summer Institute Bismarck, July 9-Aug.2; we have 6 applications for summer 2012
 - Advanced Institute, July 16-Aug.2; we have 6 applications for summer 2012
- **Young Writers Institutes:** Candace Brannan (Mandan HS) and Ashley Syekora (Towner HS) Co-coordinators. NPWP teachers do activities to improve student writing and creativity
 - BSC Campus: June 4-7, ages 10-17
 - MSU Campus: *Graphic Novels for Beginners*, June 11-14, ages 10-17
- **Outreach:** Melissa Cournia, Coordinator (Bismarck Horizon MS); Teachers offer in-service Workshops or present at conferences
 - Annual Session Presentation at North Dakota Council of Teachers of English (NDCTE): Conference July 29-31, 2012;
 - In-Service Workshops: Fall 2012, Standing Rock
 - American Indian Higher Education Consortium sessions
 - NPWP Mini-Conference: *Conference on Implementing Common Core Standards for Language Arts* in June 2013.

- **Continuity:** Laurie Larson, Coordinator (Bismarck, Adult Learning Center); Teachers who serve as coordinators or who have attended an Institute receive professional development funding
 - NPWP Planning Team members and two teachers from the Summer Institute attend National Council of Teachers Annual Fall Conference Nov.15-18, Las Vegas
 - NPWP Planning Team members attend National Writing Project Annual Spring Conference April 2013
 - NPWP Fall Retreat: October 2012
 - NPWP Spring Retreat: May 2012

Request for \$35,000 increase in State Funding.

- **Decreased Federal Funding.** Federal funds \$47,500 (2010), \$35,000 (2011), \$20,000 (2012)
- **State Funding for NPWP Budget of \$41,500 per year.** NPWP uses this amount to pay salaries, fringe benefits, supplies (including printing and copying); and travel for professional development activities. State funds are sufficient for only 1 stipend.
- **Teacher Participants.** 2009 Institutes (20 teachers), 2010 Institutes (32 teachers), 2011 Institutes (15 teachers low enrollment due to flooding), 2012 Institutes (25 teachers)
- **Insufficient Stipend Funding.** Federal and State funding that NPWP receives presently pays \$1,300 in stipends to 16 teachers, yet the number of teachers who participate tends to be above 20, with a high of 32 in 2010.
- **Increase of \$35,000 (budgeted at \$17,500 per year)**
 - This increase will allow NPWP to use \$23,400 in State Funding to pay another 18 stipends of \$1,300, which is 9 stipends a year so that a total of 25 teachers a year can continue to participate in NPWP Institutes or to increase the stipend to \$1,400 should fewer than 25 teachers participate
 - This increase will allow NPWP to use \$12,000 in State Funding to pay Travel expenses for 6 (an addition of 3 a year) teachers to attend national conferences so that a total of 9 teachers a year can attend professional development Conferences and Retreats
 - This increase will allow NPWP to use \$2,200 to add a second week of Young Writers Institutes to Minot and Bismarck (\$1,100) and to offer one in Dickinson and one in Williston (\$1,100)

The Northern Plains Writing Project hereby requests an additional \$ 35,000.00 in General Funds.

18. North Dakota Teacher Center Network

The mission of the North Dakota Teacher Center Network (NDTCN) is to assist practicing teachers, education students and other educational personnel in professional knowledge and skill development to improve the learning of students.

The goals of the NDTCN are to:

- Deliver professional development based on research and best practices.
- Facilitate joint projects and exchange of services between K-12 schools, state and federal agencies and institutions of higher education for professional development of practicing teachers, education students and other educational personnel.
- Communicate via print and/or electronic mediums to all constituents.
- Provide practicing teachers, education students and other educational personnel with access to instructional resources and educational equipment.

The NDTCN is a major contributor to professional development and resource sharing for educators in North Dakota and will continue to serve educators as new networks are formed to support the teachers of the state in the most important work there is – that of preparing the next generation for the world.

The NDTCN includes nine local teacher centers: Bismarck Teacher Center, Grand Forks Area Teacher Center, Lake Region Teacher Center (Devils Lake), Mayville Area Teacher Center, Minot Area Teacher Center, Valley City Area Teacher Center, Wahpeton Area Teacher Center, West River Teacher Center (Dickinson) and Williston Area Teacher Center.

The NDTCN funding request for the 2013-2015 biennium is \$360,000. This would provide \$20,000 for each center per year, allowing the centers to continue to offer their services to teachers. **In addition, the NDTCN requests a one-time appropriation of \$45,000** to purchase hands-on resources and update curricula for use by North Dakota teachers, as many center materials are now outdated.

The ND Teacher Center Network hereby requests a one-time appropriation of \$ 45,000.00 in General Funds.

19. Education Standards & Practices Board

North Dakota Century Code 15.1-18.2-05, 15.1-18.2-06, and 15.1-18.2-07 provides authority to ESPB to administer the Teacher Support Program. This program provides mentoring services to first year teachers and coaching services to those teachers that are not first year teachers in school districts, special education units, area career and technology centers; regional education associations; and schools funded by the bureau of Indian education.

The Education Standards & Practices Board will continue with the current budget of \$2,300,000.00 and is not seeking an increase.

20. Education Standards & Practices Board

North Dakota Century Code 15.1-18.1-02 (1) (c) (1) provides authority for ESPB to approve no more than seventeen national board applications per year. The State share of this fee is \$1250 with the federal government match those dollars for a total cost of \$2500. If 17 applications were received at \$1250 each, this assessment would cost \$21,250 dollars or a total of \$42,500 for the biennium.

Under NDCC 15.1-18.1-02 (2), ESPB is authorized to pay for no more than three "recertification scholarships for national board certification." Each of these scholarships for recertification cost \$1150 or a total of \$3450 each year or a total of \$6,900 for the biennium.

Under NDCC 15.1-18.1-02 (5) (a), the Board is authorized to pay \$1000 to each individual teacher employed during the school year as a full-time classroom teacher. This number varies a bit each year as teachers move in and out of the classroom and the state. We have approximately 30 teachers that are nationally certified. This will cost the State approximately \$30,000 each year or a total of \$60,000 for the biennium. Our total request for National Board certification, recertification, and stipends is \$120,000.

The Education Standards & Practices Board hereby requests \$ 120,000.00 in General Funds which is a \$ 65,000.00 decrease from the current budget.

21. Education Standards & Practices Board

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe and have spent the last six plus years developing a database capable of meeting the data reporting demands that were required by federal and state laws. The ultimate goal of the project is to provide services to school districts and teachers to reduce their reporting burdens and the ability to provide quality and timely information to data consumers. Programmers have a very difficult time, because of the shared system, identifying who should be responsible financially for the programming and maintenance that is needed to maintain the system.

During the years as the mainframe is rewritten into a modern database, federal laws have changed to require additional reporting requirements for North Dakota to continue to receive federal education dollars. As an example, an increasing number of states now connect teacher and student information systems. Another example, the Bush Foundation is working with two ND institutions, and will be linking student data to teacher data to institutional data.

The development and maintenance costs of the new requirements for the shared database is far beyond what the ESPB can afford with a budget based on teacher licensure fees coupled with the concerns of the programmers and the interlinkages of the data between DPI and ESPB.

The Education Standards & Practices Board hereby requests \$ 200,000.00 in General Funds.

22. North Dakota LEAD Center

The ND LEAD Center would like to request an increase of \$ 20,000.00 in general funding for the 2013-2015 biennium. This request is based in an increase for funding for Close-up and the Spelling Bee, which has not had an increase from the original \$7,500 since 2000 and an increase in ND LEAD funding of \$15,000 for the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, room rental and trainer fees. As those costs have risen, so has the cost of delivering services.

The ND LEAD Center hereby requests an additional \$ 20,000.00 in General Funds.

23. Atlantik-Brucke (NDSBA)

The ND School Boards Association requests that the funding for the Atlantik-Brucke stay at \$ 105,000.00 so the study/tour of Germany may continue into the next biennium. The trip is organized by Atlantik-Brucke, a private non-partisan organization in Berlin that seeks to strengthen German/American relations. In June 2011, ten social studies teachers visited Frankfurt, Wiesbaden, St. Goar, Cologne, Dusseldorf, Potsdam, and Berlin. The group talked education, politics, history, nuclear energy, and economics with leaders in each field. Teachers return to their classrooms energized and excited to talk about the history and culture of Germany.

The Atlantik-Brucke Project will continue with the current budget of \$105,000.00 and is not seeking an increase.

24. Gearing Up for Kindergarten

A total of \$625,000 was appropriated during the 2011 legislative session to initiate the Gearing Up for Kindergarten program in North Dakota. A partnership between the North Dakota Department of Public Instruction and the NDSU Extension Service made the program implementation possible. Of the amount appropriated, \$500,000 was budgeted for the biennium to cover school reimbursements, with the intent of reimbursing teacher salaries. An additional \$125,000 was budgeted for the biennium for program training and administrative costs.

Gearing Up for Kindergarten is a parent involvement and school readiness program, and has five years of North Dakota research supporting its development. The research documents report multiple positive impacts of this school readiness program for parents, students and schools/teachers. Reports can be reviewed at www.gearingupnd.org.

National research on school readiness and kindergarten entry indicates that teachers estimate 32 percent of children have some problems entering kindergarten and another 16 percent have more difficulty entering kindergarten (combined total of 48 percent having some concerns).

High quality early education programs are shown to produce more successful students, to ease the transition between home and school, and to increase social and academic abilities of children. The most critical period to prepare children for school success is between the ages of 0 and 5, or prior to their entry into kindergarten. Parents and schools working together can help to reduce the “readiness gap” that troubles many children who enter kindergarten.

The original legislative proposal (2011 session) for the Gearing Up program included funding for program implementation, administration and research/evaluation. Funds were provided for administration (\$125,000) and implementation in schools (\$500,000).

This program is successful because it is based on North Dakota research, which allows the program to be tailored to the state. It takes advantage of the best research results in early education here and across the nation. The Gearing Up for Kindergarten program yields strong parent involvement and schools/teachers note the differences between those who attend and those who do not attend. It is critical to continue the research and evaluation component of this program. Our request for the next biennium is to increase the number of students/families served and to receive funds for the administrative work, as well as the research and evaluation component, which will make the program stronger and more applicable to North Dakota families and schools.

We estimate that by the end of the 2012-2013 school years, the program will have benefited 50 school districts and 1,470 students/families. This accounts for 20 percent of the total kindergarten population in the state and 22 percent of the total number of elementary schools. **Calculations based on an average of 7,500 kindergarten students in 320 elementary schools in North Dakota.*

NOTE: These estimates are valid for the current school year. If the program is expanded for the 2013-2015 school years, the budget will need to be reviewed to allow for increases in school salaries and benefit rates, and these estimates will need adjustments.

Budget Request

Expand the program to include more students/families in North Dakota - \$990,000

Program implementation with North Dakota schools	\$690,000
Program administration/evaluation	\$300,000

Gearing Up for Kindergarten hereby requests an additional \$ 365,000.00 in General Funds.

**North Dakota Department of Public Instruction
Special Education and Related Services for Students with Disabilities in North Dakota
2013 ND Legislative Assembly Appropriations Committee**

Members of the North Dakota Legislative Assembly who have previously served on the Appropriations Committee have become familiar with several key factors about special education in North Dakota:

1. There are 31 locally administered special education units in the state.
2. The number of students with disabilities being served on an Individualized Educational Program (IEP) continues to be around 13% of the ND student enrollment.
3. Like nearly all states North Dakota has experienced a significant increase in the number of students identified as having autism.

The Department of Public Instruction is responsible for the general supervision of the Individuals with Disabilities Education Act (IDEA), the nation's federal special education law. The components of a system of general supervision must include, at a minimum, each of the following: Performance Measurement, Compliance monitoring, Conflict Resolution, and Fiscal Accountability. In fulfillment of our agency's obligations to properly administer the IDEA we have developed a six year *Special Education State Performance Plan*. This plan contains measurable and rigorous targets for improving special education services in North Dakota. The Department of Public Instruction regularly collects statewide data on twenty separate indicators that measure how North Dakota schools are educating students who have unique learning needs as a result of a disability. These indicators include measurable outcomes such as:

- School district graduation and dropout rates of students with disabilities;
- The rate of inclusion of these students in general education settings;
- Their participation and performance on state assessments;
- The success rate of youth with individualized education programs (IEPs) who are no longer in secondary school and who have been employed, enrolled in postsecondary education, or both, within one year of leaving high school.

The encouraging results from the one year follow up of exited students for our state are truly useful for policymakers, including you as State Legislators, in seeing the beneficial impact of support for special education in helping young North Dakotans with disabilities become more independent and self supporting citizens of our state. The Department is pleased to report to you that the U.S. Department of Education has determined North Dakota to be one of the states that are identified in the top "*meets requirements*" category for implementation of the I.D.E.A.

As part of the North Dakota plan to improve student achievement, the Department of Public Instruction is in the process of developing procedures intended to improve statewide implementation and scale-up of evidence-based practices. A focus in this process of scaling-up innovations is use of a multi-tier system of supports that emphasizes both behavior and academics while at the same time integrating core instruction and a range of supportive and strategic services. North Dakota DPI was awarded a State Personnel Development Grant by the U.S. Department of Education in October 2012. Key focus areas for the five year project are: a) building regional infrastructure for scaling up innovations; b) use of evidence-based practices

and a strong emphasis on evaluation to feed quality information back to the implementers; and c) a set of strategic priorities that include a series of university demonstration sites in schools that will give future educators quality experiences in the innovations, a focus on scaling up innovations at middle and high schools, and greater definition to the services and supports to be provided to the field. A tiered model of services with core instruction and levels of intervention will be utilized.

The NDDPI distributes funds to the local special education units in accordance with federal requirements and provides oversight on the use of the funds. Funds are used in accordance with federal and state requirements.

Due to the effects of the energy development in the western part of our state, we are receiving an increasing number of reports from local administrators about the special education needs of children whose families have relocated. Reports of increased numbers of children who have significant academic and behavioral special education needs have been noted. The Department is providing discretionary grant opportunities with federal dollars for districts and units to increase training for professionals related to academic and behavioral interventions. An example of an exemplar training program being utilized by some of the districts with use of these funds is the "Safe and Civil Schools" program. This program focuses on training and coaching services designed to assist all K-12 school personnel in using research-based positive behavior support strategies to structure all school settings for success. The Department has been monitoring this and working to provide technical assistance as needed.

North Dakota continues to be the only state in the nation to provide a statewide online web-based special education case management system. This unique system made obsolete the thirty one separate sets of forms used by local special education units and created a single state of the art comprehensive system for special education case management. As the state transitions to the Common Core State Standards (CCSS), the Department is modifying the student IEP annual goal page to include the new CCSS. This will assure that the annual goals for students with disabilities will be aligned with the more rigid CCSS. The web-based special education case management system also allows the Department to collect data for monitoring purposes as well as data reporting requirements. The user friendly system has been embraced by special educators across North Dakota. The Department continues to receive inquiries from across the nation and Canada about our ability to offer this service to the schools of North Dakota.

The 2009 North Dakota Legislative Assembly created an Autism Spectrum Disorders (ASD) task force. In anticipation of the needs of that task force, the Department of Public Instruction published a data-rich document entitled, "Autism Spectrum Disorders in North Dakota Public Schools." This information was intended to help school administrators and other policy planners understand the nature and scope of this growing population of North Dakota children. This document is being updated to include the years since 2009. The Autism Spectrum Disorders task force has identified current need for additional training for educators and providers working with children with autism. The department has recently conducted a survey of the local special education units to determine professional development needs of educators working with children with autism. All 31 units responded to the survey. Social skills, communication, behavior and the TEACHH Program for educating students with autism were identified as priority training

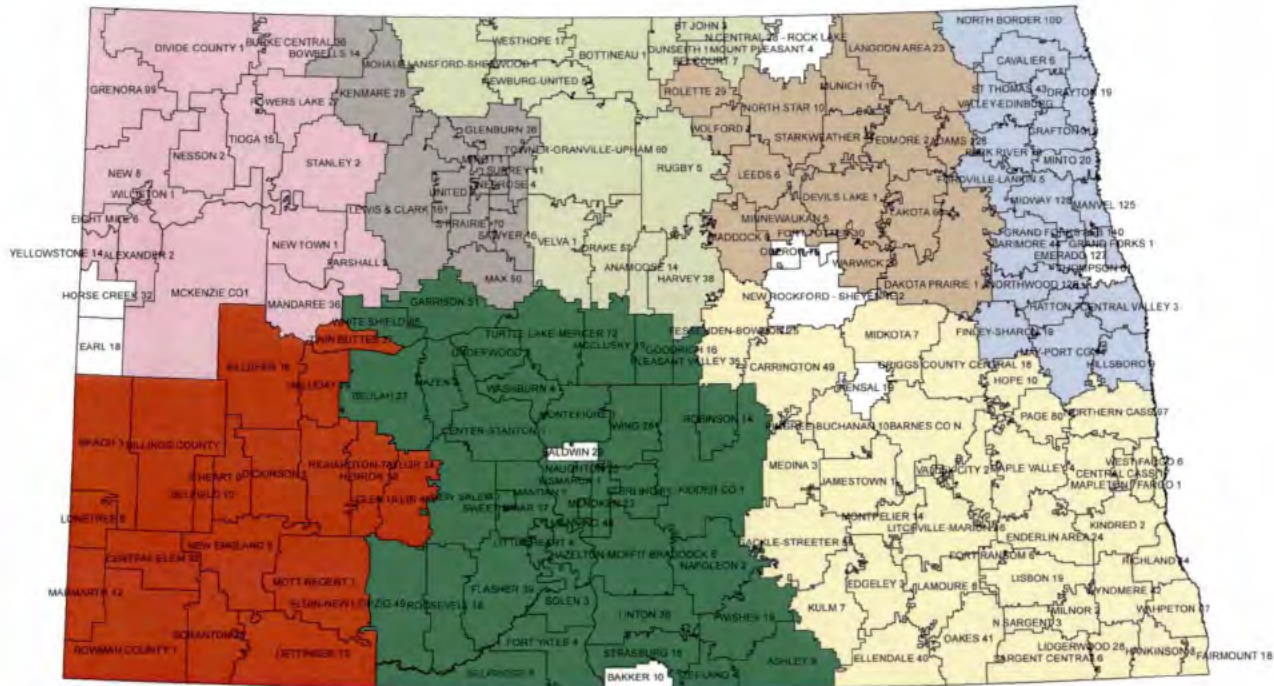
needs for the professionals working with children with autism. The Department is currently preparing these trainings for the summer of 2013. Future federal funding and the potential for sequestration may have an effect on our ability to provide for these trainings.

The special education office at the Department of Public Instruction is grateful to the North Dakota Legislative Assembly for your past understanding and support for helping the schools of our state to provide appropriate services for students who have disabilities. We constantly strive to strike the necessary balance between statewide need with the limits of fiscal appropriation. On behalf of the students with disabilities, their families, and the educators of our public schools who serve them, the Department of Public Instruction thanks you once again for your support of special education.

ND K-12 2012-13 Statistics

	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	181	44	4	5	31	12	277
Schools	374	49	4	6	0	0	433
K-12 Enrollment	99,192	6,220	84	1,618	0	0	107,114
Licensed Staff	10,007	688	74	227	365	126	11,487
Non-licensed Staff	5,827	524	71	194	231	45	6,892
Graduates	6,787	350	30	28	0	0	7,195

2012 ND REA
3/21/2012



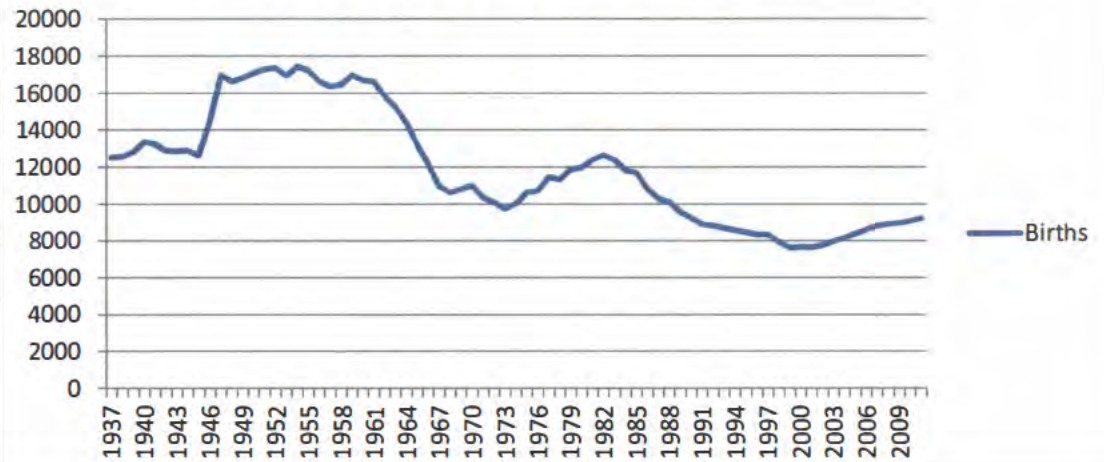
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| GNWEC | NESC |
| MDEC | RRVEC |
| MREC | RESP |
| NCEC | SEEC |

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

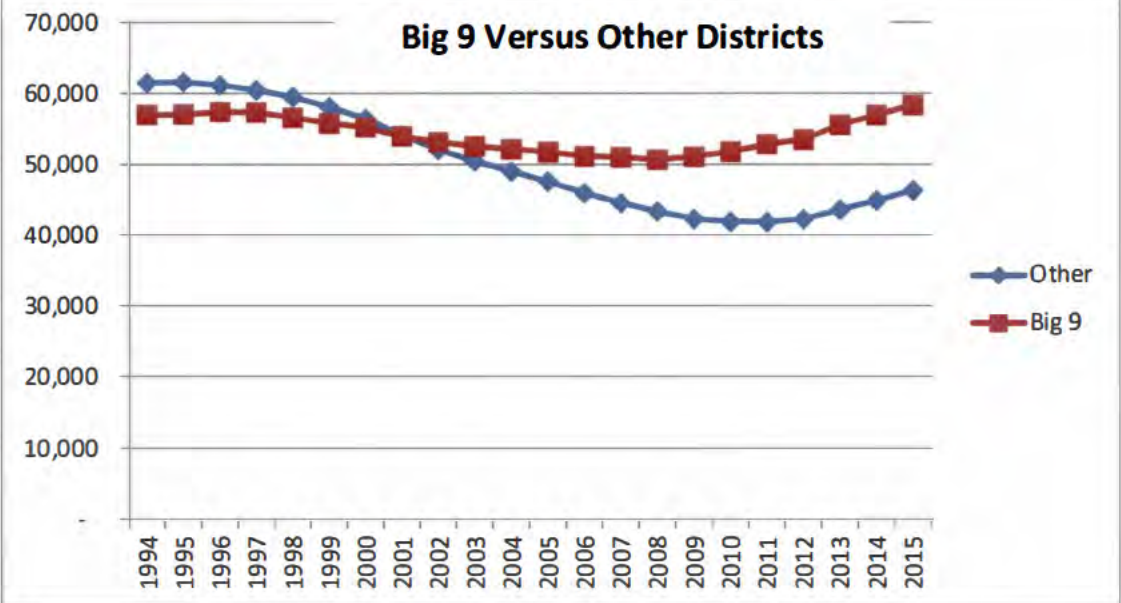
North Dakota Public K-12 Enrollment

Sum of DENK12 School Year	Column Labels		Grand Total
	Other	Big 9	
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	42,274	53,504	95,778
2013	43,590	55,602	99,192
2014	44,905	56,948	101,853
2015	46,328	58,379	104,707

North Dakota Resident Births



Big 9 Versus Other Districts



Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

K-12 Public School Enrollment Cohorts

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Projected -->		
													2014	2015	2016
Kindergarten	7,057	7,012	6,890	6,663	6,578	6,648	6,729	7,214	7,470	7,445	8,236	8,575	8,437	8,554	8,662
Grade 1	7,193	7,223	7,139	7,130	6,907	6,704	6,827	6,744	7,147	7,478	7,517	8,366	8,699	8,550	8,668
Grade 2	7,270	7,040	7,051	6,965	6,916	6,747	6,511	6,748	6,725	7,195	7,487	7,707	8,504	8,849	8,693
Grade 3	7,645	7,210	7,039	7,052	6,913	6,907	6,787	6,541	6,839	6,914	7,225	7,723	7,861	8,679	9,044
Grade 4	7,758	7,564	7,218	7,079	7,014	6,929	6,931	6,812	6,547	6,972	7,025	7,379	7,896	8,036	8,900
Grade 5	7,909	7,781	7,600	7,323	7,077	7,001	6,983	6,962	6,904	6,675	7,023	7,291	7,552	8,111	8,253
Grade 6	7,985	7,896	7,827	7,722	7,299	7,130	7,036	7,074	7,089	7,140	6,884	7,338	7,617	7,861	8,448
Grade 7	8,379	8,177	8,084	8,025	7,877	7,465	7,289	7,218	7,249	7,367	7,320	7,254	7,657	7,962	8,226
Grade 8	8,501	8,337	8,203	8,123	7,987	7,868	7,467	7,360	7,303	7,297	7,421	7,496	7,396	7,806	8,136
Grade 9	8,885	8,899	8,804	8,534	8,461	8,262	8,045	7,670	7,572	7,578	7,462	7,796	7,772	7,683	8,122
Grade 10	9,016	8,625	8,603	8,499	8,235	8,174	8,002	7,855	7,683	7,682	7,517	7,515	7,804	7,770	7,698
Grade 11	8,969	8,629	8,396	8,186	7,992	7,961	7,802	7,620	7,563	7,415	7,354	7,414	7,303	7,595	7,558
Grade 12	8,647	8,620	8,283	8,120	7,864	7,804	7,643	7,588	7,624	7,563	7,308	7,338	7,355	7,251	7,548
Total K-12	105,214	103,013	101,137	99,421	97,120	95,600	94,052	93,406	93,715	94,721	95,779	99,192	101,853	104,707	107,956
Change from prior year		(2,201)	(1,876)	(1,716)	(2,301)	(1,520)	(1,548)	(646)	309	1,006	1,058	3,413	2,661	2,854	3,249

Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)												Last				Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Change	Percent	Frontier			
09	Cass	18,819	18,745	18,984	19,090	18,851	18,991	19,066	19,403	19,751	19,974	20,434	21,295	861	4%			x	
08	Burleigh	10,764	10,629	10,597	10,603	10,761	10,872	10,873	10,918	10,936	11,102	11,264	11,675	411	4%			x	
51	Ward	9,408	9,302	9,129	8,959	8,713	8,607	8,398	8,435	8,673	9,090	8,992	9,428	436	5%		x	x	
18	Grand Forks	10,124	9,974	9,745	9,437	9,183	8,996	8,797	8,500	8,458	8,415	8,342	8,506	164	2%			x	
30	Morton	4,507	4,400	4,293	4,262	4,131	4,073	3,987	3,989	4,028	4,134	4,102	4,223	121	3%			x	
53	Williams	3,495	3,361	3,198	3,125	3,079	3,009	3,015	3,081	3,165	3,430	3,695	4,106	411	10%		x	x	
45	Stark	3,607	3,533	3,440	3,388	3,318	3,295	3,199	3,160	3,228	3,272	3,404	3,562	158	4%		x		
40	Rolette	3,150	3,103	3,013	2,934	2,855	2,790	2,727	2,715	2,775	2,802	2,780	2,904	124	4%			x	
47	Stutsman	3,123	3,042	2,958	2,921	2,831	2,724	2,645	2,617	2,607	2,555	2,575	2,558	(17)	-1%			x	
39	Richland	2,821	2,809	2,736	2,640	2,570	2,487	2,423	2,337	2,260	2,282	2,287	2,250	(37)	-2%				
36	Ramsey	2,203	2,120	2,059	2,047	1,985	1,922	1,861	1,800	1,832	1,791	1,743	1,759	16	1%				
31	Mountrail	1,470	1,465	1,442	1,348	1,347	1,327	1,380	1,370	1,433	1,491	1,564	1,616	52	3%	x		x	
28	McLean	1,757	1,716	1,621	1,553	1,518	1,497	1,454	1,436	1,433	1,410	1,484	1,582	98	6%	x		x	
50	Walsh	2,051	1,974	1,929	1,971	1,903	1,847	1,801	1,754	1,699	1,524	1,528	1,575	47	3%				
02	Barnes	1,730	1,689	1,701	1,643	1,608	1,557	1,521	1,512	1,523	1,540	1,506	1,492	(14)	-1%				
49	Traill	1,619	1,589	1,556	1,531	1,507	1,454	1,437	1,396	1,331	1,311	1,274	1,329	55	4%				
29	Mercer	1,932	1,826	1,694	1,556	1,459	1,403	1,342	1,333	1,251	1,254	1,241	1,276	35	3%		x		
27	McKenzie	1,035	964	913	880	865	810	813	814	839	927	1,038	1,275	237	19%	x		x	
34	Pembina	1,700	1,628	1,538	1,545	1,413	1,333	1,328	1,247	1,224	1,309	1,260	1,231	(29)	-2%				
03	Benson	992	971	1,024	971	959	972	974	973	959	970	1,022	1,022	-	0%	x			
37	Ransom	1,076	1,061	1,042	986	989	990	994	972	947	920	945	929	(16)	-2%				
25	McHenry	1,064	1,051	1,038	1,029	1,006	962	904	875	862	853	857	909	52	6%	x		x	
11	Dickey	913	893	890	900	880	885	853	837	813	844	822	826	4	0%	x			
05	Bottineau	1,135	1,111	1,021	966	902	857	816	852	785	765	761	795	34	4%	x		x	
23	LaMoure	980	912	775	725	671	658	647	613	625	630	631	650	19	3%	x			
41	Sargent	832	813	807	798	804	799	759	740	708	671	664	649	(15)	-2%	x			
38	Renville	671	656	629	624	623	577	578	575	572	577	604	596	(8)	-1%	x		x	
06	Bowman	703	681	663	646	590	605	587	559	551	525	548	595	47	8%	x		x	
35	Pierce	720	665	645	609	594	574	625	610	613	612	603	583	(20)	-3%	x			
52	Wells	886	850	808	715	664	638	589	566	546	568	542	548	6	1%	x			
15	Emmons	760	739	724	678	659	628	618	621	588	571	548	544	(4)	-1%	x			
16	Foster	688	651	643	614	647	616	583	573	529	518	539	543	4	1%	x			
13	Dunn	549	537	529	496	473	447	429	438	437	434	452	476	24	5%	x		x	
32	Nelson	613	588	582	557	524	490	494	462	468	443	449	443	(6)	-1%	x			

Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)												Last			Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Change	Percent	Frontier		
10	Cavalier	716	707	641	621	580	555	521	479	458	437	442	428	(14)	-3%	x		
21	Hettinger	541	493	478	466	418	411	386	360	373	379	409	421	12	3%	x		
43	Sioux	410	347	443	462	436	399	360	350	384	397	413	421	8	2%	x		
26	McIntosh	512	511	494	455	457	430	391	374	381	390	379	377	(2)	-1%	x		
20	Griggs	527	509	485	483	462	415	407	392	377	375	365	370	5	1%	x		
22	Kidder	500	470	453	451	435	408	397	400	400	402	375	370	(5)	-1%	x		
24	Logan	420	397	363	361	335	346	327	328	331	340	343	355	12	3%	x		
12	Divide	313	302	299	280	265	237	233	228	232	226	280	340	60	18%	x	x	
14	Eddy	526	512	477	492	468	421	385	353	322	341	320	340	20	6%	x		
07	Burke	324	328	294	276	263	273	243	242	239	252	269	319	50	16%	x	x	
17	Golden Valley	418	392	381	367	341	322	309	302	314	303	319	313	(6)	-2%	x	x	
01	Adams	385	364	355	347	336	312	282	279	283	258	248	280	32	11%	x		
48	Towner	466	440	413	371	353	322	297	301	281	271	265	261	(4)	-2%	x		
19	Grant	397	368	355	320	317	304	286	255	247	243	238	237	(1)	0%	x		
46	Steele	322	309	324	326	306	291	285	278	260	242	233	221	(12)	-5%	x		
33	Oliver	270	248	250	281	265	255	237	208	196	196	210	200	(10)	-5%	x		
42	Sheridan	172	168	162	146	138	143	132	137	123	106	100	106	6	6%	x		
04	Billings	73	73	76	56	50	48	46	42	44	38	55	67	12	18%	x	x	
44	Slope	28	27	28	16	13	16	16	15	21	19	15	16	1	6%	x	x	
Year Totals		108,094	105,217	101,137	99,324	97,120	95,600	94,057	93,406	93,715	94,729	95,778	99,192	3,414	3%	36	17	8

¹ Frontier Counties	23,088	22,228	21,525	20,686	19,964	19,250	18,643	18,237	18,027	18,024	18,406	19,094	688	4%	36		
Non Frontier Counties	82,129	80,785	79,612	78,638	77,156	76,350	75,414	75,169	75,688	76,705	77,372	80,098	2,726	3%	17		

¹Counties with population density of 6 or fewer persons per square mile.

² Oil Producing Counties	27,982	27,325	26,395	25,565	24,825	24,292	23,762	23,757	24,079	24,866	25,578	27,271	1,693	6%	17		
Non-Oil Producing Counties	77,235	75,688	74,742	73,759	72,295	71,308	70,295	69,649	69,636	69,863	70,200	71,921	1,721	2%	36		

²Members of ND Association of Oil & Gas Counties. Members must have oil, gas, or leasing development within boundaries.

³ Largest 8 Counties	63,390	62,556	61,917	61,331	60,404	60,062	59,508	59,658	60,393	61,502	62,184	64,695	2,511	4%	8		
All Other Counties	41,827	40,457	39,220	37,993	36,716	35,538	34,549	33,748	33,322	33,227	33,594	34,497	903	3%	45		

³Counties containing school districts with enrollment exceeding 2,000 students.

HB 1013
House Appropriation Educ. + En
Jan 18, 2013
Attachment 15

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
January 18, 2013
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Thank you Mrs. Gullickson. For the record, I am the Superintendent of Public Instruction Kirsten Baesler. I offer information in support of the Department of Public Instruction's optional requests.

There are several staff members from the department with me to answer any questions for which I may not have the answer. I hope that is acceptable to you.

The Department of Public Instruction faces several critical issues. North Dakota demographics are in a transition period. Birth rates have been rising since 2001 and statewide projections show enrollment increases over the next decade, with most of the increased expected in North Dakota's major cities and in oil producing counties. Yet some of our rural areas will continue to see declines. New investments in school facilities, teachers and operating expenses will be required.

Congressional reauthorization of the Elementary and Secondary Education Act remains incomplete. In the meantime the No Child Left Behind (NCLB) provisions are still in effect, and DPI continues to offer assistance to our school districts in our efforts to improve students' test scores.

The implementation of the Common Core State Standards, and accompanying assessments, will necessitate statewide implementation strategies, including professional development for teachers and administrators along with technical assistance.

It is anticipated that the U.S. Department of Education (USDE) programs will be cut by 8.4 percent, reducing almost all education program funding. Title I, Individuals With Disabilities Education Act (IDEA), special education, teacher quality grants, Career & Technical Education, and Adult Education are among the many programs slated to face reduced funding. School districts and local school boards will have very limited capacity to replace this funding. Administrators across the state express concern for the lack of dedicated funding to specifically address students at risk as a result of the loss of federal Title IV funding.

Technology continues to become more important to our schools and to our students. Instruction must be given in how and where to access and apply relevant data. Teachers must learn how to incorporate technology into their instructional delivery. DPI must ensure that electronic curriculum aligns with North Dakota state standards and the grades awarded in a course taken electronically are based on mastery of the content, not the “seat time” spent covering the curriculum.

Finally, we have no greater responsibility than safeguarding the well-being of our children. Ensuring safe schools is paramount to this responsibility. We must

continue to be leaders in promoting safe, supportive learning environments that protect both the physical and psychological safety of students.

The Department is appreciative of the inclusion of many of the optional requests in the Governor's Executive Budget. In order to address the previously mentioned critical issues I ask that you consider including these additional requests in your authorization.

1. **MIS Web Updates** – To provide better customer service, more transparency, and to provide better and more effective communication to the public, educators and students we serve, DPI needs to shift to a more “customer-centered” website based on the role of the site visitor. Changes will also be made to underlying structure of the site making it easier to navigate, maintain and update. As part of the plan to provide exceptional customer service it will be important for our DPI staff to be more accessible to the field and the children we serve, and to travel out to local school districts to assist with diverse needs. DPI employees need to access and share data among multiple users not located together. Due to the sensitive nature of much of the data used and collected by DPI on student information, normal “cloud based” solutions do not provide adequate security. We estimate this will cost \$174,000.

2. **Safe & Drug Free Schools** – Effective school safety is a day-in, day-out, commitment that infuses every aspect of school life. DPI’s Safe and Healthy Schools unit is tasked with addressing the ever-increasing risk behaviors of students and schools. We have responsibility for resources, technical assistance, professional development and support as it relates to numerous and increasing issues. In 2007 there were 11 school related health requirements in ND Century Code; in 2012 there are 23. The Safe and Healthy Schools unit is called upon daily by local schools for assistance. In 2011, funding was eliminated for the Safe and Drug Free Schools program, but multiple mandates continue to exist. Having designated staff will allow DPI the opportunity to actively coordinate a strong school health and safety program grounded in prevention and intervention. School districts look to the Department to be current and knowledgeable about national trends and best practices as it relates to behaviors and prevention strategies. We are asking for \$209,621 to help us be the resource our local schools want us to be to keep our kids safe and healthy.

3. **Title I School Improvement** – Under the No Child Left Behind Act (NCLB) the ND Department of Public Instruction is required to review state assessment results and identify schools that have not reached established proficiency targets for improvement. These requirements increase each year

and we have seen a dramatic increase in the number of schools identified for improvement. When NCLB started we had 14 schools identified for improvement. We anticipate there will soon be approximately 150 schools in program improvement. It is unrealistic to expect these multiple schools to identify their needs, implement interventions and make changes needed to raise student achievement without providing support and additional funding to implement their improvement plans. We are requesting \$7,500,000 to award in a two-year grant to these schools targeted for improvement.

4. **Statewide Accreditation System** - The 2011 Legislative Session revised the Approval process for North Dakota Schools. In November 2011, a committee was formed to study the issue of accreditation for North Dakota schools. Two twelve-member committees were formed; the Advisory Committee and the Review Committee. These committees represented superintendents, principals, teachers, higher education, North Dakota Council of Education Leaders (NDCEL), North Dakota Leaders in Educational Administration Development (NDLEAD), North Dakota Education Association (NDEA), Regional Education Associations (REAs), nonpublic schools, school boards, large and small schools, and all geographic areas of the state. Included in the committee's study were the questions:

- How can accreditation in North Dakota drive school and teacher effectiveness?
- How can the accreditation process eliminate duplication of state and federal reporting requirements?

The work of the committee resulted in the identification of six themes that the North Dakota Accreditation model should encompass: School Effectiveness, Educator Quality, Curriculum Quality and Instruction, Student Achievement, Continuous Improvement, and Public Accountability. After several months of study and discussion, the committee recommended the adoption of a Statewide Accreditation System and recommended the NCA/AdvancED accreditation process for all public schools in North Dakota.

This system would provide one common method for reporting in every school in the state, allow apples to apples comparison among school districts, and provide these additional benefits to our state, schools and communities.

- A nationally recognized accreditation model that focuses on continuous improvement, student performance, stakeholder satisfaction and would provide accountability for the investment of the state in the educational process.

- A distinctive mark of quality and integrity recognized around the globe as the standard for educational excellence – we could say that every school in our state is an NCA/AdvancED school.
- A framework and support system to help meet and exceed local, state, and national requirements.
- Duplication of reporting eliminated - data would be entered only once by the school and would be accessible to DPI to fulfill state and federal reporting requirements.
- A valid external review process that provides an opportunity to gain valuable input, validation, and support from peers.
- State-wide data and reports could be generated to provide an overview of the status and progress of schools within the state.
- Enhanced focus on student performance

Currently only our larger school districts are able to afford this NCA/AdvancEd system. All of our children in North Dakota deserve to be in a school that has the benefits of a system such as this. A statewide accreditation system is an extremely good investment for education in North Dakota. It will impact every single student in North Dakota. We are asking for \$606,250 to empower educational leaders and focus on continuous improvement.

5. Incentivizing Better Reporting of School Financial Data – At the

Chairman’s request several leaders gathered to discuss and develop ideas to ensure better reporting and subsequently better public financial information

from our schools. The desire is to provide clearer and more consistent information among school districts. One solution for better reporting is to

support the Business Manager Certificate Program by providing financial support to encourage business managers to participate in this voluntary

professional development opportunity. This program is offered through a partnership between the ND School Boards Association and the ND

Association of School Business Managers in response to a critical need for professional development of school business managers in the state. The

certification program is scheduled to begin with its first cohort in July 2013. We anticipate 50 business managers will enroll the first year and 50 more

the second year. Course completion is expected to take two to three years.

We are asking for \$150,000 to offer each business manager \$1,000 each year they are enrolled to offset program costs.

6. Pass-Through Grants – The Department has 14 pass-through grants

included in our budget and I ask you to please consider funding them at the full level of their requests. As educators, we know how vitally important it is

to have community and organizational partners work with us to create the

best possible learning conditions for our children. Without these partners our students' full learning potential could not be reached. As Ms. Gullickson mentioned earlier, many of these people are here today and available to speak in support of these projects.

The future for our young people is very bright. I respectfully request your consideration to provide the Department with the resources to lead our public education system into the next great level. I look forward to working with you to improve education in the state. It is a positive and dynamic time and the Department of Public Instruction will work hard to ensure the best for our children.

I ask for your support as a team effort in approving the optional budget requests. This will allow professional and dedicated staff to continue to do exceptional work for the children in our state.

Mr. Chairman, this concludes my testimony and I'd be happy to take any questions.



*H B 1013
House Appropriation Educ. & Ed
Jan 18, 2013 Attachment 16*

Report on Gearing Up for Kindergarten Contract with Department of Public Instruction

Dr. Deb Gebeke, Assistant Director, NDSU Extension Service,
January 15, 2012

The Situation

National research on school readiness and kindergarten entry indicates that teachers estimate 32 percent of children have some problems entering kindergarten and another 16 percent have more difficulty entering kindergarten (combined total of 48 percent need attention).

High quality early education programs produce more successful students, ease the transition between home and school, and increase the social and academic abilities of children. The most critical period to prepare children for school success is between the ages of 0 and 5, or prior to their entry into kindergarten. Parents and schools working together help to reduce the "readiness gap" that troubles many children who enter kindergarten.

Brief Summary

During the 2011 Legislative Session, a total of \$625,000 was appropriated for the 2011-2013 biennium to initiate the Gearing Up for Kindergarten program in North Dakota. Gearing Up for Kindergarten is a parent involvement and school readiness program intended for use in schools or early education programs such as Head Start, but it is not a child care or pre k program. Gearing Up for Kindergarten has five years of North Dakota research supporting its development. The research documents multiple positive impacts of this program for parents, students and schools/teachers. Reports can be found at www.gearingupnd.org.

A partnership between the North Dakota Department of Public Instruction (DPI) and the NDSU Extension Service made the program implementation possible. Of the amount appropriated, \$500,000 was budgeted to cover school reimbursements, with the intent of reimbursing teacher salaries. An additional \$125,000 was budgeted for curriculum development, program training and administrative costs.

In the first year, \$150,000 was budgeted for reimbursable grants and about 750 students/families were served. The entire curriculum was evaluated and enhanced to be consistent with commercial-grade products. Data gathered more accurately documented teacher salaries to operate the program and led to a reassessment for the second year. The remaining \$350,000 was used for school implementation the second year. We anticipated that the early-adopting schools would share positive experiences so more demand would take place in year two. We also anticipated that some time was needed to establish procedures and to develop training options for schools.

Program Participation

When the fiscal year ends on June 30, 2013, a total of **54 schools districts** will have offered **147 classroom sessions** of Gearing Up for Kindergarten across the state, serving an estimated **1,764 students/families**. The total of \$500,000 was reimbursed to schools (2011-2013). The following map indicates the site locations and the type of program offered, current as of January 15, 2013.

Gearing Up for Kindergarten Sites 2011-2013

As of 1/15/13



- Single Gearing Up for Kindergarten Classroom
- Multiple Gearing Up for Kindergarten Classrooms/Sites

- ◀ Locations that offer 16 session format are underlined
- ◆ All other locations are 10 session format

The program coordinator in Grand Forks worked with the Parent Resource Center in each region to promote and support implementation and training at each site. A new model for assisting large school districts in coordinating the program across all elementary buildings is emerging from work in Fargo and West Fargo, with support of the South East Education Cooperative (SEEC). Implementing a program in a small school district is not the same as in a large district with multiple buildings. This pilot effort will serve as a model for larger districts in the future.

Partnership Summary

The partnership between DPI and the NDSU Extension Service has been a very positive experience. Schools reported significant increases in salary and benefits for teachers from the time the original proposal was developed (2009-2010 school year). This was an obstacle for schools to adopt the program. Reimbursement will be reviewed annually for adjustments. Additional opportunities for funding the remaining program expenses were compiled by DPI and posted to the website - www.dpi.state.nd.us/title1/earlychild/gearingup.pdf.

- Reimbursement for 2011-12 was set at \$2,270 for 10 session and \$3,640 for the 16 sessions.
- Reimbursement for 2012-2013 was set at \$3,300 for 10 sessions and \$5,280 for 16 sessions.
- All adjustments to the program were made with input from the initial advisory group formed during program implementation (July 2011; Tim Flakoll and Kathy Hawken, legislators, and Dr. Rick Buresh, Fargo school superintendent, member of the Commission on Education).
- The original intent of the legislation was to provide the funding to cover the cost of the two teachers (kindergarten classroom and parent education teachers). After the first year of operation, the program clearly needed to increase the amount of funds used for this purpose and changes were approved. All agreed that this was appropriate and within the intent of the legislation.

Administrative Funds

The program is administered with \$125,000 (\$62,500 per year) to hire a half time coordinator and a part time support staff person to manage the program. Dr. Judith Konerza is located in Grand Forks with the Grand Forks Public Schools and leads this effort. Funds were used to contract with professional parent educators and kindergarten classroom teachers to review all curricula materials and make revisions based on evaluation feedback. Funds were also used to hire Dr. Joel Hektner at NDSU to work with NDSU Extension Specialist Dr. Sean Brotherson, to review the overall program and make recommendations for continued program evaluation and improvements. Finally, funds were used to develop training, market and promote the program, including a public service announcement developed with support from First Lady Betsy Dalrymple, who has been very supportive of early education in North Dakota.

This program is successful because it is based on North Dakota research, which allows the program to be tailored to the state. It takes advantage of the best research results in early education here and across the nation, including these key reports:

- National Education Goals Panel Five Dimensions of Development for school readiness, 1995
- Domains of learning from the National Governor's Association report on early childhood education and learning, 2005
- North Dakota Early Learning Guidelines *Ages 3 through 5*, Department of Human Services, 2008
- Sprenger's Brain based research, 2008
- NAEYC concepts of growth, development and learning, 2009

The Gearing Up for Kindergarten program yields strong parent involvement results and schools/teachers note the differences between those who attend and those who do not attend. The program also allows teachers to become familiar with future students and address basic needs of incoming students.

Cost effective

Based on DPI figures for dollars spent on special services in the largest school districts in North Dakota, the cost for kindergarten students receiving basic remedial services is about \$1,000 each on an annual basis. The cost of the Gearing Up program is less than half the cost for remedial services in the first year for the student only. In addition, with the Gearing Up for Kindergarten program, both the student and family receive education and referrals to help ease the transition to kindergarten.

Research indicates that the brain is 80 percent to 90 percent developed by the time a child is age 5. The experiences during this crucial time period lay the foundation for a child's entire life, the relationships they will have with others, how they trust and relate to the world, and how they learn. These experiences, good or bad, greatly affect a child's future. Ongoing stress experienced at a young age greatly increases the chances of a child developing mental health and physical health disorders.

Early identification and intervention can prevent many issues into the future. Gearing Up for Kindergarten is a cost-effective way to provide assessment of basic needs at an early age when intervention is most effective and cost efficient.

HB 1013
House Approp. Educ. & En
Jan 18, 2013
Attachment 17

Northern Plains Writing Project (NPWP) Programs and Activities

Teachers Served: Counting participants for the last four years of NPWP Summer and Advanced Institutes, NPWP has served

- 30 high school teachers
- 14 elementary teachers
- 10 middle school teachers
- 2 university professors
- 16 teachers at Native American schools
- 28 urban school teachers (Bismarck-Mandan + Minot)
- 29 rural teachers (in western North Dakota)

What NPWP Does:

- **Summer and Advanced Institutes for Professional Development:** Ron Fischer, Director (MSU), and Tara Jordan, Co-Director (Jim Hill Middle School, Minot). Institutes are held during the month of July and run 4 days a week, teachers meeting from 9 to 4. The Pre-Institutes are held to start teachers reading, writing, and preparing units and lessons that will be shared during the Institutes
 - Pre-Institutes: one day in May and one in June; 18 teachers each day
 - Summer and Advanced Institute in Minot during the month of July 2012: 10 teachers
 - Summer and Advanced Institute in Bismarck during July 2012: 8 teachers
- **Young Writers Institutes for students:** Bismarck: Candace Brannan, Co-coordinator (Mandan HS), and Ashley Sekora, Co-coordinator (Towner HS). Minot: Ashley Seykora, Co-coordinator (Towner HS), and Holly Eidsness, Co-coordinator (Memorial Middle School, Minot)
 - BSC Campus: *Cooking Up a Story*: 8 students
 - MSU Campus: *Graphic Novels for Beginners*: 6 students
- **High Needs (Standing Rock) for Professional Development:** Kelly Sassi, Director (NDSU), Melissa Cournia, Co-Coordinator (Standing Rock), Carla Gerriets Co-Coordinator (Sitting Bull College) Bismarck Horizon MS)
 - 4 Workshops each month during Fall 2012: 8 Standing Rock teachers

NPWP Budget

- **Federal Funding of \$20,000.**
 - Stipends of \$1,300 for 15 teachers. Tuition for 6 graduate credits is \$1,810; federal funding is used solely for stipends; teachers pay \$810 out-of-pocket toward tuition
- **MSU Funding of \$6,500**
 - Salaries: Office Manager (\$2,000), Director of Summer Institutes (\$500), Facilitator of Summer Institute (\$3,000)
 - Printing and Mailing: Promotional Brochures (\$1,000)
- **State Funding \$83,000 (budgeted at \$41,500 per year)**
 - Salaries of \$15,000. Director and Co-Director (\$1,500 each), Coordinators (4 @ \$500 each), Facilitators (3 @ \$3,000 each, (10 @ \$100 each)
 - Fringe Benefits of \$1,574.25. Added salary costs.
 - Supplies, Printing, Copying (\$6,349). Institutes (\$2,355), Programs (\$1,500), Web Page (\$494), NPWP Journal (\$2,000)
 - Stipends of \$1,376.75. State funds for 1 teacher.
 - Travel to National Council of Teachers of English and National Writing Project Conferences for \$16,700. Travel is \$2,000 per person; NCTE (4 teachers @ \$8,000), NWP (2 teachers @ \$4,000), NPWP Professional Retreats (2 teachers @ \$4,000), In-Service (\$50 for 10 each @ \$500), Substitute for teachers on leave for professional travel (\$200)
 - NWP Membership for \$500.

Request for \$35,000 increase in State Funding

- **Decreased Federal Funding.** Federal funds \$47,500 (2010), \$35,000 (2011), \$20,000 (2012)
- **Increased Teacher Participants.** 2009 Institutes (20 teachers), 2010 Institutes (32 teachers), 2011 Institutes (15 teachers—low enrollment due to flooding), 2012 Institutes (37 teachers)

What teachers say...



"NPWP has opened my eyes to new ways to teach writing and to do writing!"

"It is the best professional development class I have ever taken."

"It was inspiring, encouraging, uplifting, fun, and active."

"Take it. It will change the way you teach and the way you think about teaching."



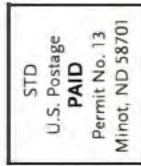
"I highly encourage you to give NPWP a try. It was one of the best classroom experiences of my life. I didn't want it to end!"

"There's no better way to become a better teacher of writing."



"NPWP is more than just a class. It is a community of professionals, learning, growing and writing together to make education better."

"Every day, no, every hour of the Summer Institute you will come away with a new idea for your class-room."



Minot State UNIVERSITY
Northern Plains Writing Project (450)
Multicultural Center
500 University Ave W
Minot, ND 58707



Minot State UNIVERSITY



Northern Plains Writing Project

2013 Summer Institutes

Pre-Institutes

May 18 and June 1, 2013

Summer Institute

July 8–August 2, 2013

Advanced Institute

July 15–August 2, 2013

Mini-Institute

May 29–30, 2013

Young Writer's Institute

June 2013

Be seen. Be heard.

What is NPWP?

The **Northern Plains Writing Project (NPWP)** is an exciting program that promotes the National Writing Project's model of teachers teaching teachers. Together teachers form a learning community where they are safe to explore new ideas, share concerns about their profession, and draw on the experience of their colleagues.

How does it work?

Teachers bring lessons, research-based articles and personal writings that they share with the class inviting discussion and honest critique. Collaboratively, participants sharpen each other and their skills in teaching reading and writing.

Who should attend?

Teachers from every discipline and grade level are invited to apply.

Why attend?

Teachers will discover how to educate the imagination of their students, how to usher their students into relevant and real-world writing experiences, how to explore the use of technology in the classroom, and how to connect to a community of writing professionals.



What does it cost?

Graduate Credit Option

Teachers attending the Summer Institute receive a \$1,300 stipend for 6 graduate credits, and Advanced Institute teachers receive a \$1,000 stipend. With acceptance into the program, these credits could apply to the English Concentration in the MSU Masters in Education program. Cost to Teacher: \$500 for Summer Institute.



Workshop Credit Option

Teachers can earn 6 credits of 500 level graduate workshop courses at no cost to the teacher.

Professional Development Option

Teachers can attend the Summer Institute for professional development without earning any credits at no cost to the teacher.



Program descriptions

Pre-Institute

Teachers have appreciated these pre-institute days as a time to get familiar with the program and what will be expected of them.

Summer Institute

Participants come together M–Th from 9 a.m.–4 p.m. during the institute to practice and share their writing, to discuss articles relevant to teaching reading and writing, to share lessons created in conjunction with the Common Core, and to share the frustrations and joys of their profession with colleagues who can relate.

Advanced Institute

Teachers who have been through the Summer Institute return for another summer of professional growth.



Mini-Institute

Teachers will have the chance to experience workshops and presentations in implementing the Common Core Standards for Language Arts K-12.

Young Writers Institute

There is a writer with-in each of us. This institute is designed to help children uncover their talents and begin developing them through fun

Application Deadline: May 6, 2013

Apply at our website: www.npwp.org

For information contact
NPWP Director Ron Fischer

Phone: 701-858-3174

Email: ron.fischer@minotstateu.edu

HB 1013 - Mar 18, 2013
Handout # 18

**TESTIMONY ON SB 2013
APPROPRIATIONS – EDUCATION AND ENVIRONMENT DIVISION
Wednesday March 16, 2011
North Central Council for School Television**

Represented by Beverly Pearson, Manager Education Services, Prairie Public
bpearson@prairiepublic.org 701-239-7575

Chairman Skarphol, Vice Chairman Monson, and members of the Committee:

My name is Beverly Pearson, Education Services Manager at Prairie Public representing the North Central Council for School Television (NCCST). For the last several years, North Dakota government has actively encouraged statewide agencies to work cooperatively for the betterment of education in North Dakota, not only saving dollars but also expanding resources and opportunities. Today, I come before you to encourage your support for one of the oldest partnerships in the education community. For nearly 50 years, the NCCST has extended its



limited financial resources through a partnership with Prairie Public, positively impacting our student achievement levels by taking advantage of years of critical research and millions of dollars spent on cutting edge educational resources. The partnership maximizes dollars by working with education and funding agencies both instate and out to also provide new opportunities in professional development for our preK-12 educators.

In part during the fiscal year 2011-2012, the NCCST:

- Provided the new standards-based, **PBS LearningMedia** digital video website at no cost to North Dakota schools and offered the comprehensive **Learn360** multi-media website at minimal cost.

- Continued to reinforce and develop content for the NDStudies.org website, repurposing Prairie Public local productions and other regional video, lesson plans, and interactives for preK-12 educators throughout North Dakota.
- Supplied PBS Kids interactive applications for mobile devices to preK-5 students, leveraging the power of media to advance early learning and school readiness and to students in 9-12 to foster STEM achievement at no cost to North Dakota schools.
- Offered **The Energy and Carbon Footprint/Changing Face of North Dakota Teacher Training Institutes** in partnership with the Energy and Environmental Resource Center's PCOR Project in Grand Forks and Dickinson and the annual **Teacher Training Institute Integrating Arts, History, and Culture Across the Curriculum** at Concordia College with credit available from the University of North Dakota, North Dakota State University, and Minot State University.
- Provided interactive, multimedia resource trainings to hundreds of teachers and pre-service college students at 31 onsite workshops and/or statewide conferences.
- Awarded Share A Story Family Literacy Event grants (\$2000 value), encouraging schools and their communities, both urban and rural, to take action for early childhood school readiness through literacy events emphasizing the arts, history, science, and unique culture of the Prairie Region.

It is for these and other preK-12 services that the NCCST Board is requesting funding of \$535,000, emphasizing the crucial need this year to upgrade the NDStudies.org website and to continue providing professional development using these essential online resources to integrate multi-media resources and cross curricular activities in classroom lessons and to support the Common Core.

HP 1013
Handout Jan 18, 2013

North Dakota Teacher Center Network



www.sendit.nodak.edu/tcn
sdt-tcn@listserv.nodak.edu
701.857.4467

Testimony of Jennifer Carlson North Dakota Teacher Center Network

Mr. Chairman and Members of the Committee:

My name is Jennifer Carlson, and I appreciate the opportunity to speak on behalf of the North Dakota Teacher Center Network. I am the director of the Lake Region Teacher Center.

Since their inception over 30 years ago, North Dakota Teacher Centers have been providing professional development, instructional resources and educational equipment to educators throughout North Dakota. Teachers can find anything from textbooks to a \$17,000 portable planetarium system.

There are nine Teacher Centers strategically placed throughout the state of North Dakota. These Centers serve as a clearinghouse for resources and professional development for all school districts in North Dakota. They collaborate with many agencies to provide information, professional development activities and resource materials for teachers. Examples of their collaborative efforts include:

- Partnering with Regional Education Associations (REAs) to grow professional development opportunities for educators.
- Partnering with Department of Public Instruction to offer HIV/STDS trainings and materials for use in the classroom.
- Partnering with ND Game and Fish to provide hands-on wildlife boxes for classroom use and teacher training.
- Partnering with ND Forestry Department for training and classroom materials.

In the brochure you will find:

- The Teacher Center Network mission statement.
- Who we serve and the types of activities we provide.
- Financial support.
- A listing of all nine Center locations and the director's name.

Our funding request for the 2013-2015 biennium is \$360,000. This would give each Center \$20,000 per year, which would allow the directors to continue services to teachers and students. We also ask for your consideration for a one-time appropriation of \$45,000 to provide each center an additional \$5,000. The centers would use the one-time appropriation to update vhs tapes to dvds, repair or replace their starlab planetariums and to purchase common core teacher resources.

I ask that you continue to support the Teacher Center Network. We can assure you it will be used to benefit education in North Dakota. As you can see from the graph on page one of the brochure, students are the ones who really benefit the most.

Through our resources and professional development services, we help teachers stay on top of their profession so they can provide the best education to tomorrow's leaders.

17 P 1011 Handout
Jan 18, 2013

NORTH DAKOTA TEACHER CENTER NETWORK

MISSION

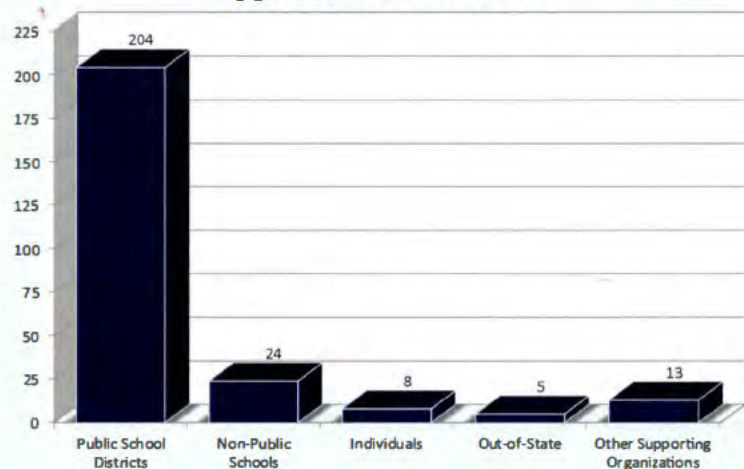
The mission of the North Dakota Teacher Center Network (NDTCN) is to assist practicing teachers, education students and other educational personnel in professional knowledge and skill development to improve the learning of students.

RESULTS

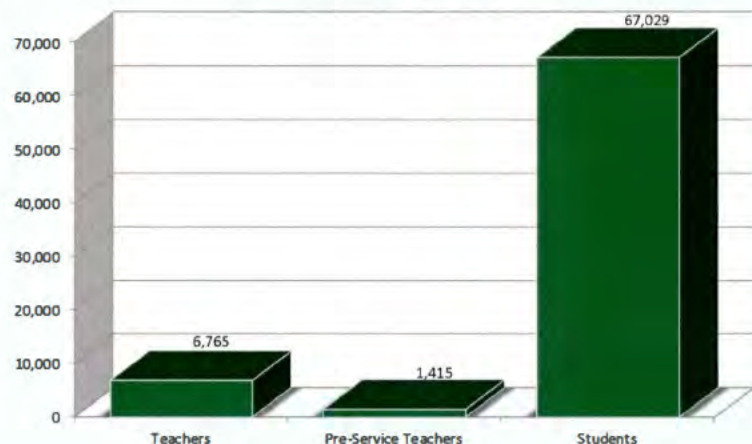
For more than 30 years, the NDTCN has been providing quality professional development and services to educators throughout North Dakota. During the 2011-2012 school year, the NDTCN:

- Served 6,765 teachers, 1,415 pre-service teachers and 67,029 students.
- Offered 158 educational courses to 5,114 participants.
- Partnered with 82 non-school educational agencies within North Dakota and Minnesota.
- Supported 254 dues-paying members, including public school districts, non-public schools and individuals.
- Made available thousands of educational resources for educators to use in classrooms and for professional learning requirements or needs.
- Distributed informational newsletters.

Types of Members



Clients Served



NETWORK IMPACT

Teacher Centers have helped practicing teachers, education students and other educational personnel increase their knowledge and skills to improve student learning for over 30 years.

- Teacher Centers provide professional development and access to instructional resources, hands-on materials and educational equipment.
- Teacher Centers collaborate with other organizations and serve as a facilitator between K-12 schools, REAs, state and federal agencies, and institutions of higher education.

Each of the nine Teacher Centers has evolved to best meet the needs of the teachers and students in its region. Some Centers are based at universities; others are located within REAs or school districts.

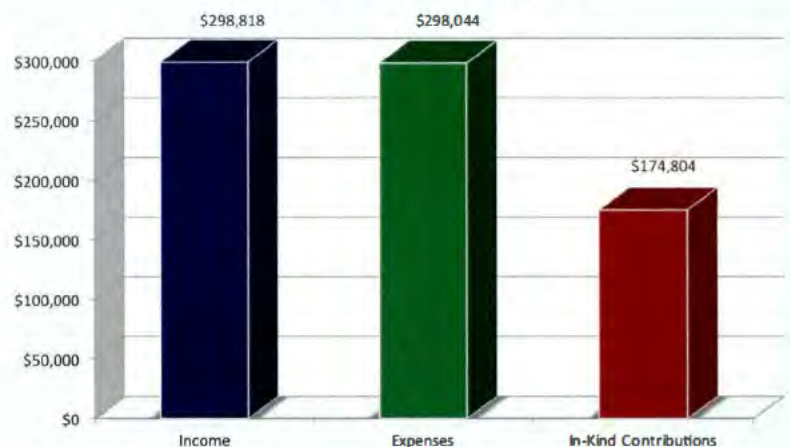
Teacher Centers offer much more than just workshops and classes for teachers and education students. Centers help teachers learn best practices and implement new knowledge and skills in their classrooms.

State funds are used by the Teacher Centers to leverage significant additional resources to serve teachers and students. Teacher Centers raise a quarter of their revenue through membership dues, program fees and grants, and they receive in-kind contributions almost equal to their state funding.

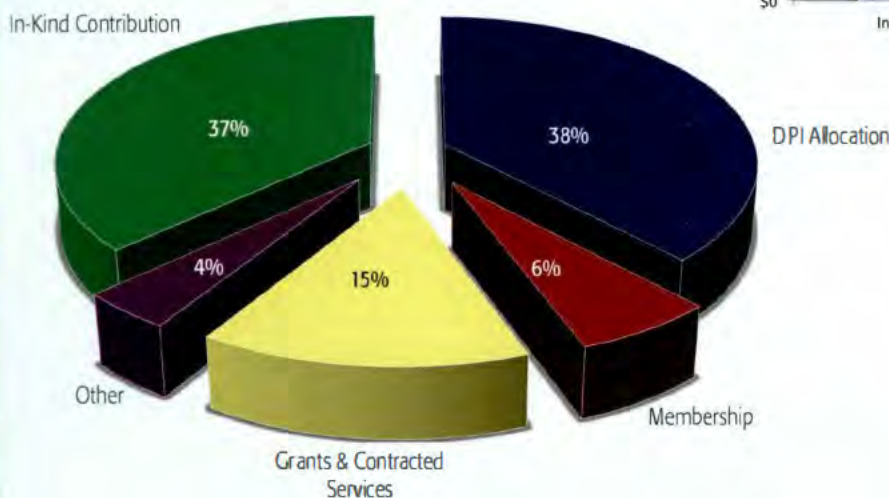
FINANCIAL SUPPORT

The Teacher Centers rely on two types of financial support: income and in-kind contributions. In 2011-2012, the nine Centers reported combined income and in-kind contributions of \$473,622. Both sources are critical to the continued operation of the Centers.

Total Income, Expenses & In-Kind Contributions



Networking Income



NETWORK ACTIVITIES



The **Mid-Dakota Teacher Center** in conjunction with the Mid-Dakota Education Cooperative REA has provided a National Geographic Giant Traveling Map to member schools for the last three years (i.e., North America, Asia and Africa). The oversized vinyl floor maps are the largest maps ever produced by National Geographic and require a school gym or large room for use. Each map is accompanied by teacher resources (i.e., set of activities and materials).

Member teachers from the **Lake Region Teacher Center** participate in regional collaborative grade and content-level meetings sponsored by the Teacher Center and NES at Lake Region State College.



The **Grand Forks Area Teacher Center** collaborates with the University of North Dakota to hold Super Science Saturdays. Elementary students participate in hands-on science experiments, while their teachers go home with curriculum packets featuring activities using Center resources.



The **Williston Area Teacher Center** and the Great Northwest Education Cooperative worked together to host the North Dakota Geographic Alliance Summer Institute. Teachers from all over the state spent five days learning about North Dakota agriculture, geography, history and energy.



The **Mayville Area Teacher Center** works with Mayville State University and STEM Education Departments to provide experiences for pre-service teachers by providing the opportunity to teach a nature unit along the Goose River, present lessons in math, science and music, and develop STEM units using resources housed in the Teacher Center.



The **West River Area Teacher Center** coordinates the annual World Voices: Ambassadors for Understanding, a partnership between Dickinson State University and the K-12 schools of southwest North Dakota. The project introduces and builds a deeper understanding of different cultures between K-12 students and university international students.



The **Valley City Area Teacher Center** hosts StarLab training. Teachers spend time learning about astronomy at the Valley City State University Planetarium and Medicine Wheel before bringing the StarLab back to their classrooms.



The **Bismarck Area Teacher Center** hosts many groups of education students each year. These pre-service teachers become familiar with the Center while learning to develop their own curriculum and lesson plans and continue using its resources once they have their own classrooms.



The **Wahpeton Area Teacher Center** ensures its teachers are able to attend conferences and professional development activities by supplementing registration fees and providing a substitute teacher when necessary.

NETWORK CONTACT INFORMATION

TEACHER CENTERS

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www2.edutech.nodak.edu/gnwea/index.html

NDTCN

Website: www.sendit.nodak.edu/tcn
Email: sdt-tcn@listserv.nodak.edu
Telephone: 701-355-4458



HB 1013
Handout Jan 18, 2013

Leadership & Educational Administration Development

121 East Rosser Avenue • Bismarck, ND 58501 • 701-258-3022 • Fax: 701-258-9826

Testimony on SB 2013

By

Dr. Jim Stenehjem, Director—ND LEAD

Chairman Skarphol and members of the Committee, for the record my name is Jim Stenehjem and I am the Director of the ND LEAD Center and I am here to testify in support of the increase in funding for the ND LEAD Center during the 2013-15 biennium.

The North Dakota Leadership & Educational Administration Development (ND LEAD) is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees.

The LEAD Center provides professional development programs and services to public and nonpublic school leaders and individuals preparing to become educational leaders. ND LEAD's energies are focused in three areas: **professional development programs, support services, and technical assistance** to schools including **a resource library**, and **collaborating with universities** in an early career and future leader development program to identify and develop beginning school leaders.

During the past twenty five years the ND LEAD Center has provided over 600 workshops to over 12,000 participants. A list of the types of workshops and services is attached with the alignment to the (ISLLC) Interstate School Leadership Licensure Consortium Standards that the North Dakota has endorsed for school administrators.

To highlight three levels of involvement at the present time ND LEAD has assisted at the state level with the development and training on the Statewide Longitudinal Data System (SLDS) and working with the Teacher and Principal Evaluation and Support System (TPESS). LEAD has worked at the REA level providing a variety of professional development sessions on topics such as the Principal Leadership Series, Principal Collaboration Networks, and Teacher Collaboration Networks. We are

developing a “Rural” version of the Developing the 21st Century Principal Skills Assessment Center in a collaborative effort with the Education Leadership Departments at North Dakota State University and the University of North Dakota. This is a simulation that graduate students in the Education Leadership program complete and are provided feedback by trained assessors on nine critical skills for effective leaders.

ND LEAD is requesting an increase of \$20,000 over the 2013-2015 biennium. \$5,000 of this will be added to the \$15,000 that is presently dedicated to help fund Spelling Bees and Close-up. The Spelling Bees and Close-up have not received an increase in funding since 2001, and the cost of providing these programs has increased. The additional \$15,000 will go to ND LEAD to address the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, and trainer fees and a greater challenge of receiving grants from national nonprofit foundations.

Chairman Skarphol and members of the House Appropriations Committee, this concludes my testimony. I have attached additional information about the ND LEAD Center to my testimony that you may read at your convenience. I encourage your committee to support the increase in funding to the ND LEAD Center. At this time I would be happy to answer any questions that you have in regard to my testimony.

“Developing Excellence in Educational Leadership”



ND LEAD Workshops and the Interstate School Leadership Licensure Consortium (ISLLC) Standards

Standard 1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the school community.

- *Leading Professional Learning Communities*
- *Leading Change*
- *Effective Communications*
- *Strategic Exploration (Iwheel)*
- *ID21 Assessment*
- *Instructional Leadership Academy*
- *Data, Standards, and Learning*
- *iPad II training*
- *Google Workshop*

Standard 2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a **school culture and instructional program conducive to student learning and staff professional growth.**

- *Leading Professional Learning Communities*
- *Instructional Leadership Academy*
- *iPad II Training*
- *Google Workshop*
- *STARS PrivateTable Workshop*
- *Data, Standards, and Learning Workshops*

Standard 3 A school administrator is an educational leader who promotes the success of all students by ensuring **management** of the **organization, operations, and resources** for a **safe, efficient, and effective learning environment.**

- *Legal Situations in Education I and II*
- *Time Management*
- *Crisis Management*
- *Google Workshop*
- *Love and Logic Workshop*

Standard 4 A school administrator is an educational leader who promotes the success of all students **by collaborating with families and community members**, responding to diverse community interests and needs, and mobilizing community resources.

- *School Culture Surveys*
- *Google Workshops*
- *Love and Logic Workshop*

Standard 5 A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

- *Legal Situations in Education I*
- *Imbedded in all workshops*
- *Communications II (Crucial Confrontations)*

Standard 6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the **larger political, social, economic, legal, and cultural context.**

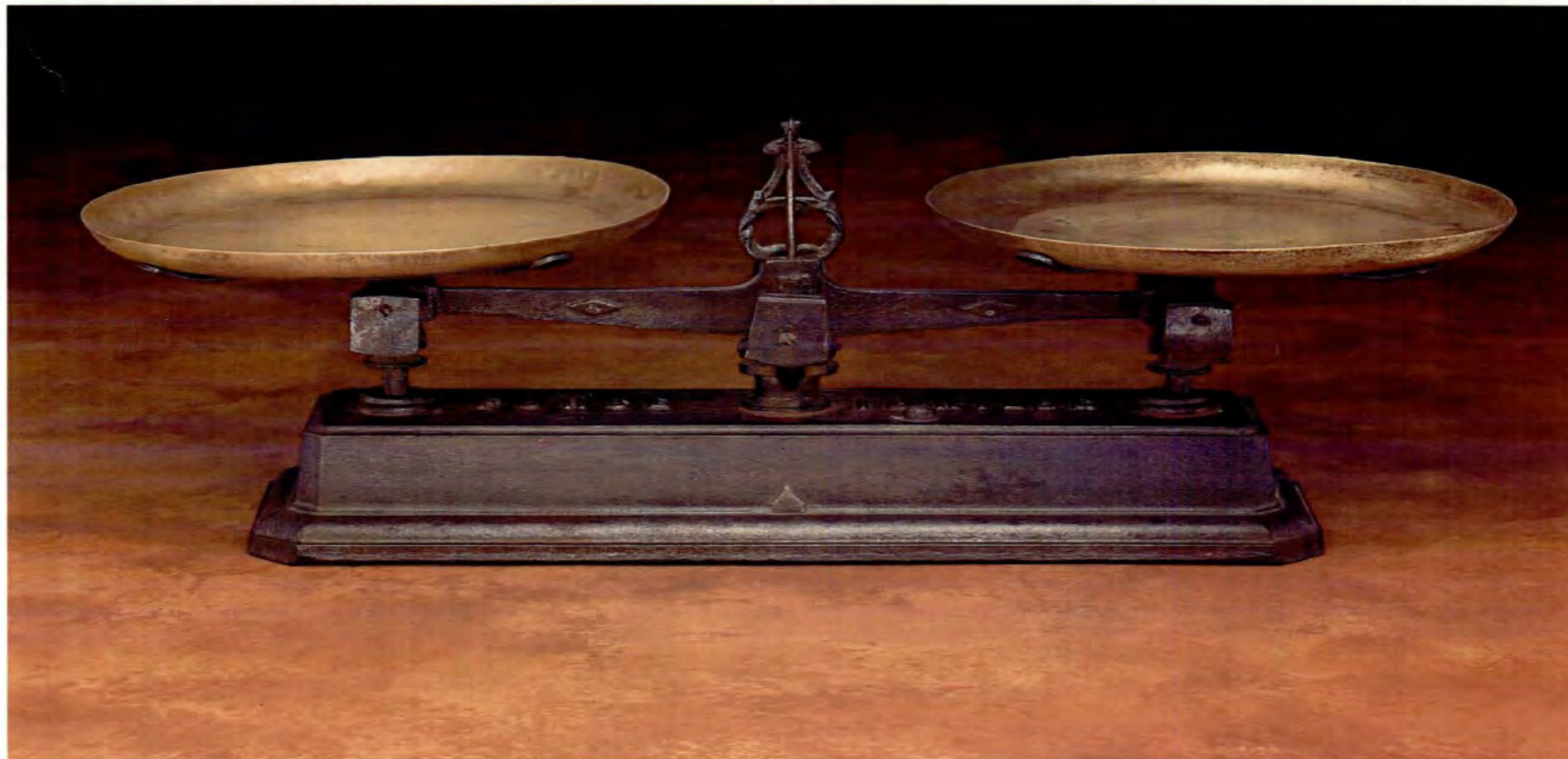
- *Legal Situations in Education I*
- *Legal Situations in Education II*
- *Communications II (Crucial Confrontations)*
- *Leading Change*

State of North Dakota

Evaluation of Classified Employee Compensation System Final Report

OCTOBER, 2010

HB 1013
Handout Jan 18, 2013



Component Analysis

Fringe Benefits

Market Comparison Summary

Benefit Area	Market Comparison	Key Findings
Total Benefits	At Market	Market position of health care, retirement and time-off weigh heavily in overall benefit program competitiveness.
Death	Below Market	The State's low flat dollar benefit of \$1,300 is well below both market comparator groups. Employee paid supplemental offering does provide employee with higher coverage, but does not enhance value significantly.
Disability	Below Market	Accrual of 12 days per year with no maximum is consistent with other Central US States; however LTD benefit through defined benefit plan is less competitive and less common than stand alone LTD plan.
Health Care	At Market	No employee contributions and low out of pocket maximums offset other plan design features to put the State's program at market.
Retirement	At Market	High benefit accrual in defined benefit plan offsets lack of employer match in the defined contribution plan.
Time-Off	At Market	The number of paid holidays and vacation schedule is at market for both Central US States and the general market.
Other	Below Market	Limited offering of flexible spending accounts and no employer paid benefits is below both Central US States and general market.

BENEFITS REPORT

Executive Summary

- Hay Group's review is based on benefits program information provided by the State in July of 2010 for its current FY benefit programs.
- Hay Group used two custom comparator groups consisting of 11 US States and 650 general market organizations contained in Hay Group's Benefits Database.

* *Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, Wyoming*

Benefits Methodology

- Hay Group utilizes a proprietary actuarial valuation methodology to evaluate benefit plans in terms of the cash equivalence of the benefits
- In establishing a program's overall market competitiveness the Hay Benefit Valuation model uses "standard cost assumptions" instead of a company's specific costs, which eliminates the impact of such cost variables as demographics, geography, funding method, or purchasing power, etc.
 - The State's health care premiums may be less in actual dollars than other States; however, this is not a factor in determining program value under the Hay Group methodology.
- The valuation model places a relative value on each specific feature of a benefit program. The value for each plan is then compiled to produce an overall program value appropriate for market comparison. In general, the more generous a particular feature is the higher the relative value
- Benefit values are determined on an "Employer-paid" basis. Employer-paid benefit values are discounted to reflect the relationship of any required employee contributions to the program's total value

Death Benefits

- The State provides a basic life insurance and AD&D plan that provides a flat dollar benefit of \$1,300. Only 8% of the general market provides a flat dollar benefit, while 60% of the States do so.
- Most of the general market provides a benefit based on a uniform earnings multiple, such as 1x or 2x pay, with 1x pay as the most prevalent benefit level in the general market (44%).
- Most States provide a flat dollar benefit in the range of \$14,000 to \$50,000.
- The State's low basic benefit is augmented by employee paid supplemental group life and AD&D plans that provide up to \$200,000 in additional coverage. This type of benefit is provided by 88% of the general market and 90% of Central US States. The high prevalence among public sector organizations is due to the typically lower basic life benefit that is provided.

Death Benefits

- The State also provides employee-paid dependent group life with a maximum \$100,000 spouse and \$5,000 child benefit.
 - General market organizations typically provide \$50,000 or more (58%) to spouses and \$10,000 (57%) to each child.
 - Central US States provide between \$10,000 and \$50,000 (60%) for spouses and \$10,000 (67%) to each child.
- The State's death benefit program is not competitive when compared to either market. The \$1,300 basic benefit is nearly equivalent to offering no benefit at all. The State's supplemental coverage levels are competitive, but because they are at the employee's expense, the overall value of the State's death benefit is only marginally increased.

Disability Benefits

- The State provides a salary continuation plan only which provides benefits at full pay based on accumulation of days (12 days per year) with no maximum accumulation. This type of plan is provided by all state governments; however, 50% of the states combine salary continuance with an insured short term disability program.
 - 51% of the general market provides a salary continuance plan only and another 44% provide both a salary continuance plan and STD plan.
 - 50% of Central US States provides salary continuance plan only and 50% provide both salary continuance and STD plans.
- General market organizations typically base the salary continuance on a uniform benefit (43%) and service schedule (27%), while 100% of Central US States base salary continuance on an accumulation of days, as the State does.
- 40% of Central US States accrue 12 days of sick leave annually just as the State does, while 50% accrue 13 to 15 days per year.
- The State places no limit on the number of sick days an employee can accumulate, which is in line with Central US States (90%), while only 27% of the general market has no maximum accumulation of days.

Disability Benefits

- The State provides immediate eligibility as does 67% of Central US States, while only 50% of the general market group does.
- The State does not provide a stand along long term disability benefit (LTD), but rather, provides for disability benefits through the retirement plan. The benefit provides 25% of final average salary to disabled employees, subject to disability requirements. The benefit structure is not common in general market organizations, but is still seen in public sector organizations due to the continued high prevalence of defined benefit plans.
 - Most general market (77%) and Central US States (54%) provide employer paid LTD
 - The benefit provided is typically 60% of pay (70% of general market and 80% of Central US States).
- The State's overall disability program is below market due primarily to the low long term disability benefit provided through the pension plan. Considered on its own, the short term disability benefit is also below market. The long term disability benefit structure is not in line with current market practice for either the general market or Central US States.

Health Care Benefits

- The State's most prevalent plan is a PPO plan. A PPO plan is the most common for both comparator groups (68% general market and 50% for Central US States).
- The State pays the full premium and requires no contributions for single or family coverage. This feature puts the State above both markets.
 - 7% of general market employers and 40% of Central US States provide employer paid coverage for single coverage. Only 3% of the general market and 0% of Central US States provide employer paid coverage for dependents.
 - The most prevalent cost sharing range for employee coverage is 15% to 29% for the general market (56%) and less than 15% for the Central US States (60%).
 - The most prevalent cost sharing range for dependent coverage is 15% to 29% for both markets (54% of the general market and 72% of Central US States).
- 65% of the general market and 50% of Central US States pay 90% or 100% for inpatient hospital, surgical, outpatient charges, while the State pays 80%.
- The State's individual deductible of \$400 is close to market when compared to both groups. 55% of the general market and 58% of Central US States have a deductible of \$400 or less. The State's \$1,200 family deductible is proportional to the individual deductible, but is less competitive, as 57% of the general market and 71% of Central US States have a family deductible of \$900 or less.

Health Care Benefits

- The State's individual and family out of pocket maximums of \$750 and \$1,500, respectively, are above market.
 - 94% of the general market and 86% of Central US States have an individual maximum of \$1,000 or greater
 - 93% of the general market and 83% of Central US States have a family maximum of \$2,000 or greater.
- The State maintains a 3 tier prescription drug program, as do most general market and Central US States. However, the State also requires a prescription coinsurance – 15% generic, 25% brand formulary, 50% non-formulary – as well as a separate \$1,000 out of pocket maximum, which is not common market practice.
- 33% of the general market and 78% of Central US States provide coverage to early and normal retirees, as the State does. The State shares the cost with retirees while only 17% of Central US States do. 61% of the general market shares the cost.

Health Care Benefits

- The State's dental coverage is competitive with two exceptions:
 - The State's annual benefit maximum of \$1,000 is low. 67% of the general market and 60% of Central US States have a maximum of \$1,500 or greater.
 - Dental coverage is 100% employee paid. Only 10% of the general market and 20% of Central US States are fully employee paid. Most share the cost – 71% of the general market and 60% of Central US States.
- The State provides a separate vision plan, as do most general market employers and Central US States.
- The State's health care program is at market due to the following:
 - No employee premium contributions (+)
 - Low annual out of pocket maximums (+)
 - 80% coinsurance (-)
 - Prescription coverage (-)
 - Employee paid dental (-)

Retirement Benefits

Defined Contribution Plan

- The State offers a 457 plan but does not make any employer contributions to the plan.

Defined Benefit Plan

- The State offers a final average pay pension plan to employees. The plan requires employees to contribute 4%.
- The plan benefit is 2% of pay per year of service.

Retirement Program Trend

- The trend towards defined benefit plan terminations continues, fueled more recently by the economic downturn. Many organizations across industries continue to restructure the overall design of their retirement programs and have begun to shift more attention to their defined contribution plans in an attempt to reduce costs. Efforts in this area often include reductions in the defined benefit formula (if applicable) in favor of higher employer contributions to the defined contribution plan

Retirement Benefits

- General market organizations typically provide a defined contribution plan with employer contribution only (60%), with only 30% providing both a defined contribution plan with employer contribution and a defined benefit plan.
- All Central US States provide a defined benefit plan and defined contribution plan. Half the group provides an employer contribution to the DC plan while the other half does not.
- The 3 year vesting schedule is better than both general market defined contribution plan vesting schedules and Central US States defined benefit plan schedules (5 years).
- As mentioned in the disability benefit section, the retirement plans provide employees with a disability benefit of 25% of salary, subject to disability requirements.
- The State's retirement program is currently at market; however, there is increasing prevalence in the public sector of employer contributions to defined contribution plans, which will decrease the value of the State's program in the future.

Holiday and Vacation Program & Other Benefits

Holiday and Vacation Program

- The State provides 10.5 paid holidays per year. 59% of the general market and 90% of Central US States provide 10 or more holidays.
- The State's vacation schedule is competitive against both the general market and Central US States for employees at various stages of service. The 24 day maximum is at market.
- Accordingly, we have determined that the State provides a market competitive paid time off program.

Other Benefits

- The State provides health care and dependent care spending accounts to its employees. No tuition reimbursement or commuting assistance is provided to employees. Due to the low level of employer paid benefits in this category, the State is below market in comparison to the general market and Central US States.

THE STATE OF NORTH DAKOTA
Department of Public Instruction
Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept 201
Bismarck, North Dakota 58505-0440

School Finance Facts

- Mill Levies and Taxable Valuation
- General Fund Revenue and Expenditures
- Student Enrollment and Average Daily Membership
- Teacher FTE and Average Salary



Foreword

The School Finance Facts contains statistical information about the public schools of the state of North Dakota. The financial and average daily membership reports (Sections D, E, F, G, H, J) are for the 2010-2011 school year. The taxable valuation, mill levy, fall enrollment and teacher reports (sections B, C, I) are for the 2011-2012 school year.

The data are presented in the following sequence:

Summary of Facts.....	A
Rank Order of School Districts by Total Mill Levy	B
School District Mill Levies by Fund by County	C
Fund Group 1 Revenue and Expenditures and Average Cost Per Pupil by Grade Level	D
Fund Group 1 Expenditures by Function (State)	E
Fund Group 1 Expenditures by Function (District)	F
Current Expenditures by Type of District.....	G
Rank Order of School Districts by Average Cost Per Pupil	H
Fall Enrollment, Teachers and Teacher Salaries.....	I
State Aid Formula and Other Statistics.....	J

Data sources are the annual school district financial reports, fall MIS collection, and the December taxable valuation and mill levy reports. Corrections made by school district personnel after February 1, 2012 were not incorporated in the data presented.

Inquiries concerning data contained in this publication should be directed to the Office of School Finance and Organization at (701) 328-2283.

To obtain copies of this publication or the data on diskette, contact the Office of Management Information Systems at (701) 328-2268. The address is Department of Public Instruction, 600 E. Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440. This information is also available on our web site.

Visit DPI's Web Site
<http://www.dpi.state.nd.us>

PUBLIC SCHOOL DISTRICTS

Summary of Facts

Type of School Districts (Fall of 2011)

High School Districts	148
Graded Elementary Districts	26
One-Room Rural Districts	5
Districts not operating schools	4
Total Number of School Districts	183

Type of Schools in Session (Fall of 2011)

Elementary Schools	175
Middle Level/Junior High Schools	24
Senior High Schools	33
Elem/Sec Combination	133
One Teacher Schools	7

Type of Units and Centers in Session (Fall of 2011)

Special Education Units	31
Career and Technology Centers	10
Regional Education Associations	8

Enrollment by Type of Schools (Fall of 2011)

Kindergarten	8,230
One-Room Rural Schools	34
Elementary Schools	57,873
Secondary Schools	29,641
Total K-12 Public Enrollment	95,778

Graduates

High School Districts	6,902
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Non-Public Schools (Fall of 2011)

Approved Non-Public Schools	47
K-12 Enrollment	6,029
Licensed Staff	702

Licensed Personnel (Fall of 2011)

	Staff(FTE)	Average Salary
All Teachers	7,899	45,169
Other Licensed	1,017	52,038
Administrators	535	80,268

Cost of Education and Average Cost Per Pupil in ADM

	Cost of Education	Cost Per Pupil
Presch Sp. Ed	11,190,992	10,872.54
Kindergarten	60,524,096	8,125.08
Elementary 1-6	430,777,845	10,056.77
Elementary 7-8	150,558,881	10,254.07
Elementary 1-8	581,336,726	10,107.14
Elementary K-8	641,860,822	9,879.87
Secondary 9-12	331,239,908	10,688.04
All Pupils	984,291,722	10,148.65

Cost of education figures include per pupil cost expenditures from the public school district, special education units and vocational education centers.

Average Daily Membership	96,987.42
State average for tuition purposes:	
Capital Outlay	1,065.67
Gen Fund Extracurricular Activities	307.97

Transportation

Number of Pupils Transported*	38,396
Cost of Transportation	48,074,295
Average Transportation Cost Per Pupil	1,252.07
Average Transportation Cost Per Mile	227
Total Annual Mileage*	21,144,812

*Estimated

Taxable Valuation

2009-10	2,123,975,131
2010-11	2,289,056,928
2011-12	2,425,242,205

Valuation of Buildings and Equipment (Fall of 2011)

2,885,614,419

FUND GROUP 1

Revenue	
<u>Local Sources 29.09%</u>	
Taxes	287,085,369
Tuition	23,937,030
Transportation	211,250
In Lieu of Taxes	1,309,369
Other Revenue	16,204,451
Total	328,747,470
<u>County Sources 1.70%</u>	
Oil and Gas	15,021,749
Coal Production	2,233,803
Coal Conversion	1,258,655
Other Revenue	696,803
Total	19,211,010
<u>State Sources 54.79%</u>	
Pupil Aid	417,685,250
Transportation	26,462,498
Vocational Education	5,540,189
Special Education	7,558,107
Other Revenue	8,114,339
Mill Levy Reduction Grant	153,968,245
Total	619,328,628
<u>Federal Sources 13.45%</u>	
Federal Sources	151,993,630
<u>Other Sources 0.97%</u>	
Other Sources	10,999,435

Expenditure	
<u>Regular Instructional Programs</u>	
Kindergarten	27,585,855
Elementary	234,726,333
7th and 8th Grade	83,592,573
Secondary (9-12)	164,831,104
Total	510,735,866
<u>Federal Programs</u>	
Title I	53,887,085
Innovative Education	1,188,602
Bilingual	811,223
Title II	11,206,689
Nutrition Ed. & Training Program	62,487
Indian Education	1,758,419
Other Federal	6,074,660
Drug Free	1,448,044
Total	76,437,209
<u>Undistributed</u>	
Improvement of Instruction	7,842,685
Instructional Media	19,059,475
Other Support Staff Service	6,514,008
School Board	15,616,321
Exec. Administration	22,009,257
Special Area Admin.	3,386,869
Support Service Business	14,670,178
Operation and Maintenance	110,308,101
Central Support	9,283,060
Other Support	3,354,411
Total	212,044,366

<u>Other Programs/Services</u>	
Student Transportation	43,341,124
Facility/Construction	28,982,468
Services Provided for Another LEA	3,765,102
Extracurricular Activities	22,092,655
Extracurricular Transportation	3,033,451
Adult Education	1,705,103
Community Services	5,865,167
Food Services	4,918,685
Other Enterprise Service	876,817
Total	114,580,572

<u>Tuition/Assessments</u>	
Preschool Special Ed. Tuition	42,551
Kindergarten Tuition	759,055
Elementary (1-6) Tuition	9,249,040
7th & 8th Grade Tuition	1,236,991
Secondary (9-12) Tuition	7,950,018
Special Education Tuition	23,074,029
Vocational Education Tuition	1,998,793
Special Education Transportation	17,957
Vocational Education Transportation	-
Total	44,328,433

<u>Other Uses</u>	
Debt Service	7,450,719
Transfers	21,329,017
Other	-31,998
Total	28,747,738

<u>Special Programs</u>	
Special Education	107,634,533
Vocational Education	37,263,656
Total	144,898,189

Recap - Fund Group 1

Beginning Balance	280,978,494
Revenue	1,130,280,172
Expenditure	1,131,772,373
Ending Balance	279,486,294

Cooperative Programs

<u>Special Education - Multidistrict Units</u>	
Beginning Balance	5,292,409
Revenue	51,416,323
Expenditure	49,941,768
Ending Balance	6,766,964

<u>Vocational Education - Area Centers</u>	
Beginning Balance	1,611,880
Revenue	7,879,512
Expenditure	7,941,523
Ending Balance	1,549,869

Indebtness

Bonds	289,969,973
Cert. Of Indebtness	18,608,052
Construction Fund	25,523,401
Total Indebtness	334,101,427

FUND GROUP 1 - SPECIAL EDUCATION EXPENDITURES

	District	Cooperative Multidistrict	Total
Preschool Special Education	7,410,350	1,866,795	9,277,145
Mental Retardation	18,151,481	3,456,875	21,608,356
Hearing Impaired	1,243,435	448,986	1,692,421
Deaf and Deaf-Blind	482,232	27,688	509,919
Visually Impaired	915,375	72,530	987,905
Speech Impaired	13,600,038	5,153,453	18,753,491
Physically Impaired	648,422	16,545	664,967
Autism	1,962,666	139,961	2,102,627
Traumatic Brain Injury	12,360	-	12,360
Other Health Impaired	1,255,218	45,944	1,301,163
Emotionally Disturbed	9,950,649	1,599,708	11,550,358
Learning Disabled	24,000,342	8,143,285	32,143,627
Multiple Handicapped	2,242,103	342,794	2,584,896
Gifted and Talented	2,495,312	-	2,495,312
<u>Undistributed</u> Social Work	2,093,933	1,259,987	3,353,920
Counseling Services	355,164	650	355,814
Adaptive Physical Education	104,969	71,499	176,468
Psychological Service/Testing	1,936,050	1,724,380	3,660,430
Audiology	104,800	176,188	280,988
Speech Pathology	200,649	696,750	897,399
Medical Service Diagnosis and Evaluation	214,926	48,053	262,979
Occupational Therapy	2,008,105	1,538,375	3,546,479
Physical Therapy	724,535	584,412	1,308,948
Other Student Support Service	3,546,841	1,500,608	5,047,449
Support Service Instructional Staff	4,005,237	2,658,202	6,663,438
Governance Board	56,408	471,135	527,543
Special Area Admin. Service	2,604,675	3,457,509	6,062,184
Support Service - Business	37,485	709,236	746,720
Operation & Maintenance of Plant	15,975	206,287	222,262
Support Service - Central	130,477	661,722	792,199
Other Support Services	193,185	1,200,173	1,393,358
Boarding Care Service	947,728	-	947,728
Services Provided for Another LEA	-	443,156	443,156
Facility Acquisition/Construction	-	16,200	16,200
Special Education Tuition	-	10,864,731	10,864,731
Student Transportation Service	3,983,409	337,951	4,321,360
Total Expenditures	107,634,533	49,941,768	157,576,301

FUND GROUP 1 - VOCATIONAL EDUCATION EXPENDITURES

	District	Cooperative Multidistrict	Total
Agriculture	5,521,438	732,079	6,253,516
Distributive Education	1,091,242	313,572	1,404,814
Health Occupations	1,051,224	496,112	1,547,336
Home Economics & Consumer Homemaking	8,421,524	111,868	8,533,391
Industrial Arts	5,968,176	177,025	6,145,201
Office Occupations	5,542,194	197,686	5,739,880
Trades and Industrial Occupation	3,914,607	1,236,251	5,150,858
Vocational Guidance	1,473,699	1,069,856	2,543,555
Diversified Coop Programs	420,408	-	420,408
JTPA (Classroom)	15,176	-	15,176
Special Projects	182,581	431,536	614,116
Vocational Special Needs	1,409,850	56,870	1,466,720
<u>Undistributed</u> Improvement of Instruction	475,160	44,402	519,563
Governance Board	-	747,358	747,358
Special Area Administration	823,484	971,964	1,795,448
Support Service - Business	-	160,454	160,454
Operations/Maintenance	255,728	628,310	884,037
Other Support Service	87,020	62,304	149,325
Student Transportation Service	381,831	29,980	411,811
Adult Education	228,314	369,732	598,046
Payments to Member District	-	104,166	104,166
Construction Services	-	-	-
Total Expenditures	37,263,656	7,941,523	45,205,180

FUND GROUPS 2-7

Fund Group 2 - Special Reserve	
Beginning Balance	11,341,003
Revenue	
Special Reserve Levy	934,966
Other Tax Revenue	-
Lieu of Taxes	32
Interest on Investments	120,722
Interfund Transfers	(11,225)
Loan Repayments	33,847
Total	<u>1,078,342</u>
Expenditure	
Transfer to Other Funds	<u>611,865</u>
Ending Balance	<u><u>11,807,480</u></u>

Fund Group 3 - Capital Projects	
Beginning Balance	62,030,788
Revenue	
Building Fund	23,573,619
P.L. 81-815 Construction Aid	513,820
Special Assessments	2,754,832
Other Tax Revenue	1,623,128
Other Local Revenue	807,010
In Lieu of Taxes	89
Interest on Investments	1,062,578
Sale of Bonds	60,514,086
Interfund Transfers	17,642,861
School Construction Loans	-
Grants	5,097,850
Other	554,574
Total	<u>114,144,447</u>
Expenditure	
Fac. Acquisition/Construction	51,055,655
School Construction Repayments	3,011,474
Transfer to Other Funds	10,737,321
Total	<u>64,804,450</u>
Ending Balance	<u><u>111,370,785</u></u>

Fund Group 4 - Debt Service	
Beginning Balance	30,318,048
Revenue	
Sinking and Interest	16,038,538
Asbestos Bonding	629,909
Bond Judgment	898,346
57-15-17-1 School Board Levies	186,218
Other Tax Revenue	4,815,997
Other Local Revenue	690,468
Interest on Investments	107,800
Interfund Transfers	7,860,468
Sale of Bonds	3,233,203
Total	<u>34,460,946</u>
Expenditure	
Debt Service	50,800,878
Transfer to Other Funds	212,795
Bond Refunding Transactions	6,326
Total	<u>51,019,999</u>
Ending Balance	<u><u>13,758,996</u></u>

Fund Group 5 - Food Service	
Beginning Balance	8,681,270
Revenue	
Interest on Investments	40,983
Receipts - Local	24,003,584
Receipts - State	1,553,834
Receipts - Federal	16,772,716
Other Local Revenue	1,472,964
Interfund Transfers	1,387,230
Total	<u>45,231,311</u>
Expenditure	
Food Service	44,159,988
Transfer to Other Funds	695,571
Total	<u>44,855,559</u>
Ending Balance	<u><u>9,057,022</u></u>

Fund Group 6 - Student Activities	
Beginning Balance	10,795,853
Revenue	
Interest on Investments	45,956
Student Activity	23,222,653
Other Local Revenue	4,846,942
Interfund Transfers	5,441,507
Total	<u>33,557,058</u>
Expenditure	
Student Transportation Service	942,189
Student Activities	31,438,925
Transfer to Other Funds	284,168
Total	<u>32,665,282</u>
Ending Balance	<u><u>11,687,629</u></u>

Fund Group 7 - Trust and Agency	
Beginning Balance	4,391,492
Revenue	
Interest on Investments	45,463
Other Local Revenue	7,800,438
State Sources	1,586,461
Federal Sources	6,942,482
Interfund Transfers	-
Total	<u>16,374,843</u>
Expenditure	
Consortium Instructional	2,138,707
Consortium Support Service	3,192,349
Trust and Agency	10,733,323
Transfer to Other Funds	99,283
Total	<u>16,163,662</u>
Ending Balance	<u><u>4,602,674</u></u>

**RANK ORDER OF HIGH SCHOOL DISTRICTS
BY TOTAL MILL LEVY FOR 2011-2012**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
1	03	030	Ft Totten 30	228.78
2	09	001	Fargo 1	221.59
3	09	006	West Fargo 6	192.20
4	09	002	Kindred 2	187.91
5	39	008	Hankinson 8	166.95
6	50	003	Grafton 3	163.48
7	47	001	Jamestown 1	161.40
8	35	001	Wolford 1	160.00
9	40	004	Mt Pleasant 4	159.90
10	50	078	Park River 78	159.59
11	39	044	Richland 44	157.64
12	39	028	Lidgerwood 28	155.69
13	20	018	Griggs County Central 18	153.92
14	53	002	Nesson 2	152.92
15	30	001	Mandan 1	152.45
16	18	129	Northwood 129	151.98
17	51	007	United 7	151.29
18	34	019	Drayton 19	149.45
19	25	001	Velva 1	148.49
20	35	005	Rugby 5	146.30
21	40	029	Rolette 29	146.00
22	11	040	Ellendale 40	145.05
23	37	024	Enderlin Area 24	144.52
24	02	002	Valley City 2	143.45
25	09	097	Northern Cass 97	143.41
26	51	016	Sawyer 16	141.66
27	41	003	North Sargent 3	141.28
28	49	009	Hillsboro 9	141.00
29	08	001	Bismarck 1	140.99
30	09	017	Central Cass 17	140.61
31	34	043	St Thomas 43	139.69
32	18	001	Grand Forks 1	139.32
33	23	003	Edgeley 3	139.25
34	41	006	Sargent Central 6	138.73
35	39	037	Wahpeton 37	137.93
36	37	019	Lisbon 19	137.50
37	18	044	Larimore 44	137.47
38	36	001	Devils Lake 1	135.88
39	51	001	Minot 1	135.19
40	45	013	Belfield 13	135.00
41	47	003	Medina 3	135.00
42	29	027	Beulah 27	134.66
43	41	002	Millnor 2	134.64
44	52	038	Harvey 38	133.02
45	31	002	Stanley 2	132.46

**RANK ORDER OF HIGH SCHOOL DISTRICTS
BY TOTAL MILL LEVY FOR 2011-2012**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
46	51	041	Surrey 41	132.17
47	39	018	Fairmount 18	132.00
48	18	128	Midway 128	131.52
49	15	006	Hazleton-Moffit-Braddock 6	131.01
50	25	060	TGU 60	130.32
51	11	041	Oakes 41	130.00
52	19	049	Elgin-New Leipzig 49	130.00
53	34	100	North Border 100	130.00
54	34	118	Valley-Edinburg 118	130.00
55	49	007	Hatton 7	128.00
56	30	049	New Salem-Almont 49	127.89
57	49	003	Central Valley 3	127.74
58	53	006	Eight Mile 6	126.69
59	01	013	Hettinger 13	126.22
60	49	014	May-Port CG 14	126.00
61	05	017	Westhope 17	125.86
62	47	014	Montpelier 14	125.00
63	53	001	Williston 1	124.25
64	28	008	Underwood 8	123.92
65	23	008	LaMoure 8	123.55
66	53	099	Grenora 99	123.39
67	45	034	Richardton-Taylor 34	122.37
68	45	001	Dickinson 1	121.88
69	32	066	Lakota 66	120.44
70	27	002	Alexander 2	120.18
71	21	001	Mott-Regent 1	120.00
72	21	009	New England 9	120.00
73	30	039	Flasher 39	120.00
74	33	001	Center-Stanton 1	120.00
75	16	049	Carrington 49	119.83
76	38	026	Glenburn 26	119.76
77	42	016	Goodrich 16	119.69
78	47	019	Kensal 19	119.53
79	42	019	McClusky 19	119.51
80	50	020	Minto 20	119.07
81	43	008	Selfridge 8	118.95
82	38	001	Mohall-Lansford-Sherwood 1	118.62
83	20	007	Midkota 7	118.29
84	46	019	Finley-Sharon 19	118.17
85	34	006	Cavalier 6	118.00
86	29	003	Hazen 3	117.60
87	50	005	Fordville-Lankin 5	117.22
88	14	002	New Rockford-Sheyenne 2	116.25
89	47	010	Pingree-Buchanan 10	116.00
90	03	009	Maddock 9	115.63

**RANK ORDER OF HIGH SCHOOL DISTRICTS
BY TOTAL MILL LEVY FOR 2011-2012**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
91	40	001	Dunseith 1	115.56
92	24	002	Napoleon 2	115.43
93	02	007	Barnes County North 7	115.21
94	28	051	Garrison 51	115.02
95	13	019	Halliday 19	115.01
96	28	072	Turtle Lake-Mercer 72	114.49
97	36	002	Edmore 2	114.35
98	51	161	Lewis and Clark 161	114.09
99	51	028	Kenmare 28	113.01
100	26	009	Ashley 9	112.54
101	26	019	Wishek 19	112.24
102	40	003	St John 3	111.50
103	52	025	Fessenden-Bowdon 25	111.19
104	23	007	Kulm 7	110.82
105	07	014	Bowbells 14	110.64
106	46	010	Hope 10	110.49
107	15	015	Strasburg 15	110.30
108	28	001	Wilton 1	109.69
109	13	016	Killdeer 16	109.41
110	43	003	Solen 3	109.34
111	07	036	Burke Central 36	109.04
112	10	019	Munich 19	108.78
113	18	061	Thompson 61	108.45
114	39	042	Wyndmere 42	108.18
115	03	006	Leeds 6	107.71
116	08	028	Wing 28	107.37
117	22	001	Kidder County 1	107.00
118	07	027	Powers Lake 27	106.39
119	25	057	Drake 57	106.37
120	02	046	Litchville-Marion 46	104.35
121	36	044	Starkweather 44	103.00
122	17	003	Beach 3	102.91
123	03	005	Minnewaukan 5	102.30
124	31	001	New Town 1	102.26
125	32	001	Dakota Prairie 1	102.07
126	30	013	Hebron 13	101.11
127	09	004	Maple Valley 4	100.00
128	31	003	Parshall 3	100.00
129	28	050	Max 50	99.50
130	28	085	White Shield 85	99.42
131	45	009	South Heart 9	99.10
132	15	036	Linton 36	98.98
133	06	033	Scranton 33	98.39
134	26	004	Zeeland 4	97.50
135	06	001	Bowman Co 1	97.29

**RANK ORDER OF HIGH SCHOOL DISTRICTS
BY TOTAL MILL LEVY FOR 2011-2012**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
136	24	056	Gackle-Streeter 56	96.08
137	05	054	Newburg United 54	93.32
138	53	015	Tioga 15	90.50
139	48	010	North Star 10	88.94
140	05	001	Bottineau 1	87.36
141	27	001	McKenzie Co 1	87.16
142	30	048	Glen Ullin 48	83.98
143	03	029	Warwick 29	78.39
144	12	001	Divide County 1	74.78
145	10	023	Langdon Area 23	70.98
146	28	004	Washburn 4	69.86
147	27	036	Mandaree 36	3.64
148	40	007	Belcourt 7	-

**RANK ORDER OF GRADED ELEMENTARY DISTRICTS
BY TOTAL MILL LEVY FOR 2011-2012**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
1	18	127	Emerado 127	220.11
2	08	039	Apple Creek 39	201.43
3	15	010	Bakker 10	146.99
4	30	004	Little Heart 4	143.20
5	09	007	Mapleton 7	142.78
6	03	016	Oberon 16	133.42
7	27	014	Yellowstone 14	133.28
8	08	033	Menoken 33	132.86
9	18	125	Manvel 125	130.29
10	51	070	South Prairie 70	126.71
11	19	018	Roosevelt 18	122.81
12	50	128	Adams 128	118.97
13	09	080	Page 80	115.00
14	25	014	Anamoose 14	114.87
15	52	035	Pleasant Valley 35	109.72
16	43	004	Ft Yates 4	109.65
17	17	006	Lone Tree 6	107.50
18	53	008	New 8	102.07
19	08	035	Sterling 35	101.82
20	51	004	Nedrose 4	101.76
21	22	014	Robinson 14	95.00
22	37	006	Ft Ransom 6	77.33
23	44	012	Marmarth 12	52.03
24	04	001	Billings Co 1	27.89
25	44	032	Central Elem 32	26.80
26	13	037	Twin Buttes 37	-

**RANK ORDER OF RURAL DISTRICTS
BY TOTAL MILL LEVY FOR 2011-2012**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
1	08	045	Manning 45	205.41
2	30	017	Sweet Briar 17	101.06
3	08	025	Naughton 25	67.98
4	27	032	Horse Creek 32	44.73
5	27	018	Earl 18	30.53

**RANK ORDER OF NONOPERATING DISTRICTS
BY TOTAL MILL LEVY FOR 2011-2012**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	TOTAL LEVY
1	08	029	Baldwin 29	161.16
2	48	028	North Central 28	52.77
3	18	140	Grand Forks AFB 140	-
4	51	160	Minot AFB 160	-

MILL LEVY SUMMARY FOR 2011-2012

The following is a summary of the taxable valuation and the number of mills levied by school district and by county. Taxable valuation per enrolled student is calculated by dividing the total taxable valuation by K-12 fall enrollment. The statewide average taxable valuation per enrolled student for the current school year is \$25,321.

To determine the amount of revenue that a mill levy will raise, multiply the taxable valuation of the school district by the number of mills levied. (Example: taxable valuation \$1,500,000 x 40 mills / 1000 = \$60,000.)

The type of General Fund levy is denoted by use of the following codes: R = regular mill levy authorized by statute and set by the school board; S = specified maximum mill levy; U = unlimited mill levy; E = excess mill levy in accordance with NDCC 57-16. Of the school districts reporting a mill levy type, 167 districts have a regular mill levy, 9 districts have a

specified mill levy, and 3 districts have an unlimited levy. Four districts did not make a levy for the 2011-2012 school year. Twenty-one districts levied less than 70 mills for general fund purposes. Six districts made no levy for general fund purposes. The total average levy for 2011-2012 is 142.49 mills.

According to the data reported, no bond elections were held to establish a specified maximum general fund mill levy.

The county and state totals were determined by totaling the taxable valuations for the school districts and calculating the number of mills required to raise the same amount of revenue if there were only a single county or state levy for each of the funds.

The Other Bonding column includes Asbestos Bonding, Judgement Bonding, Remodeling Bonding, HVAC Bonding and Alternative Education Program Bonding.

***** District ***** No. Name	School District ← Taxable Valuation	Taxable Valuation Per ← Enrolled Student	← General Fund Levy	← Technology Levy	High School Tuition ← Levy	High School Transportation ← Levy	← Judgement Levy	← Asbestos Levy	← Remodeling Levy	Alternative Education ← Program Levy	← Special Reserve Fund Levy	← Special Assessments Levy	← Building Fund Levy	Sinking and Interest ← Levy	← Other Bonding	← Total Mills Levied
	Taxable Value	Value Per Enr Student	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
STATE TOTALS	2,425,242,205	25,321	115.43	1.37	2.72	0.07	0.00	0.35	0.22	0.36	0.44	1.08	10.30	9.02	1.12	142.49

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 01 - ADAMS

***** District *****		Taxable	Value Per		HS	HS	Mills Levied										Total
No.	Name	Value	Enr	General	Tech	Tuit	Tran	Judge	Asbes	Remo	Alt Ed	Sp	Sp	Build	Sink	Other	Total
									tos	d	Prog	Reserve	Assmt	/Int	Bonding		
013	Hettinger 13	7,479,225	30,158	104.66-R	4.75					7.30				9.51			126.22
COUNTY TOTALS		7,479,225	30,158	104.66	4.75					7.30				9.51			126.22

CO. 02 - BARNES

***** District *****		Taxable	Value Per		HS	HS	Mills Levied										Total
No.	Name	Value	Enr	General	Tech	Tuit	Tran	Judge	Asbes	Remo	Alt Ed	Sp	Sp	Build	Sink	Other	Total
									tos	d	Prog	Reserve	Assmt	/Int	Bonding		
002	Valley City 2	27,655,858	25,028	110.00-R	5.00	1.27					4.41	3.25	.72	10.12	8.68		143.45
007	Barnes County North 7	18,814,736	67,923	100.21-R	5.00									10.00			115.21
046	Litchville-Marion 46	9,199,836	74,192	104.35-R													104.35
COUNTY TOTALS		55,670,430	36,966	105.76	4.17	0.63					2.19	1.61	0.36	8.41	4.31		127.44

CO. 03 - BENSON

***** District *****		Taxable	Value Per		HS	HS	Mills Levied										Total
No.	Name	Value	Enr	General	Tech	Tuit	Tran	Judge	Asbes	Remo	Alt Ed	Sp	Sp	Build	Sink	Other	Total
									tos	d	Prog	Reserve	Assmt	/Int	Bonding		
005	Minnewaukan 5	2,111,549	8,059	89.98-R	4.03									8.29			102.30
006	Leeds 6	6,264,446	41,763	92.07-R	4.31							2.55		8.78			107.71
009	Maddock 9	5,538,035	35,729	105.63-R										10.00			115.63
016	Oberon 16	1,366,715	25,787	91.71-R		41.71											133.42
029	Warwick 29	1,588,061	5,926	78.39-R													78.39
030	Ft Totten 30	135,115	1,008	94.70-R		134.08											228.78
COUNTY TOTALS		17,003,921	16,638	94.94	2.09	4.42						0.94		7.52			109.91

CO. 04 - BILLINGS

***** District *****		Taxable	Value Per		HS	HS	Mills Levied										Total
No.	Name	Value	Enr	General	Tech	Tuit	Tran	Judge	Asbes	Remo	Alt Ed	Sp	Sp	Build	Sink	Other	Total
									tos	d	Prog	Reserve	Assmt	/Int	Bonding		
001	Billings Co 1	7,171,364	130,388	0.00-R		27.89											27.89
COUNTY TOTALS		7,171,364	130,388			27.89											27.89

CO. 05 - BOTTINEAU

***** District *****		Taxable	Value Per		HS	HS	Mills Levied										Total
No.	Name	Value	Enr	General	Tech	Tuit	Tran	Judge	Asbes	Remo	Alt Ed	Sp	Sp	Build	Sink	Other	Total
									tos	d	Prog	Reserve	Assmt	/Int	Bonding		
001	Bottineau 1	22,229,921	38,130	76.25-R	2.29									8.82			87.36
017	Westhope 17	4,892,594	39,456	109.98-R	4.77								1.11	10.00			125.86
054	Newburg-United 54	5,840,791	108,163	90.84-R		.84							1.64				93.32
COUNTY TOTALS		32,963,306	43,316	83.84	2.25	0.15							0.46	7.43			94.13

CO. 06 - BOWMAN

***** District *****		Taxable	Value Per		HS	HS	Mills Levied										Total
No.	Name	Value	Enr	General	Tech	Tuit	Tran	Judge	Asbes	Remo	Alt Ed	Sp	Sp	Build	Sink	Other	Total
									tos	d	Prog	Reserve	Assmt	/Int	Bonding		
001	Bowman Co 1	17,465,115	40,429	87.33-R										9.96			97.29
033	Scranton 33	5,274,151	45,467	92.71-R										5.68			98.39
COUNTY TOTALS		22,739,266	41,495	88.58										8.97			97.55

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 07 - BURKE

***** District *****		Taxable	Value Per		Mills Levied											Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
014	Bowbells 14	4,109,370	72,094	96.60-R										3.65	10.39		110.64
027	Powers Lake 27	2,733,895	22,974	98.32-R										8.07			106.39
036	Burke Central 36	4,974,442	53,489	97.36-R								3.00		8.68			109.04
COUNTY TOTALS		11,817,707	43,932	97.32								1.26		6.79	3.61		108.98

CO. 08 - BURLEIGH

***** District *****		Taxable	Value Per		Mills Levied											Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Bismarck 1	260,716,029	23,663	123.77-U										10.00	7.22		140.99
025	Naughton 25	369,767	46,221	67.98-R													67.98
028	Wing 28	2,633,772	24,387	100.92-R										6.45			107.37
029	Baldwin 29	1,098,271		56.45-R		104.71											161.16
033	Menoken 33	1,667,097	66,684	98.07-R		34.79											132.86
035	Sterling 35	2,700,921	96,461	101.82-R													101.82
039	Apple Creek 39	3,769,685	57,116	30.91-R		170.52											201.43
045	Manning 45	330,605	30,055	78.25-S		127.16											205.41
COUNTY TOTALS		273,286,147	24,262	121.49		3.14								9.60	6.89		141.12

CO. 09 - CASS

***** District *****		Taxable	Value Per		Mills Levied											Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Fargo 1	260,244,248	24,438	191.18-S									4.06	26.35			221.59
002	Kindred 2	16,114,408	24,232	104.76-R						4.99			.75	9.98	67.43		187.91
004	Maple Valley 4	14,214,397	64,906	100.00-R													100.00
006	West Fargo 6	177,544,746	24,012	110.00-R	5.00	3.87					3.03	3.00	1.82	10.00	55.48		192.20
007	Mapleton 7	4,638,035	55,215	105.54-R		36.23								1.01			142.78
017	Central Cass 17	18,044,230	22,669	110.00-R											30.61		140.61
080	Page 80	4,957,326	64,381	105.00-R	5.00									5.00			115.00
097	Northern Cass 97	14,168,225	25,760	110.00-R											33.41		143.41
COUNTY TOTALS		509,925,615	24,955	150.90	1.79	1.68				0.16	1.05	1.04	2.73	17.30	23.46		200.11

CO. 10 - CAVALIER

***** District *****		Taxable	Value Per		Mills Levied											Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
019	Munich 19	5,396,427	60,634	101.92-R	2.78								.37	3.71			108.78
023	Langdon Area 23	20,729,981	58,725	67.98-R										3.00			70.98
COUNTY TOTALS		26,126,408	59,110	74.99	0.57								0.08	3.15			78.79

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 11 - DICKEY

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
040	Ellendale 40	10,898,173	32,727	107.75-R										3.03	34.27		145.05
041	Oakes 41	13,269,880	27,137	110.00-R										20.00			130.00
COUNTY TOTALS		24,168,053	29,402	108.99										12.35	15.45		136.79

CO. 12 - DIVIDE

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Divide County 1	11,074,228	39,551	74.78-R													74.78
COUNTY TOTALS		11,074,228	39,551	74.78													74.78

CO. 13 - DUNN

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
016	Killdeer 16	10,851,955	28,558	99.41 R										10.00			109.41
019	Halliday 19	2,348,130	58,703	105.01 R										10.00			115.01
037	Twin Buttes 37	128,142	4,004	0.00 N													.00
COUNTY TOTALS		13,328,227	29,487	99.44										9.90			109.34

CO. 14 - EDDY

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
002	New Rockford-Sheyenne 2	8,742,804	27,321	101.25-R	5.00									10.00			116.25
COUNTY TOTALS		8,742,804	27,321	101.25	5.00									10.00			116.25

CO. 15 - EMMONS

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
006	Hazelton-Moffit-Braddock 6	5,120,592	56,895	105.82-R										5.66	19.53		131.01
010	Bakker 10	1,493,008	165,890	104.99 R		42.00											146.99
015	Strasburg 15	3,903,305	27,881	105.30 R										5.00			110.30
036	Linton 36	6,056,773	19,601	98.98-R													98.98
COUNTY TOTALS		16,573,678	30,244	103.12		3.78								2.93	6.03		115.87

CO. 16 - FOSTER

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
049	Carrington 49	15,555,768	28,860	105.00 R										5.00	9.83		119.83
COUNTY TOTALS		15,555,768	28,860	105.00										5.00	9.83		119.83

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 17 - GOLDEN VALLEY

**** District ****		Taxable	Value Per	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
003	Beach 3	5,155,477	17,716	102.91-R													102.91
006	Lone Tree 6	2,012,662	71,881	26.80-R		78.46						2.24					107.50
COUNTY TOTALS		7,168,139	22,471	81.54		22.03						0.63					104.20

CO. 18 - GRAND FORKS

**** District ****		Taxable	Value Per	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Grand Forks 1	157,888,771	23,117	123.93-U									3.50	11.23			139.32
044	Larimore 44	9,685,285	23,680	110.00-R	4.96				8.26					4.96	9.29		137.47
061	Thompson 61	8,550,528	20,119	108.45-R													108.45
125	Manvel 125	4,884,838	35,656	5.81-R		103.10	11.24						.14	10.00			130.29
127	Emerado 127	2,657,813	32,022	108.47-R		83.82	10.85							1.97		15.00	220.11
128	Midway 128	7,637,313	36,368	116.52-S	5.00									10.00			131.52
129	Northwood 129	7,210,299	29,074	106.24-R	4.83									10.00	30.91		151.98
140	Grand Forks AFB 140	17,347		0.00-N													.00
COUNTY TOTALS		198,532,194	23,799	118.53	0.61	3.66	0.42		0.93				2.79	10.19	1.58	0.20	138.91

CO. 19 - GRANT

**** District ****		Taxable	Value Per	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
018	Roosevelt 18	2,980,383	26,144	99.73-R		7.71	4.40						1.00	9.97			122.81
049	Elgin-New Leipzig 49	5,169,153	41,687	130.00-S													130.00
COUNTY TOTALS		8,149,536	34,242	118.93		2.82	1.61						0.37	3.65			127.37

CO. 20 - GRIGGS

**** District ****		Taxable	Value Per	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
007	Midkota 7	7,905,730	62,744	118.29-S													118.29
018	Griggs County Central 18	9,324,083	39,013	123.54-S										10.00		20.38	153.92
COUNTY TOTALS		17,229,813	47,205	121.13										5.41		11.03	137.57

CO. 21 - HETTINGER

**** District ****		Taxable	Value Per	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Mott-Regent 1	10,640,629	46,875	110.00-R										10.00			120.00
009	New England 9	7,385,156	40,578	110.00-R	5.00									5.00			120.00
COUNTY TOTALS		18,025,785	44,073	110.00	2.05									7.95			120.00

CO. 22 - KIDDER

**** District ****		Taxable	Value Per	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Kidder County 1	11,458,246	31,052	100.00-R										5.00	2.00		107.00
014	Robinson 14	1,495,816	249,303	95.00-R													95.00
COUNTY TOTALS		12,954,062	34,544	99.42										4.42	1.77		105.61

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 23 - LAMOURE

***** District *****		Taxable	Value Per	Mills Levied													
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
003	Edgeley 3	7,604,585	33,500	109.99-R										2.95	26.31		139.25
007	Kulm 7	6,946,924	62,026	103.50-R	4.32							3.00					110.82
008	LaMoure 8	8,441,096	28,908	110.00-R					3.55					10.00			123.55
COUNTY TOTALS		22,992,605	36,438	108.03	1.31				1.30			0.91		4.65	8.70		124.90

CO. 24 - LOGAN

***** District *****		Taxable	Value Per	Mills Levied													
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
002	Napoleon 2	5,554,297	21,612	100.00-R	5.00								.43	10.00			115.43
056	Gackle-Streeter 56	6,255,252	72,735	94.00-R								.40		1.68			96.08
COUNTY TOTALS		11,809,549	34,430	96.82	2.35							0.21	0.20	5.59			105.18

CO. 25 - MCHENRY

***** District *****		Taxable	Value Per	Mills Levied													
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Velva 1	10,020,670	27,681	105.83-R										8.98	33.68		148.49
014	Anamoose 14	2,493,861	26,251	107.42-S								2.57		4.88			114.87
057	Drake 57	4,583,311	55,894	96.26-R								.11		10.00			106.37
060	TGU 60	13,139,360	41,319	110.00-R	3.81									9.51		7.00	130.32
COUNTY TOTALS		30,237,202	35,283	106.32	1.66							0.23		9.03	11.16	3.04	131.44

CO. 26 - MCINTOSH

***** District *****		Taxable	Value Per	Mills Levied													
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
004	Zeeland 4	3,208,701	60,542	96.10-R										1.40			97.50
009	Ashley 9	5,238,962	41,912	98.30-R		6.81							.18	7.25			112.54
019	Wishek 19	5,481,283	27,270	105.07-R									2.79	4.38			112.24
COUNTY TOTALS		13,928,946	36,752	100.46		2.56							1.17	4.77			108.96

CO. 27 - MCKENZIE

***** District *****		Taxable	Value Per	Mills Levied													
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	McKenzie Co 1	17,133,189	24,476	83.16-R										4.00			87.16
002	Alexander 2	3,689,061	40,098	110.00-R										10.18			120.18
014	Yellowstone 14	2,185,018	36,417	110.00-R		19.03	4.25										133.28
018	Earl 18	655,030	0	0.00-R		25.19	5.34										30.53
032	Horse Creek 32	2,012,237	503,059	21.87-R		14.91	7.95										44.73
036	Mandaree 36	2,152,226	11,825	3.64-R													3.64
COUNTY TOTALS		27,826,761	26,808	76.29		3.17	1.03							3.81			84.30

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 28 - MCLEAN

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Wilton 1	7,265,587	35,099	89.69-R	5.00									15.00			109.69
004	Washburn 4	8,789,221	33,805	61.44-R										8.42			69.86
008	Underwood 8	7,654,664	40,288	101.25-R		1.18						2.61		10.00		8.86	123.92
050	Max 50	5,207,347	26,981	84.50 R	5.00									10.00			99.50
051	Garrison 51	11,183,360	32,510	105.02-R										10.00			115.02
072	Turtle Lake-Mercer 72	7,037,707	42,396	104.95-R										9.54			114.49
085	White Shield 85	446,709	3,602	99.42 R													99.42
COUNTY TOTALS		47,584,595	32,065	91.71	1.31	0.19						0.42		10.31		1.43	105.37

CO. 29 - MERCER

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
003	Hazen 3	8,634,980	15,757	88.80-R					15.00			3.00	.80	10.00			117.60
027	Beulah 27	14,297,901	20,632	106.09-R										20.00	8.57		134.66
COUNTY TOTALS		22,932,881	18,479	99.58					5.65			1.13	0.30	16.23	5.34		128.24

CO. 30 - MORTON

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Mandan 1	64,914,513	19,943	109.24-R	.99				.99	2.88			5.85	15.39	17.11		152.45
004	Little Heart 4	900,815	56,301	109.90-R		33.30											143.20
013	Hebron 13	4,933,798	27,718	95.33 R									.71	5.07			101.11
017	Sweet Briar 17	593,699	53,973	84.22-R		16.84											101.06
039	Flasher 39	3,865,537	21,008	110.00-R										10.00			120.00
048	Glen Ullin 48	6,898,158	45,683	83.98-R													83.98
049	New Salem-Almont 49	6,842,803	22,289	105.63-R		.15	.03					.96		9.60	11.52		127.89
COUNTY TOTALS		88,949,323	21,684	106.10	0.72	0.46	0.00		0.72	2.10		0.07	4.31	12.69	13.37		140.56

CO. 31 - MOUNTRAIL

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	New Town 1	9,984,717	13,585	85.63-R										16.63			102.26
002	Stanley 2	21,420,835	38,947	106.80-R								3.00		20.00	2.66		132.46
003	Parshall 3	8,818,966	31,609	100.00-R													100.00
COUNTY TOTALS		40,224,518	25,719	100.05								1.60		14.78	1.42		117.85

CO. 32 - NELSON

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Dakota Prairie 1	16,346,671	64,357	97.36-R	4.71												102.07
066	Lakota 66	6,324,387	32,433	110.00-R					.95					9.49			120.44
COUNTY TOTALS		22,671,058	50,492	100.89	3.40				0.27					2.65			107.19

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 33 - OLIVER

***** District *****		Taxable Value	Value Per Enr	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Center-Stanton 1	7,624,863	36,309	110.00-R	5.00									5.00			120.00
COUNTY TOTALS		7,624,863	36,309	110.00	5.00									5.00			120.00

CO. 34 - PEMBINA

***** District *****		Taxable Value	Value Per Enr	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
006	Cavalier 6	9,917,986	24,857	110.00-R	5.00									3.00			118.00
019	Drayton 19	6,913,149	50,832	130.00-S		8.15								11.30			149.45
043	St Thomas 43	3,636,323	51,216	110.00-R		19.25	1.37						1.37	7.70			139.69
100	North Border 100	18,241,544	43,023	110.00-R	5.00									5.00	10.00		130.00
118	Valley-Edinburg 118	10,372,789	45,099	110.00-R	5.00	5.00								10.00			130.00
COUNTY TOTALS		49,081,791	38,954	112.82	3.93	3.63	0.10						0.10	6.74	3.72		131.03

CO. 35 - PIERCE

***** District *****		Taxable Value	Value Per Enr	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Wolford 1	2,091,050	45,458	135.00-S	5.00					10.00				10.00			160.00
005	Rugby 5	14,672,373	26,342	96.90-R	5.00					7.78			1.09	5.00	30.53		146.30
COUNTY TOTALS		16,763,423	27,800	101.65	5.00					8.06			0.95	5.62	26.72		148.01

CO. 36 - RAMSEY

***** District *****		Taxable Value	Value Per Enr	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Devils Lake 1	24,321,505	15,107	110.00-R					.06			3.00	3.08	10.00	9.74		135.88
002	Edmore 2	5,751,990	91,301	110.00-R										4.35			114.35
044	Starkweather 44	3,366,243	48,089	100.00-R	1.00									2.00			103.00
COUNTY TOTALS		33,439,738	19,185	108.99	0.10				0.04			2.18	2.24	8.22	7.08		128.87

CO. 37 - RANSOM

***** District *****		Taxable Value	Value Per Enr	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
006	Ft Ransom 6	3,523,030	135,501	62.33-R		15.00											77.33
019	Lisbon 19	11,596,207	19,392	110.00-R	5.00									15.00	5.00	2.50	137.50
024	Enderlin Area 24	9,301,449	28,976	109.54-R										9.96	25.02		144.52
COUNTY TOTALS		24,420,686	25,842	102.95	2.37	2.16								10.92	11.90	1.19	131.49

CO. 38 - RENVILLE

***** District *****		Taxable Value	Value Per Enr	Mills Levied													Total
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Mohall-Lansford-Sherwood 1	13,384,088	39,598	100.62-R					8.00					10.00			118.62
026	Glenburn 26	6,166,781	23,183	99.76-R										20.00			119.76
COUNTY TOTALS		19,550,869	32,369	100.35					5.48					13.15			118.98

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 39 - RICHLAND

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
008	Hankinson 8	7,685,770	26,321	110.00-R	5.00							3.00		20.00	28.95		166.95
018	Fairmount 18	4,345,654	37,463	110.00-R	5.00							3.00		14.00			132.00
028	Lidgerwood 28	4,507,308	25,322	110.00-R	5.00	6.21								20.00	14.48		155.69
037	Wahpeton 37	24,636,212	20,479	110.00-R	5.00	1.25						.15	.70	10.00	10.83		137.93
042	Wyndmere 42	8,035,413	36,525	96.54-R	1.00								.64	10.00			108.18
044	Richland 44	7,155,852	25,740	109.86-R	4.99							.50	.34	9.99	31.96		157.64
COUNTY TOTALS		56,366,209	24,646	108.06	4.43	1.04						0.77	0.44	12.47	13.90		141.11

CO. 40 - ROLETTE

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Dunseith 1	1,879,874	4,759	100.85-R		6.91						.89		6.91			115.56
003	St John 3	1,052,215	2,907	91.54-R										19.96			111.50
004	Mt Pleasant 4	5,044,104	21,373	99.13-R								.99	.50	9.71	36.68	12.89	159.90
007	Belcourt 7	489,587	300	0.00-N													.00
029	Rolette 29	3,601,938	23,238	110.00-R	5.00	6.00				15.00				10.00			146.00
COUNTY TOTALS		12,067,718	4,341	97.96	1.49	2.87				4.48		0.55	0.21	9.86	15.33	5.39	138.14

CO. 41 - SARGENT

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
002	Milnor 2	4,058,177	17,957	110.00-R	4.93	4.93								14.78			134.64
003	North Sargent 3	3,353,539	15,174	109.00-R	4.81	8.00						2.89		16.58			141.28
006	Sargent Central 6	11,147,765	51,372	105.09-R		1.69						2.59			27.30	2.06	138.73
COUNTY TOTALS		18,559,481	27,951	106.87	1.95	3.54						2.08		6.23	16.40	1.24	138.30

CO. 42 - SHERIDAN

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
016	Goodrich 16	2,065,313	93,878	109.91-R		2.42						2.76		4.60			119.69
019	McClusky 19	3,410,784	43,728	109.51-R										10.00			119.51
COUNTY TOTALS		5,476,097	54,761	109.66		0.91						1.04		7.96			119.58

CO. 43 - SIOUX

***** District *****		Mills Levied															
No.	Name	Taxable Value	Value Per Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Remod	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
003	Solen 3	1,610,754	9,049	109.34-R													109.34
004	Ft Yates 4	542,643	3,329	109.65-R													109.65
008	Selfridge 8	1,512,947	21,013	109.72-R										9.23			118.95
COUNTY TOTALS		3,666,344	8,877	109.54										3.81			113.35

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 44 - SLOPE

***** District *****		Taxable Value	Value Per Enr					Mills Levied								Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
012	Marmarth 12	2,043,395	157,184	25.21-R		22.51	4.31										52.03
032	Central Elem 32	1,671,977	835,989	26.80 R													26.80
COUNTY TOTALS		3,715,372	247,691	25.93		12.38	2.37										40.68

CO. 45 - STARK

***** District *****		Taxable Value	Value Per Enr					Mills Levied								Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Dickinson 1	60,664,584	22,560	109.93-R										10.00		1.95	121.88
009	South Heart 9	4,775,606	20,496	96.78-R	2.32												99.10
013	Belfield 13	2,686,420	11,993	110.00-R	5.00									20.00			135.00
034	Richardton-Taylor 34	5,939,824	23,023	107.37-R	5.00									10.00			122.37
COUNTY TOTALS		74,066,434	21,759	108.88	0.73									9.72		1.60	120.93

CO. 46 - STEELE

***** District *****		Taxable Value	Value Per Enr					Mills Levied								Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
010	Hope 10	9,385,082	99,841	97.86-R	2.63									10.00			110.49
019	Finley-Sharon 19	7,996,488	57,529	103.17-R	5.00									10.00			118.17
COUNTY TOTALS		17,381,570	74,599	100.30	3.72									10.00			114.02

CO. 47 - STUTSMAN

***** District *****		Taxable Value	Value Per Enr					Mills Levied								Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Jamestown 1	41,049,012	19,182	110.00-R		7.00			7.00		5.00		1.00	10.00	21.40		161.40
003	Medina 3	4,564,887	31,922	110.00-R	5.00									20.00			135.00
010	Pingree-Buchanan 10	4,375,194	28,596	102.00 R	5.00				2.00					7.00			116.00
014	Montpelier 14	3,416,356	32,850	110.00 R	5.00									10.00			125.00
019	Kensal 19	3,121,926	89,198	110.00 R										9.53			119.53
COUNTY TOTALS		56,527,375	21,952	109.38	1.09	5.08			5.24		3.63		0.73	10.55	15.54		151.24

CO. 48 - TOWNER

***** District *****		Taxable Value	Value Per Enr					Mills Levied								Total	
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
010	North Star 10	9,482,110	35,782	78.93-R	2.36	2.46							.47	4.72			88.94
028	North Central 28	4,737,526		52.77-R													52.77
COUNTY TOTALS		14,219,636	53,659	70.21	1.57	1.64							0.31	3.15			76.89

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 49 - TRAILL

***** District *****		Taxable	Value Per		Mills Levied										Total		
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
003	Central Valley 3	7,848,279	36,504	110.00-R					.10					10.00	7.64		127.74
007	Hatton 7	5,388,784	29,609	110.00-R	5.00							3.00		10.00			128.00
009	Hillsboro 9	12,080,267	30,817	110.00-R	5.00							1.00	.95	10.00	14.05		141.00
014	May-Port CG 14	13,434,001	27,699	110.00-R	5.00								1.00	10.00			126.00
COUNTY TOTALS		38,751,331	30,417	110.00	3.99				0.02			0.73	0.64	10.00	5.93		131.31

CO. 50 - WALSH

***** District *****		Taxable	Value Per		Mills Levied										Total		
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
003	Grafton 3	11,488,826	14,028	110.00-R										20.00	33.48		163.48
005	Fordville-Lankin 5	4,695,264	82,373	110.00-R	1.44							1.59		4.19			117.22
020	Minto 20	4,544,744	21,337	110.00-R		9.07											119.07
078	Park River 78	7,642,563	19,011	110.00-R	5.00	3.02						3.00		18.82	19.75		159.59
128	Adams 128	2,251,461	60,850	110.00-R								2.31		6.66			118.97
COUNTY TOTALS		30,622,858	20,041	110.00	1.47	2.10						1.16		13.33	17.49		145.55

CO. 51 - WARD

***** District *****		Taxable	Value Per		Mills Levied										Total		
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
001	Minot 1	129,964,083	18,918	110.00-R		10.00							.19			15.00	135.19
004	Nedrose 4	10,907,921	49,135	75.31 R		26.45											101.76
007	United 7	11,158,302	20,105	110.00-R									.24	20.00	11.05	10.00	151.29
016	Sawyer 16	3,999,686	31,248	110.00-R		12.50								9.58		9.58	141.66
028	Kenmare 28	9,733,754	33,449	103.56-R										9.45			113.01
041	Surrey 41	5,617,298	15,020	108.22-R	4.79									19.16			132.17
070	South Prairie 70	8,548,816	49,131	40.38-R	5.00	46.07									35.26		126.71
160	Minot AFB 160			0.00-N													.00
161	Lewis and Clark 161	13,894,027	36,757	99.09-R	5.00									10.00			114.09
COUNTY TOTALS		193,823,887	21,555	103.82	0.72	10.48							0.14	3.10	2.19	10.83	131.28

CO. 52 - WELLS

***** District *****		Taxable	Value Per		Mills Levied										Total		
No.	Name	Value	Enr	General	Tech	HS Tuit	HS Tran	Judge	Asbes tos	Remo d	Alt Ed Prog	Sp Reserve	Sp Assmt	Build	Sink /Int	Other Bonding	Total
025	Fessenden-Bowdon 25	9,687,237	77,498	103.65-R										7.54			111.19
035	Pleasant Valley 35	1,437,132	205,305	91.63-R		15.31	1.39							1.39			109.72
038	Harvey 38	10,619,795	25,902	110.00-R	5.00				5.02			3.00		10.00			133.02
COUNTY TOTALS		21,744,164	40,118	105.96	2.44	1.01	0.09		2.45			1.47		8.33			121.75

SUMMARY OF SCHOOL DISTRICT MILL LEVIES FOR 2011-2012

CO. 53 - WILLIAMS

**** District ****

No.	Name	Taxable Value	Value Per Enr	Mills Levied											Total			
				General	Tech	HS Tuit	HS Tran	Judge	Asbestos	Removed	Alt Ed Prog	Sp Reserve	Sp Assmt	Build /Int		Sink Bonding	Other	
001	Williston 1	38,666,008	14,542	110.00-U	4.07													124.25
002	Nesson 2	6,795,523	27,512	86.14-R	3.24												55.25	152.92
006	Eight Mile 6	1,977,805	11,703	110.00-R								1.52						126.69
008	New 8	17,095,463	82,587	66.84-R		32.90	2.28											102.07
015	Tioga 15	12,541,127	41,665	80.60-R	2.14								.37		7.39			90.50
099	Grenora 99	5,453,319	48,690	110.00-R	4.95										8.44			123.39
COUNTY TOTALS		82,529,245	22,335	94.63	2.83	6.82	0.47					0.04	0.06	7.51	4.55			116.89

REPORT OF FUND GROUP 1 REVENUE AND EXPENDITURES AND AVERAGE COST PER PUPIL FOR 2010-2011

The following report contains a summary of the revenue by source, total expenditures, the June 30, 2011 ending balance for Fund Group 1 and average cost per pupil by grade level. The column headed local/county revenue contains revenue from county sources including dollars from mineral severance and conversion taxes. The total revenue column may be greater than the total revenue for local, state and federal sources because

revenue from other sources was not listed separately but was included in the total revenue column. The average cost per pupil is computed by dividing the reported costs for instruction, administration, and operation and maintenance of plant for each of the grade levels by the appropriate average daily membership. The value in the last column is the percent the ending balance was of the total Fund Group 1 expenditures.

--- 2010-2011 FUND GROUP 1 REVENUE AND EXPENDITURES ---															--- 2010-2011 AVERAGE COST PER PUPIL ---				
CO NO	DIST NO	DISTRICT NAME	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND- ITURES	ENDING BALANCE	PRE- KDGN	KDGN	GR. 1-6	GR. 7 8	GR. 9 12	GR. PK-12	PER- CENT				
ADAMS																			
01	013	Hettinger 13	1,041,449.33	2,009,527.93	135,034.51	3,186,011.77	3,115,939.54	1,043,596.44	5,346	8,706	10,616	9,724	10,708	10,316	33				
BARNES																			
02	002	Valley City 2	3,391,606.46	6,868,795.63	610,464.84	10,870,866.93	11,050,130.25	1,145,955.42	-	5,793	8,718	10,118	7,516	8,273	10				
02	007	Barnes County North 7	1,845,108.99	2,551,081.33	380,839.27	4,777,029.59	4,560,008.79	1,473,800.33	-	7,220	13,415	11,134	14,681	12,913	32				
02	046	Litchville-Marion 46	976,120.16	1,097,910.67	98,115.36	2,172,146.19	2,065,520.85	720,554.45	-	13,698	15,210	13,062	13,321	13,906	35				
BENSON																			
03	005	Minnewaukan 5	477,210.13	1,840,744.36	1,985,880.77	4,303,835.26	3,757,075.43	1,225,091.82	-	10,529	13,263	13,305	16,036	13,629	33				
03	006	Leeds 6	581,248.14	1,291,264.26	133,939.64	2,032,057.04	2,008,595.92	594,297.60	-	21,921	10,898	9,268	13,222	11,593	30				
03	009	Maddock 9	628,372.18	1,393,285.07	180,087.74	2,203,230.01	2,018,254.67	832,235.28	8,422	9,153	10,430	8,918	9,121	9,542	41				
03	016	Oberon 16	177,023.61	390,475.65	534,087.68	1,103,913.66	845,540.58	636,270.49	-	12,434	13,679	28,384	-	14,523	75				
03	029	Warwick 29	238,566.70	1,476,426.98	2,503,901.27	4,218,894.95	4,565,478.88	468,839.55	-	10,547	16,440	10,425	21,735	16,163	10				
03	030	Ft Totten 30	15,866.88	1,075,754.90	2,286,710.75	3,604,528.28	3,660,239.37	839,528.40	4,591	-	-	-	22,896	22,073	23				
BILLINGS																			
04	001	Billings Co 1	1,840,360.67	0.00	366,186.20	2,225,794.87	2,470,360.22	3,561,151.12	-	46,861	40,202	38,364	-	40,390	144				
BOTTINEAU																			
05	001	Bottineau 1	2,456,050.70	4,059,642.95	450,453.32	7,025,433.06	7,000,469.11	2,329,269.28	43,239	8,647	9,838	9,877	9,577	9,767	33				
05	017	Westhope 17	725,385.12	889,066.76	80,252.49	1,694,704.37	1,657,479.13	536,891.84	3,970	12,796	12,249	10,679	11,404	11,499	32				
05	054	Newburg-United 54	628,371.79	648,915.23	87,319.86	1,377,113.09	1,390,543.67	309,065.29	-	21,978	15,300	17,421	21,156	18,031	22				
BOWMAN																			
06	001	Bowman Co 1	2,608,547.63	2,525,158.88	403,736.63	5,570,005.79	5,598,778.19	2,539,412.80	-	13,007	8,242	12,566	13,003	10,668	45				
06	033	Scranton 33	917,610.07	989,529.85	73,827.87	1,980,967.79	1,960,523.64	864,249.99	-	20,484	14,067	11,958	13,958	13,839	44				
BURKE																			
07	014	Bowbells 14	631,597.88	484,873.43	49,090.00	1,175,691.21	1,166,159.26	544,641.64	18,906	23,834	16,133	12,745	14,037	14,936	47				
07	027	Powers Lake 27	753,775.45	718,312.27	110,201.77	1,584,890.19	1,689,863.66	438,299.98	-	8,999	13,525	13,900	14,797	13,612	26				
07	036	Burke Central 36	691,051.06	651,163.72	47,912.09	1,390,126.87	1,375,581.92	553,296.46	46,305	14,969	11,853	16,317	20,639	14,890	40				

--- 2010-2011 FUND GROUP 1 REVENUE AND EXPENDITURES ----

--- 2010-2011 AVERAGE COST PER PUPIL ---

CO NO	DISTRICT NO	DISTRICT NAME	LOCAL/COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPENDITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK 12	PER-CENT
BURLEIGH															
08	001	Bismarck 1	34,194,431.68	66,240,796.66	13,654,969.41	114,243,529.86	113,328,066.20	14,202,890.50	10,162	7,053	8,549	8,685	9,511	8,784	13
08	025	Naughton 25	37,911.16	115,919.95	20,242.00	174,073.11	157,666.35	85,806.88	-	-	20,311	16,735	-	19,038	54
08	028	Wing 28	357,015.27	791,204.23	95,906.38	1,244,125.88	1,207,544.47	134,786.00	-	9,648	9,612	7,535	13,718	10,023	11
08	029	Baldwin 29	199,203.68	125,226.11	20,686.87	345,116.66	382,881.62	84,180.89	-	14,749	15,221	14,749	-	15,074	22
08	033	Menoken 33	231,480.29	180,720.75	22,694.00	434,895.04	419,919.88	170,892.64	-	6,690	8,189	9,698	-	8,468	41
08	035	Sterling 35	410,109.88	272,208.36	39,350.00	721,668.24	672,499.22	317,601.25	-	16,280	16,403	19,463	-	16,876	47
08	039	Apple Creek 39	747,962.72	484,280.98	12,689.28	1,244,932.98	1,074,696.21	404,869.03	-	4,692	7,598	-	-	7,149	38
08	045	Manning 45	84,467.35	58,713.68	18,271.44	161,452.47	148,072.62	48,573.16	-	11,068	9,310	10,048	-	9,767	33
CASS															
09	001	Fargo 1	51,571,403.72	70,125,174.02	13,882,861.18	135,930,738.80	131,129,120.43	35,769,637.70	7,062	8,547	10,949	11,210	10,968	10,762	27
09	002	Kindred 2	1,728,387.92	3,829,085.92	358,407.38	5,952,021.22	5,665,458.50	1,753,322.49	2,347	6,145	7,285	5,657	6,868	6,766	31
09	004	Maple Valley 4	1,432,739.24	2,050,851.77	189,089.68	3,672,680.69	3,301,734.03	1,222,532.65	-	7,174	12,262	8,598	10,472	10,641	37
09	006	West Fargo 6	21,631,883.64	43,359,581.90	7,315,673.59	72,883,099.72	68,622,114.55	12,712,678.54	11,960	8,359	8,037	9,247	8,518	8,430	19
09	007	Mapleton 7	688,420.59	701,396.27	80,040.04	1,469,856.90	1,394,116.24	304,395.41	-	9,547	12,202	-	-	11,786	22
09	017	Central Cass 17	2,140,469.61	4,408,144.35	422,434.17	6,971,048.13	6,479,746.07	1,952,551.59	-	5,678	6,877	7,561	7,410	7,062	30
09	080	Page 80	588,973.49	712,809.24	63,520.51	1,735,278.02	1,738,897.57	712,780.19	-	11,939	15,803	-	-	15,216	41
09	097	Northern Cass 97	1,549,836.56	3,311,769.47	261,669.53	5,123,275.56	4,776,068.02	1,257,760.51	-	6,042	6,817	7,619	7,581	7,110	26
CAVALIER															
10	019	Munich 19	628,984.62	764,607.46	83,684.17	1,477,276.25	1,477,143.61	600,375.82	36,888	11,171	12,241	22,200	12,712	13,596	41
10	023	Langdon Area 23	1,366,906.77	2,666,642.84	291,857.43	4,561,507.04	4,789,160.50	1,975,884.64	6,570	10,666	11,735	8,725	9,697	10,265	41
DICKEY															
11	040	Ellendale 40	1,263,160.31	2,309,988.88	173,541.67	3,842,126.09	3,628,383.36	1,333,088.91	-	7,020	8,758	7,272	8,289	8,275	37
11	041	Oakes 41	1,461,982.04	3,090,304.96	198,915.34	4,833,577.82	4,290,337.86	1,573,271.83	-	5,257	7,156	6,085	5,345	6,165	37
DIVIDE															
12	001	Divide County 1	2,258,199.75	1,511,327.32	246,690.33	4,021,601.00	4,077,339.49	1,389,538.27	40,250	9,598	11,671	11,679	15,160	12,507	34
DUNN															
13	016	Killdeer 16	2,245,678.82	2,317,291.22	341,263.56	4,913,931.25	5,333,228.00	2,047,152.11	3,212	9,949	13,099	8,542	10,812	11,172	38
13	019	Halliday 19	435,741.32	296,904.02	80,653.10	813,298.44	838,563.92	260,584.59	-	15,644	23,557	39,648	28,307	25,561	31
13	037	Twin Buttes 37	112,191.61	423,797.65	1,675,749.83	2,212,939.09	1,947,416.44	238,961.28	-	53,049	40,034	46,991	-	42,279	12
EDDY															
14	002	New Rockford-Sheyenne 2	999,244.40	2,165,112.60	372,862.70	3,537,219.70	3,577,948.46	1,488,784.65	-	8,668	8,069	9,102	8,749	8,508	42

--- 2010-2011 FUND GROUP 1 REVENUE AND EXPENDITURES ----

--- 2010-2011 AVERAGE COST PER PUPIL ---

CO DIST	DISTRICT	LOCAL/ COUNTY	STATE	FEDERAL	TOTAL	TOTAL	ENDING	PRE-		GR.	GR.	GR.	GR.	PER-	
NO	NO	REVENUE	REVENUE	REVENUE	REVENUE	EXPEND- ITURES	BALANCE	KDGN	KDGN	1-6	7-8	9-12	PK-12	CENT	
EMMONS															
15	006	Hazelton-Moffit-Braddock 6	615,595.11	1,012,857.92	86,826.66	1,715,279.69	1,602,695.93	704,784.18	-	15,925	11,559	11,167	13,255	12,402	44
15	010	Bakker 10	190,478.68	0.00	0.00	190,478.68	222,949.63	123,759.97	-	28,431	21,898	-	-	22,429	56
15	015	Strasburg 15	534,848.51	1,055,630.12	121,239.18	1,711,717.81	1,753,969.83	615,942.47	-	12,990	11,948	8,777	10,195	10,637	35
15	036	Linton 36	1,826,871.70	2,155,215.65	222,953.46	4,205,040.81	4,307,307.89	738,404.41	6,873	10,976	11,744	14,502	12,349	12,366	17
FOSTER															
16	049	Carrington 49	1,772,191.26	3,539,017.97	387,612.62	5,713,245.90	5,341,873.42	1,994,719.96	-	6,342	9,089	7,204	8,536	8,331	37
GOLDEN VALLEY															
17	003	Beach 3	1,735,881.61	2,029,033.99	728,212.67	4,493,128.27	4,526,385.45	1,037,969.07	3,495	12,184	12,446	11,527	11,687	11,942	23
17	006	Lone Tree 6	317,027.87	294,567.00	44,217.87	655,812.74	689,194.41	311,937.84	-	18,189	18,259	16,796	-	17,902	45
GRAND FORKS															
18	001	Grand Forks 1	26,931,468.00	41,686,939.00	5,829,123.00	74,478,530.00	71,644,113.00	17,465,380.00	3,050	6,546	9,309	11,470	10,018	9,422	24
18	044	Larimore 44	1,427,101.11	2,989,926.03	402,455.15	4,834,482.29	4,707,061.23	1,414,385.13	-	5,616	8,911	7,287	8,741	8,364	30
18	061	Thompson 61	1,013,483.70	2,699,319.52	75,145.00	3,787,948.22	3,694,355.12	810,169.16	-	5,500	7,339	6,849	7,561	7,169	22
18	125	Manvel 125	613,669.13	1,161,985.68	281,397.42	2,066,822.94	1,939,790.62	526,987.51	-	6,531	7,178	7,269	-	7,127	27
18	127	Emerado 127	634,744.84	684,265.77	149,427.96	1,500,824.89	1,522,417.35	517,851.81	-	11,461	11,380	21,645	-	13,431	34
18	128	Midway 128	1,110,435.94	1,726,391.94	302,509.95	3,139,337.83	3,097,415.56	1,330,446.75	-	11,735	13,802	5,875	13,636	12,174	43
18	129	Northwood 129	972,162.68	1,880,319.07	245,482.21	3,264,122.10	2,956,255.02	1,109,752.48	-	7,440	9,476	7,104	9,093	8,838	38
18	140	Grand Forks AFB 140	0.00	0.00	5,438,127.00	5,438,127.00	5,583,744.00	145,617.00	-	-	-	-	-	0	-3
GRANT															
19	018	Roosevelt 18	383,384.02	837,887.11	189,582.59	1,496,390.26	1,472,043.43	107,185.27	-	13,223	8,839	11,796	-	9,938	7
19	049	Elgin New Leipzig 49	759,637.67	1,268,890.82	154,683.47	2,361,915.96	2,253,134.59	312,033.64	-	8,884	14,917	-	10,955	11,694	14
GRIGGS															
20	007	Midkota 7	946,632.67	1,073,050.51	85,129.61	2,104,812.79	1,992,468.64	516,807.87	-	13,808	11,339	18,595	14,930	13,679	26
20	018	Griggs County Central 18	1,289,804.68	1,951,456.17	185,249.00	3,426,509.85	3,085,265.44	867,316.67	-	7,689	10,273	8,950	9,005	9,362	28
HETTINGER															
21	001	Mott Regent 1	924,337.22	1,819,068.27	191,261.43	3,098,064.92	2,890,000.46	1,163,349.05	-	8,057	8,173	9,599	11,424	9,408	40
21	009	New England 9	926,218.88	1,197,876.88	241,684.55	2,366,082.26	2,337,380.03	872,860.47	7,402	12,035	10,367	8,745	15,144	11,522	37
KIDDER															
22	001	Kidder County 1	1,389,808.12	2,818,102.12	364,156.35	4,593,279.77	4,453,503.12	1,877,740.39	-	10,354	9,965	8,286	10,721	10,025	42
22	014	Robinson 14	158,695.43	110,609.63	20,255.91	289,560.97	322,138.70	174,341.61	-	38,570	29,426	-	-	30,733	54

--- 2010-2011 FUND GROUP 1 REVENUE AND EXPENDITURES ----

--- 2010-2011 AVERAGE COST PER PUPIL ---

CO DIST DISTRICT	LOCAL/ COUNTY	STATE	FEDERAL	TOTAL	TOTAL	ENDING	PRE-		GR.	GR.	GR.	GR.	PER-
NO NO NAME	REVENUE	REVENUE	REVENUE	REVENUE	EXPENDITURES	BALANCE	KDGN	KDGN	1-6	7-8	9-12	PK-12	CENT
LAMOURE													
23 003 Edgeley 3	878,466.53	1,687,569.57	136,282.88	2,702,318.98	2,622,139.94	780,769.08	-	5,483	7,345	11,222	10,624	8,425	30
23 007 Kulm 7	777,992.31	900,675.89	62,731.46	1,741,399.66	1,711,529.44	725,734.11	-	14,459	14,366	18,013	15,268	15,259	42
23 008 LaMoure 8	1,034,214.63	2,008,360.50	288,390.98	4,448,782.82	4,304,605.87	872,044.57	-	9,764	12,578	10,383	13,207	12,167	20
LOGAN													
24 002 Napoleon 2	592,369.06	1,888,335.14	199,344.68	2,714,243.13	2,417,573.65	1,129,583.87	38,958	4,509	6,808	7,469	10,637	8,017	47
24 056 Gackle-Streeter 56	653,992.46	761,022.34	84,521.93	1,499,536.73	1,494,370.61	680,834.65	-	7,087	13,883	12,098	16,877	14,387	46
MCHENRY													
25 001 Velva 1	1,134,191.46	2,384,869.67	199,266.90	3,718,328.03	3,679,242.48	744,615.25	13,793	6,453	8,328	9,032	8,797	8,501	20
25 014 Anamoose 14	318,740.01	658,163.23	248,555.52	1,368,113.06	1,277,941.50	468,798.93	5,912	8,591	12,385	-	-	11,908	37
25 057 Drake 57	489,190.22	729,980.47	77,902.36	1,351,787.59	1,335,682.71	624,268.70	-	-	-	11,334	14,067	13,198	47
25 060 TGU 60	1,553,848.00	2,632,669.80	365,694.89	5,445,012.69	5,448,917.66	1,206,500.53	5,740	11,303	12,138	10,011	13,185	12,074	22
MCINTOSH													
26 004 Zeeland 4	319,429.57	421,923.24	88,003.41	829,356.22	849,805.35	273,075.69	-	9,059	20,107	12,329	15,324	14,826	32
26 009 Ashley 9	616,809.94	1,196,000.47	100,241.09	1,913,051.50	1,820,225.81	818,328.18	-	11,645	11,836	14,010	9,696	11,207	45
26 019 Wishek 19	698,192.82	1,509,853.76	243,695.44	2,451,742.02	2,408,131.81	1,020,856.87	-	10,009	10,980	8,341	10,564	10,297	42
MCKENZIE													
27 001 McKenzie Co 1	2,299,930.09	3,841,810.43	1,149,625.43	7,091,415.95	7,450,896.11	1,798,776.92	-	7,350	8,548	7,823	8,802	8,429	24
27 002 Alexander 2	563,835.84	528,787.38	212,618.25	1,305,241.47	1,251,750.91	567,221.14	-	10,105	10,377	18,098	15,521	12,352	45
27 014 Yellowstone 14	473,316.27	596,028.28	69,848.28	1,139,192.83	1,052,539.57	397,902.17	-	17,907	11,986	18,840	-	13,840	38
27 018 Earl 18	48,782.15	0.00	15,883.89	64,666.04	102,751.17	862,332.80	-	-	-	-	-	0	839
27 032 Horse Creek 32	170,511.66	0.00	42,331.43	212,843.09	240,308.01	636,144.38	-	-	21,124	-	-	21,124	265
27 036 Mandaree 36	335,468.35	1,078,277.38	3,611,343.73	5,528,338.47	5,062,994.14	805,052.70	-	21,720	20,102	19,696	16,426	19,238	16
MCLEAN													
28 001 Wilton 1	837,629.47	1,611,732.94	279,192.69	2,792,294.11	2,418,414.18	934,660.82	8,257	11,397	10,093	7,975	10,433	9,872	39
28 004 Washburn 4	883,490.09	1,856,643.61	109,475.24	2,849,608.94	2,747,122.21	1,194,696.87	10,740	6,052	8,158	7,978	9,785	8,598	43
28 008 Underwood 8	1,008,768.53	1,426,265.00	133,751.27	2,568,784.80	2,260,582.21	790,442.79	21,441	7,253	9,807	10,383	13,332	10,968	35
28 050 Max 50	650,150.12	1,259,035.01	161,447.71	2,071,432.84	1,988,855.13	720,382.77	-	8,886	9,198	7,360	9,207	8,876	36
28 051 Garrison 51	1,388,578.58	2,250,232.91	302,617.08	3,941,428.57	4,066,545.11	901,095.29	73,553	8,827	10,419	9,701	11,338	10,603	22
28 072 Turtle Lake Mercer 72	926,400.91	1,341,937.48	93,804.28	2,417,187.35	2,320,953.53	732,484.72	-	10,333	11,994	11,654	14,077	12,425	32
28 085 White Shield 85	166,593.84	811,725.10	366,145.68	1,344,587.62	1,431,039.73	48,137.13	-	11,990	10,719	8,990	9,841	10,252	3
MERCER													
29 003 Hazen 3	2,074,870.75	3,581,099.45	258,379.74	6,014,236.89	6,079,729.28	1,810,561.74	-	6,872	9,095	10,226	8,951	8,984	30
29 027 Beulah 27	2,890,182.59	3,914,099.01	249,176.23	7,053,457.83	7,158,269.15	2,716,712.30	-	5,407	8,910	9,522	9,395	8,896	38

--- 2010-2011 FUND GROUP 1 REVENUE AND EXPENDITURES ----

--- 2010-2011 AVERAGE COST PER PUPIL ---

CO DIST	DISTRICT	LOCAL/ COUNTY	STATE	FEDERAL	TOTAL	TOTAL	ENDING	PRE-		GR.	GR.	GR.	GR.	PER-	
NO	NO	REVENUE	REVENUE	REVENUE	REVENUE	EXPEND- ITURES	BALANCE	KDGN	KDGN	1-6	7-8	9-12	PK-12	CENT	
	NAME														
MORTON															
30	001	Mandan 1	8,070,358.66	21,473,639.64	3,758,869.66	33,308,564.96	33,335,655.43	6,195,166.42	9,213	6,398	8,776	10,818	8,763	8,932	19
30	004	Little Heart 4	154,054.76	99,831.14	0.00	253,885.90	245,702.75	133,678.68	-	16,273	17,308	16,170	-	17,112	54
30	013	Hebron 13	557,068.68	1,363,749.89	405,518.94	2,715,934.48	2,779,522.66	844,626.31	-	8,210	9,655	8,972	15,130	10,828	30
30	017	Sweet Briar 17	62,776.77	59,785.31	8,629.24	131,191.32	120,320.55	55,670.15	-	9,293	9,296	9,296	-	9,295	46
30	039	Flasher 39	463,441.03	1,677,265.72	227,746.26	2,510,926.69	2,455,510.03	959,350.22	-	10,007	10,231	6,360	9,779	9,292	39
30	048	Glen Ullin 48	635,109.01	1,363,600.20	204,137.42	2,210,414.98	2,189,259.10	917,923.19	-	8,550	12,997	10,050	12,736	11,985	42
30	049	New Salem-Almont 49	906,869.78	1,983,852.16	284,880.37	3,215,602.31	3,301,783.92	381,611.55	-	7,800	9,456	5,944	10,820	9,287	12
MOUNTRAIL															
31	001	New Town 1	1,916,690.30	179,380.00	4,304,864.19	6,400,934.49	24,211,036.14	2,248,043.57	9,039	9,584	9,813	8,205	11,737	10,032	9
31	002	Stanley 2	2,605,872.41	2,744,564.67	206,045.80	5,621,334.88	5,302,195.65	1,253,447.21	61,455	6,388	8,200	8,593	9,490	8,514	24
31	003	Parshall 3	1,315,950.86	1,811,129.95	971,283.84	4,098,364.65	3,732,048.61	1,673,330.79	-	6,322	11,866	9,267	11,035	10,795	45
NELSON															
32	001	Dakota Prairie 1	1,635,723.54	2,381,897.14	398,879.85	4,416,500.53	4,190,170.84	1,228,612.25	6,956	7,674	11,911	9,002	13,509	11,643	29
32	066	Lakota 66	688,922.77	1,529,194.17	133,115.36	2,351,232.30	2,234,591.50	809,780.08	-	14,543	8,388	9,268	9,312	9,024	36
OLIVER															
33	001	Center-Stanton 1	1,214,205.55	1,105,909.22	160,087.98	2,535,743.35	2,869,556.87	656,507.71	-	8,882	12,107	9,393	13,795	11,980	23
PEMBINA															
34	006	Cavaller 6	1,336,241.25	2,378,723.51	437,271.34	4,158,109.10	4,090,091.52	1,566,854.82	5,237	7,451	9,075	7,739	9,850	8,950	38
34	019	Drayton 19	1,030,210.42	1,056,844.62	103,342.87	2,190,897.91	2,063,994.80	936,221.55	-	9,115	10,807	11,851	15,092	12,087	45
34	043	St Thomas 43	628,966.71	604,261.33	117,059.94	1,350,287.98	1,434,967.64	455,217.24	-	4,567	19,482	12,117	18,997	16,982	32
34	100	North Border 100	2,230,414.11	3,604,828.09	310,196.67	6,191,426.53	5,836,584.34	2,148,100.49	-	9,734	9,145	11,734	11,158	10,160	37
34	118	Valley Edinburg 118	1,269,219.29	2,089,100.23	160,830.19	3,523,149.71	2,903,608.39	1,245,258.70	-	10,383	10,002	10,274	11,610	10,599	43
PIERCE															
35	001	Wolford 1	318,650.06	448,278.23	34,253.79	861,107.79	820,939.08	201,037.65	42,222	13,009	14,847	16,580	21,190	17,055	24
35	005	Rugby 5	1,682,727.65	3,758,491.11	355,118.13	6,991,619.46	6,266,262.03	2,343,585.55	-	7,838	8,866	8,643	10,850	9,444	37
RAMSEY															
36	001	Devils Lake 1	3,310,108.42	12,564,135.70	3,158,852.92	19,042,945.38	18,735,615.34	2,903,378.65	9,455	8,801	9,214	11,659	10,102	9,866	15
36	002	Edmore 2	651,282.05	526,513.25	81,157.27	1,350,253.18	1,385,191.70	640,872.85	-	-	-	11,127	19,582	16,360	46
36	044	Starkweather 44	416,531.62	811,298.95	82,238.95	1,356,517.18	1,333,712.11	495,647.22	-	12,589	12,783	18,620	12,974	13,620	37
RANSOM															
37	006	Ft Ransom 6	327,171.25	257,760.62	14,805.47	599,737.34	589,221.59	258,530.22	-	7,286	8,942	-	-	8,683	44
37	019	Lisbon 19	1,449,960.48	4,083,855.24	395,651.73	5,971,569.60	5,825,063.39	1,015,805.65	-	6,042	7,637	7,401	7,387	7,423	17
37	024	Enderlin Area 24	1,098,086.71	2,092,129.61	222,440.42	3,417,766.68	3,303,816.04	916,521.06	-	7,683	8,315	8,245	9,960	8,797	28

--- 2010-2011 FUND GROUP 1 REVENUE AND EXPENDITURES ---

--- 2010-2011 AVERAGE COST PER PUPIL ---

CO NO	DISTRICT NO	DISTRICT NAME	LOCAL/COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPENDITURES	ENDING BALANCE	PRE-KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER-CENT
RENVILLE															
38	001	Mohall Lansford Sherwood 1	1,827,232.34	2,478,910.26	374,980.60	4,857,066.21	4,604,390.41	2,050,268.46	4,543	9,153	11,102	8,616	12,847	11,123	45
38	026	Glenburn 26	893,368.31	1,794,154.51	334,147.43	3,021,670.25	2,921,234.55	973,791.33	-	7,149	9,104	8,387	13,308	10,018	33
RICHLAND															
39	008	Hankinson 8	946,221.66	2,090,475.60	134,431.68	3,200,306.51	2,942,347.41	1,150,458.73	-	11,061	7,878	7,976	11,047	8,999	39
39	018	Fairmount 18	552,538.44	883,114.41	134,146.77	1,569,799.62	1,503,710.90	640,104.92	-	8,066	10,614	8,606	11,117	10,229	43
39	028	Lidgerwood 28	602,831.04	1,249,382.40	86,066.12	1,938,279.56	1,970,896.75	674,527.02	-	8,288	9,154	11,171	9,969	9,638	34
39	037	Wahpeton 37	3,042,889.79	7,944,795.59	1,309,664.64	12,308,126.95	11,524,047.64	3,312,548.79	6,667	7,796	8,322	8,814	7,357	8,005	29
39	042	Wynndmere 42	853,365.39	1,590,550.66	90,715.14	2,534,631.19	2,412,299.44	1,091,363.70	-	6,380	10,339	9,966	9,728	9,717	45
39	044	Richland 44	837,513.32	2,030,237.36	211,266.71	3,102,155.74	2,937,193.24	814,129.78	-	6,732	8,312	6,131	9,457	8,160	28
ROLETTE															
40	001	Dunseith 1	288,553.80	3,367,772.99	3,569,446.44	7,225,773.23	6,816,608.31	430,354.96	3,916	12,428	15,380	9,664	16,914	14,785	6
40	003	St John 3	317,876.25	2,186,117.51	2,396,910.74	4,905,809.11	4,720,187.68	1,889,468.81	47,289	10,528	11,091	14,196	12,052	11,781	40
40	004	Mt Pleasant 4	626,191.90	1,626,704.94	292,034.13	2,544,930.97	2,729,435.05	980,578.65	36,674	8,402	10,818	8,696	11,729	10,651	36
40	007	Belcourt 7	56,274.00	8,854,432.80	14,958,778.02	23,904,039.16	24,386,370.54	3,627,522.56	165,799	9,021	10,742	14,109	14,552	12,968	15
40	029	Rolette 29	514,211.35	939,994.00	150,568.02	1,685,433.85	1,713,283.09	781,691.43	50,915	12,386	9,132	9,216	11,416	10,011	46
SARGENT															
41	002	Milnor 2	608,714.17	1,662,058.52	160,997.65	2,431,770.34	2,786,477.26	877,029.29	-	10,118	10,412	8,922	10,787	10,287	31
41	003	North Sargent 3	465,963.41	1,714,228.57	217,677.60	2,399,655.56	2,262,452.65	936,988.74	-	5,976	8,690	7,040	10,409	8,748	41
41	006	Sargent Central 6	1,205,830.06	1,847,480.25	79,939.46	3,133,249.77	3,192,503.05	1,065,627.08	-	8,695	10,264	7,221	14,256	11,429	33
SHERIDAN															
42	016	Goodrich 16	308,433.64	300,117.60	33,697.77	682,249.21	649,534.25	172,821.40	-	11,830	18,542	28,721	28,721	22,907	27
42	019	McClusky 19	411,591.74	830,478.98	68,686.98	1,321,843.70	1,295,641.16	460,375.18	45,864	22,949	12,347	15,151	15,718	14,332	36
SIOUX															
43	003	Solen 3	400,512.40	1,456,676.29	2,616,324.94	4,473,513.63	4,239,714.76	233,798.87	11,797	17,799	20,194	14,340	24,327	20,300	6
43	004	Ft Yates 4	443,009.86	1,133,309.71	2,405,662.00	3,698,798.76	4,093,655.61	451,597.92	4,664	-	16,472	10,536	7,110	9,630	11
43	008	Selfridge 8	210,667.26	681,763.88	732,212.89	1,624,644.03	1,524,669.24	484,681.56	-	7,586	18,438	13,019	26,954	19,243	32
SLOPE															
44	012	Marmarth 12	220,547.11	2,356.31	51,343.00	274,246.42	258,773.79	479,792.04	-	14,878	15,140	15,073	-	15,099	185
44	032	Central Elem 32	141,755.18	0.00	22,884.00	164,639.18	229,205.94	396,286.85	-	-	42,515	42,778	-	42,596	173

--- 2010-2011 FUND GROUP 1 REVENUE AND EXPENDITURES ----

--- 2010-2011 AVERAGE COST PER PUPIL ---

CO DIST	DISTRICT	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND- ITURES	ENDING BALANCE	PRE- KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER- CENT	
STARK															
45	001	Dickinson 1	7,267,727.62	17,064,636.07	3,727,280.53	28,059,644.22	26,077,969.88	8,070,015.29	6,964	6,319	8,809	8,870	8,391	8,446	31
45	009	South Heart 9	696,399.00	1,476,242.11	340,473.03	2,707,416.16	2,696,720.92	834,663.20	6,127	10,868	10,548	10,369	13,157	11,302	31
45	013	Belfield 13	681,300.69	1,562,257.78	273,964.36	2,592,268.03	2,558,600.37	1,167,337.80	4,715	9,097	10,557	8,273	11,391	10,421	46
45	034	Richardton-Taylor 34	1,024,626.09	1,894,156.52	419,124.10	3,324,506.71	3,229,253.46	700,146.22	4,677	7,258	10,157	10,647	11,974	10,546	22
STEELE															
46	010	Hope 10	920,483.48	886,863.55	66,621.51	2,118,684.90	1,905,010.61	759,362.15	-	-	-	11,396	14,520	13,569	40
46	019	Finley-Sharon 19	868,962.57	1,275,518.06	89,186.78	2,253,070.21	2,236,984.67	929,592.96	-	7,845	15,146	8,423	12,193	12,087	42
STUTSMAN															
47	001	Jamestown 1	5,726,734.28	14,924,262.91	2,421,077.73	23,072,935.89	22,560,215.93	5,409,661.77	14,240	8,474	9,286	9,807	8,842	9,183	24
47	003	Medina 3	535,790.00	1,205,134.77	122,183.70	1,914,746.16	1,773,142.08	500,544.22	684,806	12,850	11,770	10,182	11,327	11,569	28
47	010	Pingree-Buchanan 10	493,062.79	1,128,655.54	86,614.87	1,708,333.20	1,692,825.59	580,365.59	-	8,432	9,530	10,814	10,974	10,098	34
47	014	Montpelier 14	366,311.81	798,511.27	75,387.31	1,240,210.39	1,272,278.40	301,987.68	-	12,294	9,740	9,390	8,860	9,522	24
47	019	Kensal 19	387,172.02	415,700.40	76,151.42	879,023.84	796,260.06	286,332.13	-	5,450	16,273	15,003	15,738	15,145	36
TOWNER															
48	010	North Star 10	873,860.27	1,906,203.78	162,098.86	3,048,863.79	3,047,551.79	1,286,705.01	7,651	8,006	10,302	9,562	10,371	10,002	42
48	028	North Central 28	484,850.04	474,035.67	43,905.87	1,080,788.58	1,130,881.30	348,608.43	-	32,675	36,855	31,284	39,538	36,453	31
TRAIL															
49	003	Central Valley 3	1,012,151.31	1,520,648.89	70,795.58	2,603,595.78	2,460,080.26	1,104,487.71	-	9,765	10,143	6,523	10,417	9,658	45
49	007	Hatton 7	831,923.15	1,458,431.21	95,741.69	2,386,556.55	2,289,295.26	943,418.51	-	7,553	11,427	9,141	9,818	10,206	41
49	009	Hillsboro 9	1,576,417.80	2,548,385.98	193,399.32	4,358,361.49	4,415,901.42	812,075.63	-	5,093	9,616	6,848	9,130	8,697	18
49	014	May Port CG 14	1,843,879.91	3,140,449.61	396,939.29	5,381,268.81	5,506,694.63	1,554,832.18	-	8,613	8,658	9,719	9,987	9,270	28
WALSH															
50	003	Grafton 3	1,724,313.80	5,834,932.98	1,311,722.43	9,011,750.25	8,871,306.20	2,207,662.43	-	9,222	9,419	9,569	8,624	9,171	25
50	005	Fordville-Lankin 5	524,946.61	604,133.01	58,933.01	1,188,012.63	1,117,810.29	516,590.84	-	17,019	16,744	14,902	15,236	15,668	46
50	020	Minto 20	579,207.01	1,424,633.72	177,454.79	2,258,466.53	2,316,194.49	798,678.31	-	7,375	9,993	10,297	11,092	10,187	34
50	078	Park River 78	889,857.86	2,739,665.53	344,281.99	4,028,563.81	3,882,307.34	1,239,989.89	-	6,495	8,365	5,992	8,773	7,938	32
50	128	Adams 128	342,424.23	458,306.52	49,792.00	976,154.75	1,069,414.04	294,504.32	-	22,360	15,766	-	-	16,269	28

--- 2010-2011 FUND GROUP 1 REVENUE AND EXPENDITURES ---

--- 2010-2011 AVERAGE COST PER PUPIL ---

CO DIST	DISTRICT	LOCAL/ COUNTY REVENUE	STATE REVENUE	FEDERAL REVENUE	TOTAL REVENUE	TOTAL EXPEND- ITURES	ENDING BALANCE	PRE- KDGN	KDGN	GR. 1-6	GR. 7-8	GR. 9-12	GR. PK-12	PER CENT	
WARD															
51	001	Minot 1	26,490,788.51	38,169,810.11	6,249,441.46	71,189,595.02	77,415,952.53	14,771,968.56	11,152	5,882	9,318	9,716	8,120	8,731	19
51	004	Nedrose 4	951,497.07	1,344,653.08	146,018.50	2,472,553.25	2,703,960.24	1,073,026.46	-	9,063	7,210	9,428	-	7,851	40
51	007	United 7	1,358,792.28	3,752,518.77	447,024.54	5,559,564.12	5,549,390.11	676,987.91	14,467	6,911	8,481	8,134	9,283	8,653	12
51	016	Sawyer 16	458,777.64	1,041,595.94	221,928.20	1,722,301.78	1,703,759.50	150,798.66	-	25,590	12,334	11,188	9,622	11,600	9
51	028	Kenmare 28	1,117,245.59	2,117,868.40	254,648.13	3,712,172.63	4,208,300.40	586,591.87	-	7,497	10,838	14,026	13,945	11,868	14
51	041	Surrey 41	732,754.51	2,595,881.58	282,273.01	3,620,739.60	3,556,973.93	275,351.59	7,124	6,799	8,183	7,654	8,898	8,203	8
51	070	South Prairie 70	824,613.05	1,201,284.52	158,788.77	2,584,886.34	2,580,617.05	1,107,177.40	-	7,975	9,951	9,752	-	9,629	43
51	160	Minot AFB 160	5,232.94	0.00	8,079,404.18	8,394,581.17	8,317,331.92	2,650,418.13	-	-	-	-	-	0	32
51	161	Lewis and Clark 161	1,660,646.86	2,752,089.97	243,951.60	4,688,396.43	4,448,759.70	1,519,372.71	-	9,819	10,211	11,391	10,727	10,571	34
WELLS															
52	025	Fessenden-Bowdon 25	960,480.21	1,100,713.12	98,596.90	2,210,866.26	2,207,177.89	883,638.62	5,036	12,808	13,562	11,185	13,377	12,957	40
52	035	Pleasant Valley 35	155,990.96	119,072.01	16,822.49	291,885.46	297,032.82	101,464.33	-	-	21,769	18,436	-	21,501	34
52	038	Harvey 38	1,343,647.26	2,655,270.21	224,742.82	4,225,460.29	4,527,753.16	1,285,214.10	4,851	8,364	8,875	9,634	10,030	9,331	28
WILLIAMS															
53	001	Williston 1	6,142,629.48	14,022,723.31	1,705,023.63	21,870,376.42	23,864,836.71	3,014,368.23	7,019	4,875	9,917	7,455	7,240	8,251	13
53	002	Nesson 2	820,887.12	1,550,817.58	76,817.36	2,493,522.06	2,529,523.20	685,755.20	-	8,797	9,204	8,441	11,072	9,631	27
53	006	Eight Mile 6	380,614.34	1,426,284.35	405,131.28	2,299,841.97	2,121,271.57	301,808.75	-	4,297	12,695	5,285	12,994	11,107	14
53	008	New 8	1,922,460.51	1,608,446.04	199,925.27	3,730,831.82	3,426,862.51	656,096.19	-	13,494	10,976	16,994	-	12,002	19
53	015	Tioga 15	1,255,528.25	1,772,725.44	227,183.40	3,255,437.09	4,720,447.69	789,687.25	21,941	12,658	13,373	16,887	14,100	14,043	17
53	099	Grenora 99	718,249.77	694,675.15	44,145.33	1,457,070.25	1,581,621.09	438,744.47	-	11,832	10,299	17,717	17,687	12,803	28

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

The following summary table and the accompanying data reported by school district personnel are provided in response to the many requests for data aggregations.

The following table contains a summary of the reported Fund Group 1 expenditures by function categorized by average daily high school membership. Also presented are the average expenditures per pupil and percent of expenditures by function for each size category. Each column contains the aggregated expenditure and average expenditure per pupil in average daily membership by function and the percent the aggregated expenditure for that function or group of functions was of the total Fund Group 1 expenditure for all purposes.

Columns headed: SALARY/BENEFITS TEACHERS contains only the reported expenditures for salaries and benefits for teachers. SALARY/BENEFITS SUPPORT contains only the reported salary and benefits expenditures for support staff including librarians, counselors and other support staff. OTHER INSTRUCTIONAL contains the reported expenditures for instructional supplies, books and equipment including audio visual equipment and computers. SCHOOL ADMINISTRATION contains the reported expenditures for the school principal's office. GENERAL ADMINISTRATION contains the reported expenditures for the school board, superintendent's office, business office and other general administrative purposes.

OPERATION AND MAINTENANCE OF PLANT contains the reported expenditures for the operation and maintenance of school plants in the school district.

STUDENT TRANSPORTATION contains the total reported expenditures for transporting students to and from school and home. CAPITAL PROJECTS contains the total reported expenditures of Fund Group 1 money for capital projects such as the purchase of land for school sites and remodeling projects. EXTRA CURRICULAR contains the reported Fund Group 1 expenditures for extra curricular activities including transportation for extra curricular activities. ALL OTHER EXPENDITURES contains the reported expenditures for debt service, transfers, tuition and other programs. TOTAL EXPENDITURES contains the total reported Fund Group 1 expenditures for all functions.

COST PER PUPIL FUND GROUP 1 contains the average Fund Group 1 expenditures per pupil in average daily membership for all purposes. AVERAGE COST PER PUPIL is computed by dividing the reported costs for instruction, administration, and operation and maintenance of plant by the total average daily membership for the appropriate grouping of school districts.

The reported school district data for these categories are found on the following pages.

STATEWIDE SUMMARY OF 2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

NO. DIST.	ENROLLMENT IN H.S.	TOTAL ADM	INSTRUCTION			ADMINISTRATION		OPERATION AND MAINTENANCE OF PLANT
			SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
11	500 AND UP	57,988.89	338,714,637.12	42,307,951.98	44,557,014.41	30,368,563.55	30,202,552.24	53,605,069.82
			5,841.03	729.59	768.37	523.70	520.83	924.40
			55.43	6.92	7.29	4.97	4.94	8.77
1	400 - 499	1,254.91	6,575,862.62	655,701.83	440,007.06	571,438.50	896,208.43	905,792.28
			5,240.11	522.51	350.63	455.36	714.16	721.80
			57.06	5.69	3.82	4.96	7.78	7.86
1	300 - 399	1,144.71	5,932,647.79	733,573.13	649,155.26	479,752.71	785,876.88	888,873.57
			5,182.66	640.84	567.09	419.10	686.53	776.51
			53.69	6.64	5.87	4.34	7.11	8.04
8	200 - 299	5,319.72	25,613,606.87	2,115,086.85	3,548,245.02	2,505,834.20	3,992,446.88	6,308,820.75
			4,814.84	397.59	667.00	471.05	750.50	1,185.93
			46.97	3.88	6.51	4.60	7.32	11.57
9	150 - 199	4,783.44	22,450,727.18	2,444,595.11	3,895,806.38	2,301,384.20	3,879,980.00	6,198,891.68
			4,693.43	511.05	814.44	481.11	811.13	1,295.91
			34.68	3.78	6.02	3.55	5.99	9.57
15	120 - 149	5,646.41	33,846,984.08	2,126,051.23	6,169,175.33	3,284,128.97	5,031,063.49	7,529,507.82
			5,994.43	376.53	1,092.58	581.63	891.02	1,333.50
			48.14	3.02	8.77	4.67	7.16	10.71
10	100 - 119	3,381.64	18,952,724.01	956,013.18	3,336,006.42	1,775,458.71	2,954,535.09	6,822,936.81
			5,604.60	282.71	986.51	525.03	873.70	2,017.64
			44.48	2.24	7.83	4.17	6.93	16.01
23	75 - 99	5,862.50	32,497,660.26	2,065,769.70	6,041,508.92	3,620,501.58	7,014,026.67	8,939,004.83
			5,543.31	352.37	1,030.53	617.57	1,196.42	1,524.78
			43.84	2.79	8.15	4.88	9.46	12.06
32	50 - 74	5,989.01	35,735,467.79	2,541,445.80	7,296,017.11	3,949,831.25	7,416,883.02	9,607,451.73
			5,966.84	424.35	1,218.23	659.51	1,238.42	1,604.18
			44.17	3.14	9.02	4.88	9.17	11.87
28	25 - 49	3,304.17	24,211,223.50	763,102.03	4,721,702.00	2,093,552.90	5,387,414.07	5,161,092.26
			7,327.48	230.95	1,429.01	633.61	1,630.49	1,561.99
			46.63	1.47	9.09	4.03	10.38	9.94
12	24 OR LESS	709.88	6,678,803.91	302,697.44	1,054,766.36	262,638.60	1,698,785.56	1,378,767.47
			9,408.36	426.41	1,485.84	369.98	2,393.06	1,942.25
			49.78	2.26	7.86	1.96	12.66	10.28
150	HS TOTAL	95,385.28	551,210,345.13	57,011,988.28	81,709,404.27	51,213,085.17	69,259,772.33	107,346,209.02
			5,778.78	597.70	856.62	536.91	726.11	1,125.40
			50.74	5.25	7.52	4.71	6.38	9.88
26	ELEM TOTAL	1,572.98	10,836,119.03	676,548.84	1,864,955.78	872,150.67	2,752,329.15	2,991,295.35
			6,888.91	430.11	1,185.62	554.46	1,749.75	1,901.67
			35.13	2.19	6.05	2.83	8.92	9.70
5	RURAL TOTAL	29.16	246,059.15	0.00	73,414.43	0.00	55,918.72	62,895.43
			8,438.24	0.00	2,517.64	0.00	1,917.65	2,156.91
			31.99	0.00	9.55	0.00	7.27	8.18
2	NONOPERATING	0.00	0.00	0.00	27,641.82	0.00	184,810.42	179,404.18
			0.00	0.00	0.00	0.00	0.00	0.00
			0.00	0.00	.20	0.00	1.33	1.29
183	GRAND TOTAL	96,987.42	562,292,523.31	57,688,537.12	83,675,416.30	52,085,235.84	72,252,830.62	110,579,803.98
			5,797.58	594.80	862.75	537.03	744.97	1,140.15
			49.68	5.10	7.39	4.60	6.38	9.77

STATEWIDE SUMMARY OF 2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

NO. DIST.	ENROLLMENT IN H.S.	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	COST PER PUPIL FUND GROUP 1	AVERAGE COST PER PUPIL
11	500 AND UP	14,329,276.03	16,892,383.01	10,803,624.37	29,338,958.01	611,120,030.54	10,538.57	9,307.92
		247.10	291.30	186.31	505.94			
		2.34	2.76	1.77	4.80			
1	400 - 499	406,997.89	0.00	483,570.77	588,468.26	11,524,047.64	9,183.17	8,004.57
		324.32	0.00	385.34	468.93			
		3.53	0.00	4.20	5.11			
1	300 - 399	259,647.77	0.00	428,453.15	892,149.99	11,050,130.25	9,653.21	8,272.73
		226.82	0.00	374.29	779.37			
		2.35	0.00	3.88	8.07			
8	200 - 299	3,239,766.52	1,560,729.48	1,843,743.23	3,802,658.01	54,530,937.81	10,250.72	8,286.91
		609.01	293.39	346.59	714.82			
		5.94	2.86	3.38	6.97			
9	150 - 199	2,576,772.38	6,353,444.70	1,467,401.12	13,173,376.30	64,742,379.05	13,534.69	8,607.07
		538.69	1,328.22	306.77	2,753.95			
		3.98	9.81	2.27	20.35			
15	120 - 149	4,578,575.91	1,824,839.34	1,966,399.51	3,957,133.16	70,313,858.84	12,452.84	10,269.70
		810.88	323.19	348.26	700.82			
		6.51	2.60	2.80	5.63			
10	100 - 119	3,052,109.64	312,317.54	1,263,238.08	3,182,236.35	42,607,575.83	12,599.68	10,290.18
		902.55	92.36	373.56	941.03			
		7.16	0.73	2.96	7.47			
23	75 - 99	4,796,902.41	1,019,219.75	2,357,502.05	5,773,865.86	74,125,962.03	12,644.09	10,264.98
		818.23	173.85	402.13	984.88			
		6.47	1.37	3.18	7.79			
32	50 - 74	6,178,937.12	60,009.54	2,393,245.31	5,727,304.89	80,906,593.56	13,509.18	11,111.54
		1,031.71	10.02	399.61	956.30			
		7.64	0.07	2.96	7.08			
28	25 - 49	4,151,440.46	181,303.58	1,632,504.31	3,613,498.13	51,916,833.24	15,712.52	12,813.53
		1,256.42	54.87	494.07	1,093.62			
		8.00	0.35	3.14	6.96			
12	24 OR LESS	1,085,562.76	1,480.93	210,805.00	743,387.23	13,417,695.26	18,901.36	16,025.89
		1,529.22	2.09	296.96	1,047.20			
		8.09	0.01	1.57	5.54			
150	HS TOTAL	44,655,988.89	28,205,727.87	24,850,486.90	70,793,036.19	1,086,256,044.05	11,388.09	9,621.51
		468.16	295.70	260.53	742.18			
		4.11	2.60	2.29	6.52			
26	ELEM TOTAL	2,600,515.39	776,739.84	275,619.56	7,199,860.31	30,846,133.92	19,610.00	12,710.52
		1,653.24	493.80	175.22	4,577.21			
		8.43	2.52	0.89	23.34			
5	RURAL TOTAL	28,767.03	0.00	0.00	302,063.94	769,118.70	26,375.81	15,030.44
		986.52	0.00	0.00	10,358.85			
		3.74	0.00	0.00	39.27			
2	NONOPERATING	421,092.50	0.00	0.00	13,088,127.00	13,901,075.92	0.00	0.00
		0.00	0.00	0.00	0.00			
		3.03	0.00	0.00	94.15			
183	GRAND TOTAL	47,706,363.81	28,982,467.71	25,126,106.46	91,383,087.44	1,131,772,372.59	11,669.27	9,677.28
		491.88	298.83	259.07	942.22			
		4.22	2.56	2.22	8.07			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
50 128 Adams 128	.00	43.93	436,121.61	22,434.05	42,588.89	27,977.50	111,014.34	74,545.54
			9,927.65	510.68	969.47	636.87	2,527.07	1,696.92
			40.78	2.10	3.98	2.62	10.38	6.97
27 002 Alexander 2	19.67	75.75	457,576.66	2,175.00	115,048.11	4,669.82	162,151.83	194,066.80
			6,040.62	28.71	1,518.79	61.65	2,140.62	2,561.94
			36.55	.17	9.19	.37	12.95	15.50
25 014 Anamoose 14	.00	84.60	612,053.26	.00	93,660.71	67,862.60	135,520.12	98,291.35
			7,234.67	.00	1,107.10	802.16	1,601.89	1,161.84
			47.89	.00	7.33	5.31	10.60	7.69
08 039 Apple Creek 39	.00	70.52	340,309.50	.00	46,398.64	.00	52,706.23	64,722.03
			4,825.72	.00	657.95	.00	747.39	917.78
			31.67	.00	4.32	.00	4.90	6.02
26 009 Ashley 9	51.85	128.25	804,280.36	14,060.35	172,671.68	64,296.40	183,054.62	198,944.93
			6,271.19	109.63	1,346.37	501.34	1,427.33	1,551.23
			44.19	.77	9.49	3.53	10.06	10.93
15 010 Bakker 10	.00	6.27	41,973.08	9,487.94	7,753.28	.00	21,443.90	59,973.92
			6,694.27	1,513.23	1,236.57	.00	3,420.08	9,565.22
			18.83	4.26	3.48	.00	9.62	26.90
08 029 Baldwin 29	.00	12.83	74,319.59	19,875.24	15,220.99	1,000.00	16,992.79	65,990.62
			5,792.64	1,549.12	1,186.36	77.94	1,324.46	5,143.46
			19.41	5.19	3.98	.26	4.44	17.24
02 007 Barnes County North 7	87.87	284.67	2,306,969.87	67,922.55	367,593.54	160,982.50	428,206.31	344,263.25
			8,104.01	238.60	1,291.30	565.51	1,504.22	1,209.34
			50.59	1.49	8.06	3.53	9.39	7.55
17 003 Beach 3	130.45	289.09	2,046,674.47	203,765.90	374,538.40	319,608.13	224,953.28	282,806.94
			7,079.71	704.85	1,295.58	1,105.57	778.14	978.27
			45.22	4.50	8.27	7.06	4.97	6.25
40 007 Belcourt 7	520.27	1,601.01	12,365,205.35	1,525,588.41	2,385,925.71	1,095,061.32	2,361,218.76	1,028,998.72
			7,723.38	952.89	1,490.26	683.98	1,474.83	642.72
			50.71	6.26	9.78	4.49	9.68	4.22
45 013 Belfield 13	88.74	219.13	1,270,774.97	37,119.10	205,363.40	115,275.00	161,850.07	493,159.53
			5,799.18	169.39	937.18	526.06	738.60	2,250.53
			49.67	1.45	8.03	4.51	6.33	19.27
29 027 Beulah 27	230.78	659.54	3,219,608.07	428,085.48	392,600.41	330,501.90	637,042.58	859,278.31
			4,881.60	649.07	595.26	501.11	965.89	1,302.84
			44.98	5.98	5.48	4.62	8.90	12.00
04 001 Billings Co 1	.00	44.72	749,170.74	105,123.73	153,755.32	77,828.58	182,341.19	538,038.54
			16,752.48	2,350.71	3,438.18	1,740.35	4,077.40	12,031.27
			30.33	4.26	6.22	3.15	7.38	21.78

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
50 128 Adams 128	160,557.61 3,654.85 15.01	.00 .00 .00	41,835.29 952.32 3.91	152,339.21 3,467.77 14.25	1,069,414.04	24,343.59	16,268.65
27 002 Alexander 2	193,723.29 2,557.40 15.48	.00 .00 .00	.00 .00 .00	122,339.40 1,615.04 9.77	1,251,750.91	16,524.76	12,352.32
25 014 Anamoose 14	88,030.64 1,040.55 6.89	.00 .00 .00	23,415.78 276.78 1.83	159,107.04 1,880.70 12.45	1,277,941.50	15,105.69	11,907.66
08 039 Apple Creek 39	1,170.00 16.59 .11	16,548.49 234.66 1.54	.00 .00 .00	552,841.32 7,839.50 51.44	1,074,696.21	15,239.59	7,148.84
26 009 Ashley 9	145,150.56 1,131.78 7.97	.00 .00 .00	86,622.78 675.42 4.76	151,144.13 1,178.51 8.30	1,820,225.81	14,192.79	11,207.08
15 010 Bakker 10	24,842.14 3,962.06 11.14	.00 .00 .00	.00 .00 .00	57,475.37 9,166.73 25.78	222,949.63	35,558.15	22,429.37
08 029 Baldwin 29	1,314.16 102.43 .34	.00 .00 .00	.00 .00 .00	188,168.23 14,666.27 49.15	382,881.62	29,842.68	15,073.99
02 007 Barnes County North 7	361,230.57 1,268.94 7.92	.00 .00 .00	81,986.59 288.01 1.80	440,853.61 1,548.65 9.67	4,560,008.79	16,018.58	12,912.98
17 003 Beach 3	202,978.63 702.13 4.48	459,374.25 1,589.04 10.15	145,367.54 502.85 3.21	266,317.91 921.23 5.88	4,526,385.45	15,657.36	11,942.12
40 007 Belcourt 7	1,265,153.80 790.22 5.19	4,500.00 2.81 .02	643,936.85 402.21 2.64	1,710,781.62 1,068.56 7.02	24,386,370.54	15,231.87	12,968.06
45 013 Belfield 13	67,429.31 307.71 2.64	.00 .00 .00	70,800.12 323.10 2.77	136,828.87 624.42 5.35	2,558,600.37	11,676.18	10,420.95
29 027 Beulah 27	472,003.02 715.65 6.59	.00 .00 .00	235,026.78 356.35 3.28	584,122.60 885.65 8.16	7,158,269.15	10,853.43	8,895.77
04 001 Billings Co 1	271,452.85 6,070.05 10.99	.00 .00 .00	6,796.58 151.98 .28	385,852.69 8,628.19 15.62	2,470,360.22	55,240.61	40,390.39

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
08 001 Bismarck 1	3,727.34	11,505.26	64,466,448.73	8,692,738.99	6,059,996.97	5,596,820.40	6,246,279.77	9,994,995.86
			5,603.22	755.54	526.72	486.46	542.91	868.73
			56.88	7.67	5.35	4.94	5.51	8.82
05 001 Bottineau 1	238.36	600.81	3,726,913.64	236,884.26	521,112.28	267,384.40	401,975.43	713,695.38
			6,203.15	394.27	867.35	445.04	669.06	1,187.89
			53.24	3.38	7.44	3.82	5.74	10.19
07 014 Bowbells 14	26.80	62.78	523,070.87	7,267.00	56,573.94	28,038.39	121,222.78	201,514.46
			8,331.81	115.75	901.15	446.61	1,930.91	3,209.85
			44.85	.62	4.85	2.40	10.40	17.28
06 001 Bowman Co 1	123.10	404.82	2,326,567.98	57,982.88	422,434.22	262,798.16	463,136.67	785,766.22
			5,747.17	143.23	1,043.51	649.17	1,144.06	1,941.03
			41.55	1.04	7.55	4.69	8.27	14.03
07 036 Burke Central 36	21.85	82.94	919,284.14	.00	66,641.90	.00	142,806.62	106,248.47
			11,083.72	.00	803.50	.00	1,721.81	1,281.03
			66.83	.00	4.84	.00	10.38	7.72
16 049 Carrington 49	172.72	520.07	2,649,591.98	123,093.28	296,487.80	281,950.29	242,095.62	739,330.07
			5,094.68	236.69	570.09	542.14	465.51	1,421.60
			49.60	2.30	5.55	5.28	4.53	13.84
34 006 Cavalier 6	125.56	385.22	1,905,763.03	179,696.97	557,309.19	168,235.45	286,045.57	350,538.10
			4,947.21	466.48	1,446.73	436.73	742.55	909.97
			46.59	4.39	13.63	4.11	6.99	8.57
33 001 Center-Stanton 1	63.54	196.75	1,388,301.50	36,280.67	170,253.98	195,320.85	256,676.01	310,160.99
			7,056.17	184.40	865.33	992.74	1,304.58	1,576.42
			48.38	1.26	5.93	6.81	8.94	10.81
09 017 Central Cass 17	269.75	784.91	3,183,402.32	307,170.43	301,728.74	354,617.40	682,048.53	714,289.36
			4,055.75	391.34	384.41	451.79	868.95	910.03
			49.13	4.74	4.66	5.47	10.53	11.02
44 032 Central Elem 32	.00	3.22	66,484.70	.00	44,748.23	.00	17,016.26	8,908.94
			20,647.42	.00	13,896.97	.00	5,284.55	2,766.75
			29.01	.00	19.52	.00	7.42	3.89
49 003 Central Valley 3	75.60	210.36	1,051,986.13	93,695.15	163,548.15	104,903.16	201,951.40	415,491.90
			5,000.88	445.40	777.47	498.68	960.03	1,975.15
			42.76	3.81	6.65	4.26	8.21	16.89
32 001 Dakota Prairie 1	84.28	254.42	1,834,545.93	167,928.15	196,666.89	271,373.79	197,085.90	294,623.06
			7,210.70	660.04	773.00	1,066.64	774.65	1,158.02
			43.78	4.01	4.69	6.48	4.70	7.03
36 001 Devils Lake 1	568.90	1,677.85	9,235,346.87	1,580,582.19	1,472,755.77	667,407.04	816,615.36	2,780,460.75
			5,504.27	942.03	877.76	397.78	486.70	1,657.16
			49.29	8.44	7.86	3.56	4.36	14.84

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
08 001 Bismarck 1	2,140,230.21	2,493,223.84	3,391,552.52	4,245,778.91	113,328,066.20	9,850.11	8,783.57
	186.02	216.70	294.78	369.03			
	1.89	2.20	2.99	3.75			
05 001 Bottineau 1	458,881.16	.00	210,456.59	463,165.97	7,000,469.11	11,651.72	9,766.76
	763.77	.00	350.29	770.90			
	6.56	.00	3.01	6.62			
07 014 Bowbells 14	77,578.53	64,016.00	44,928.47	41,948.82	1,166,159.26	18,575.33	14,936.09
	1,235.72	1,019.69	715.65	668.19			
	6.65	5.49	3.85	3.60			
06 001 Bowman Co 1	291,198.76	538,152.17	293,954.66	156,786.47	5,598,778.19	13,830.29	10,668.16
	719.33	1,329.36	726.14	387.30			
	5.20	9.61	5.25	2.80			
07 036 Burke Central 36	86,491.34	.00	18,937.86	35,171.59	1,375,581.92	16,585.27	14,890.05
	1,042.82	.00	228.33	424.06			
	6.29	.00	1.38	2.56			
16 049 Carrington 49	287,361.43	.00	157,189.18	564,773.77	5,341,873.42	10,271.45	8,330.70
	552.54	.00	302.25	1,085.96			
	5.38	.00	2.94	10.57			
34 006 Cavalier 6	245,672.79	.00	121,869.44	274,960.98	4,090,091.52	10,617.55	8,949.66
	637.75	.00	316.36	713.78			
	6.01	.00	2.98	6.72			
33 001 Center-Stanton 1	179,908.30	.00	128,371.32	204,283.25	2,869,556.87	14,584.79	11,979.64
	914.40	.00	652.46	1,038.29			
	6.27	.00	4.47	7.12			
09 017 Central Cass 17	389,188.58	.00	261,169.51	286,131.20	6,479,746.07	8,255.40	7,062.28
	495.84	.00	332.74	364.54			
	6.01	.00	4.03	4.42			
44 032 Central Elem 32	12,657.50	.00	.00	79,390.31	229,205.94	71,181.97	42,595.69
	3,930.90	.00	.00	24,655.38			
	5.52	.00	.00	34.64			
49 003 Central Valley 3	110,381.66	.00	132,430.25	185,692.46	2,460,080.26	11,694.62	9,657.61
	524.73	.00	629.54	882.74			
	4.49	.00	5.38	7.55			
32 001 Dakota Prairie 1	377,282.81	.00	154,891.75	695,772.56	4,190,170.84	16,469.50	11,643.05
	1,482.91	.00	608.80	2,734.74			
	9.00	.00	3.70	16.60			
36 001 Devils Lake 1	869,754.18	.00	771,720.84	540,972.34	18,735,615.34	11,166.44	9,865.70
	518.37	.00	459.95	322.42			
	4.64	.00	4.12	2.89			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- I N S T R U C T I O N -----			--- A D M I N I S T R A T I O N ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
45 001 Dickinson 1	863.98	2,665.53	14,205,060.95	1,746,933.99	2,109,133.34	1,270,086.09	1,392,986.59	1,788,235.18
			5,329.17	655.38	791.26	476.49	522.59	670.87
			54.47	6.70	8.09	4.87	5.34	6.86
12 001 Divide County 1	72.21	246.89	1,722,166.98	122,169.42	260,099.48	177,936.47	308,597.80	496,959.15
			6,975.44	494.83	1,053.50	720.71	1,249.94	2,012.88
			42.24	3.00	6.38	4.36	7.57	12.19
25 057 Drake 57	52.12	76.41	464,369.99	45,722.03	105,211.84	49,850.95	163,087.44	180,206.44
			6,077.35	598.38	1,376.94	652.41	2,134.37	2,358.41
			34.77	3.42	7.88	3.73	12.21	13.49
34 019 Drayton 19	41.48	138.55	977,230.27	75,666.11	184,374.63	78,314.27	200,469.99	178,608.44
			7,053.27	546.13	1,186.39	565.24	1,446.91	1,289.13
			47.35	3.67	7.96	3.79	9.71	8.65
40 001 Dunseith 1	143.30	408.65	3,373,822.75	320,376.03	1,053,801.74	270,444.28	407,785.32	615,735.02
			8,256.02	783.99	2,578.74	661.80	997.88	1,506.75
			49.49	4.70	15.46	3.97	5.98	9.03
27 018 Earl 18	.00	.00	34,805.84	.00	3,434.69	.00	10,844.97	12,527.15
			.00	.00	.00	.00	.00	.00
			33.87	.00	3.34	.00	10.55	12.19
23 003 Edgeley 3	64.88	252.30	1,139,369.38	153,442.52	167,963.91	114,419.62	237,848.43	312,541.93
			4,515.93	608.17	665.73	453.51	942.72	1,238.77
			43.45	5.85	6.41	4.36	9.07	11.92
36 002 Edmore 2	38.71	62.54	435,670.25	14,608.39	206,584.81	42,380.20	135,275.35	188,656.55
			6,966.27	233.58	3,303.24	677.65	2,163.02	3,016.57
			31.45	1.05	14.91	3.06	9.77	13.62
53 006 Eight Mile 6	63.50	179.08	1,085,705.84	76,681.13	187,375.25	86,538.49	225,464.56	327,203.22
			6,062.69	428.19	1,046.32	483.24	1,259.02	1,827.13
			51.18	3.61	8.83	4.08	10.63	15.42
19 049 Elgin-New Leipzig 49	92.58	137.12	845,149.38	117,052.27	139,736.69	80,742.35	184,016.56	236,753.64
			6,163.57	853.65	1,019.08	588.84	1,342.01	1,726.62
			37.51	5.20	6.20	3.58	8.17	10.51
11 040 Ellendale 40	102.32	337.98	1,711,236.47	96,276.23	251,327.34	166,457.92	359,667.91	211,679.60
			5,063.13	284.86	743.62	492.51	1,064.17	626.31
			47.16	2.65	6.93	4.59	9.91	5.83
18 127 Emerado 127	.00	76.17	566,494.20	77,755.10	58,041.64	.00	173,589.67	147,156.93
			7,437.24	1,020.81	762.00	.00	2,278.98	1,931.95
			37.21	5.11	3.81	.00	11.40	9.67
37 024 Enderlin Area 24	98.96	303.73	1,459,137.69	166,668.56	216,168.05	150,417.36	237,441.57	442,200.85
			4,804.06	548.74	711.71	495.23	781.75	1,455.90
			44.17	5.04	6.54	4.55	7.19	13.38

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
45 001 Dickinson 1	426,763.71	439,344.00	776,772.45	1,922,653.58	26,077,969.88	9,783.41	8,445.76
	160.10	164.82	291.41	721.30			
	1.64	1.68	2.98	7.37			
12 001 Divide County 1	264,591.81	.00	81,212.97	643,605.41	4,077,339.49	16,514.80	12,507.31
	1,071.70	.00	328.94	2,606.85			
	6.49	.00	1.99	15.78			
25 057 Drake 57	133,699.64	.00	36,735.90	156,798.68	1,335,682.71	17,480.47	13,197.86
	1,749.77	.00	480.77	2,052.07			
	10.01	.00	2.75	11.74			
34 019 Drayton 19	104,744.98	.00	93,044.33	191,541.78	2,063,994.80	14,897.11	12,087.07
	756.01	.00	671.56	1,382.47			
	5.07	.00	4.51	9.28			
40 001 Dunseith 1	220,472.83	10,000.00	.00	544,170.34	6,816,608.31	16,680.80	14,785.18
	539.52	24.47	.00	1,331.63			
	3.23	.15	.00	7.98			
27 018 Earl 18	7,452.00	.00	.00	33,686.52	102,751.17	.00	.00
	.00	.00	.00	.00			
	7.25	.00	.00	32.78			
23 003 Edgeley 3	194,100.32	.00	108,230.22	194,223.61	2,622,139.94	10,392.94	8,424.83
	769.32	.00	428.97	769.81			
	7.40	.00	4.13	7.41			
36 002 Edmore 2	154,165.37	.00	52,854.74	154,996.04	1,385,191.70	22,148.89	16,360.34
	2,465.07	.00	845.13	2,478.35			
	11.13	.00	3.82	11.19			
53 006 Eight Mile 6	61,545.23	.00	58,961.99	11,795.86	2,121,271.57	11,845.39	11,106.59
	343.67	.00	329.25	65.87			
	2.90	.00	2.78	.56			
19 049 Elgin-New Leipzig 49	274,307.66	.00	70,082.92	305,293.12	2,253,134.59	16,431.85	11,693.78
	2,000.49	.00	511.11	2,226.47			
	12.17	.00	3.11	13.55			
11 040 Ellendale 40	269,759.47	121,717.76	123,524.27	316,736.39	3,628,383.36	10,735.50	8,274.59
	798.15	360.13	365.48	937.15			
	7.43	3.35	3.40	8.73			
18 127 Emerado 127	73,484.37	169,780.89	8,393.80	247,720.75	1,522,417.35	19,987.10	13,430.98
	964.74	2,228.97	110.20	3,252.21			
	4.83	11.15	.55	16.27			
37 024 Enderlin Area 24	209,511.44	.00	209,707.69	212,562.83	3,303,816.04	10,877.48	8,797.40
	689.80	.00	690.44	699.84			
	6.34	.00	6.35	6.43			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
39 018 Fairmount 18	38.61	123.74	748,834.14 6,051.67 49.80	18,083.56 146.14 1.20	132,145.93 1,067.93 8.79	81,237.41 656.52 5.40	160,052.73 1,293.46 10.64	125,385.27 1,013.30 8.34
09 001 Fargo 1	3,354.32	10,684.50	70,994,415.74 6,644.62 54.14	7,594,531.28 710.80 5.79	11,642,058.45 1,089.62 8.88	7,413,616.87 693.87 5.65	5,576,051.26 521.88 4.25	11,766,343.64 1,101.25 8.97
52 025 Fessenden Bowdon 25	52.82	130.25	846,668.16 6,500.33 38.36	107,557.62 825.78 4.87	150,427.05 1,154.91 6.82	107,277.63 823.63 4.86	184,081.66 1,413.29 8.34	291,624.03 2,238.96 13.21
46 019 Finley-Sharon 19	58.47	147.47	960,067.53 6,510.26 42.92	27,034.69 183.32 1.21	147,007.53 996.86 6.57	131,659.93 892.79 5.89	282,220.54 1,913.75 12.62	234,441.54 1,589.76 10.48
30 039 Flasher 39	61.74	191.47	904,014.72 4,721.44 36.82	76,236.96 398.17 3.10	173,842.12 907.93 7.08	124,618.54 650.85 5.08	157,731.90 823.79 6.42	342,736.70 1,790.03 13.96
50 005 Fordville-Lankin 5	28.00	57.55	477,015.88 8,288.72 42.67	.00 .00 .00	99,167.91 1,723.16 8.87	43,014.21 747.42 3.85	161,069.47 2,798.77 14.41	121,413.54 2,109.71 10.86
37 006 Ft Ransom 6	.00	32.00	163,499.39 5,109.36 27.75	6,214.14 194.19 1.05	31,136.53 973.02 5.28	.00 .00 .00	55,900.96 1,746.91 9.49	21,114.95 659.84 3.58
03 030 Ft Totten 30	139.60	146.17	1,934,158.19 13,232.25 52.84	99,113.83 678.07 2.71	469,505.77 3,212.05 12.83	176,895.64 1,210.20 4.83	495,375.85 3,389.04 13.53	51,394.32 351.61 1.40
43 004 Ft Yates 4	186.45	404.94	1,925,228.84 4,754.36 47.03	141,231.25 348.77 3.45	836,287.34 2,065.21 20.43	100,025.50 247.01 2.44	539,524.91 1,332.36 13.18	357,072.76 881.79 8.72
24 056 Gackle-Streeter 56	32.30	86.77	704,925.47 8,124.07 47.17	.00 .00 .00	162,262.71 1,870.03 10.86	51,402.31 592.40 3.44	139,281.39 1,605.18 9.32	190,487.40 2,195.31 12.75
28 051 Garrison 51	95.24	330.84	1,974,719.04 5,968.80 48.56	133,842.12 404.55 3.29	249,324.09 753.61 6.13	193,180.74 583.91 4.75	556,275.10 1,681.40 13.68	400,709.80 1,211.19 9.85
30 048 Glen Ullin 48	56.82	156.69	964,478.06 6,155.33 44.05	41,661.06 265.88 1.90	281,531.07 1,796.74 12.86	74,976.60 478.50 3.42	206,671.99 1,318.99 9.44	308,550.87 1,969.18 14.09
38 026 Glenburn 26	70.16	250.45	1,565,328.79 6,250.07 53.58	132,488.40 529.00 4.54	101,320.14 404.55 3.47	167,188.59 667.55 5.72	277,262.84 1,107.06 9.49	265,394.40 1,059.67 9.09

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
39 018 Fairmount 18	45,372.05	.00	59,448.64	133,151.17	1,503,710.90	12,152.18	10,229.02
	366.67	.00	480.43	1,076.06			
	3.02	.00	3.95	8.85			
09 001 Fargo 1	3,532,798.25	2,946,633.66	144,109.76	9,518,561.52	131,129,120.43	12,272.84	10,762.04
	330.65	275.79	13.49	890.88			
	2.69	2.25	.11	7.26			
52 025 Fessenden-Bowdon 25	140,305.92	.00	94,287.57	284,948.25	2,207,177.89	16,945.70	12,956.90
	1,077.20	.00	723.90	2,187.70			
	6.36	.00	4.27	12.91			
46 019 Finley-Sharon 19	162,746.90	6,180.00	79,853.88	205,772.13	2,236,984.67	15,169.08	12,086.74
	1,103.59	41.91	541.49	1,395.35			
	7.28	.28	3.57	9.20			
30 039 Flasher 39	281,429.78	.00	107,822.98	287,076.33	2,455,510.03	12,824.52	9,292.22
	1,469.64	.00	563.13	1,499.33			
	11.46	.00	4.39	11.69			
50 005 Fordville-Lankin 5	76,032.00	.00	34,587.39	105,509.89	1,117,810.29	19,423.29	15,667.78
	1,321.15	.00	601.00	1,833.36			
	6.80	.00	3.09	9.44			
37 006 Ft Ransom 6	143,195.16	57,673.28	.00	110,487.18	589,221.59	18,413.17	8,683.31
	4,474.85	1,802.29	.00	3,452.72			
	24.30	9.79	.00	18.75			
03 030 Ft Totten 30	269,556.44	.00	74,299.97	89,939.36	3,660,239.37	25,040.98	22,073.23
	1,844.13	.00	508.31	615.31			
	7.36	.00	2.03	2.46			
43 004 Ft Yates 4	20,563.24	109,450.00	64,271.77	.00	4,093,655.61	10,109.29	9,629.50
	50.78	270.29	158.72	.00			
	.50	2.67	1.57	.00			
24 056 Gackle-Streeter 56	150,916.36	.00	65,995.33	29,099.64	1,494,370.61	17,222.20	14,386.99
	1,739.27	.00	760.58	335.37			
	10.10	.00	4.42	1.95			
28 051 Garrison 51	207,411.51	96,104.00	173,730.47	81,248.24	4,066,545.11	12,291.58	10,603.47
	626.92	290.48	525.12	245.58			
	5.10	2.36	4.27	2.00			
30 048 Glen Ullin 48	118,885.48	.00	99,650.27	92,853.70	2,189,259.10	13,971.91	11,984.62
	758.73	.00	635.97	592.59			
	5.43	.00	4.55	4.24			
38 026 Glenburn 26	227,981.38	.00	.00	184,270.01	2,921,234.55	11,663.94	10,017.90
	910.29	.00	.00	735.76			
	7.80	.00	.00	6.31			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
42 016 Goodrich 16	8.91	24.66	326,045.89	.00	21,004.82	20,814.05	136,906.84	60,307.23
			13,221.65	.00	851.78	835.93	5,551.78	2,445.55
			50.20	.00	3.23	3.17	21.08	9.28
50 003 Grafton 3	265.09	819.95	4,341,979.39	360,213.98	731,996.98	384,744.71	631,244.89	1,069,367.33
			5,295.42	439.31	892.73	469.23	769.86	1,304.19
			48.94	4.06	8.25	4.34	7.12	12.05
18 001 Grand Forks 1	2,233.55	7,160.34	43,435,000.00	6,970,415.00	5,173,660.00	2,631,557.00	3,760,323.00	5,493,201.00
			6,066.05	973.48	722.54	367.52	525.16	767.17
			60.63	9.73	7.22	3.67	5.25	7.67
18 140 Grand Forks AFB 140	.00	.00	.00	.00	.00	.00	120,617.00	.00
			.00	.00	.00	.00	.00	.00
			.00	.00	.00	.00	2.16	.00
53 099 Grenora 99	20.09	99.69	769,916.32	2,579.94	125,525.86	57,467.73	133,714.20	187,113.12
			7,723.10	25.88	1,259.16	576.46	1,341.30	1,876.95
			48.68	.16	7.94	3.63	8.45	11.83
20 018 Griggs County Central 18	96.64	259.12	1,411,838.50	165,701.25	165,800.14	152,761.48	288,949.16	240,712.19
			5,448.59	639.48	639.86	589.54	1,115.12	928.96
			45.76	5.37	5.37	4.95	9.37	7.80
13 019 Halliday 19	12.58	28.26	401,478.15	7,104.24	77,879.94	5,550.57	136,316.04	94,033.15
			14,206.59	251.39	2,755.84	196.41	4,823.64	3,327.43
			47.88	.85	9.29	.66	16.26	11.21
39 008 Hankinson 8	86.13	274.50	1,307,072.36	65,103.35	303,979.44	173,162.81	224,896.52	396,101.76
			4,761.65	237.17	1,107.39	630.83	819.30	1,442.99
			44.42	2.21	10.33	5.89	7.64	13.46
52 038 Harvey 38	145.97	424.97	1,968,770.54	169,732.72	452,982.37	226,389.37	259,717.41	887,623.95
			4,632.73	399.40	1,065.92	532.72	611.14	2,088.67
			43.48	3.75	10.00	5.00	5.74	19.60
49 007 Hatton 7	69.31	183.27	1,083,949.06	59,722.34	175,543.10	153,857.95	133,922.77	263,528.63
			5,914.49	325.87	957.84	839.52	730.74	1,437.93
			47.35	2.61	7.67	6.72	5.85	11.51
15 006 Hazelton Moffit-Braddock 6	45.57	110.60	852,118.00	56,558.42	101,410.61	40,541.74	185,321.70	135,690.38
			7,704.50	511.38	916.91	366.56	1,675.60	1,226.86
			53.17	3.53	6.33	2.53	11.56	8.47
29 003 Hazen 3	209.89	572.47	2,350,580.92	215,426.25	304,555.22	309,955.39	668,075.76	1,294,374.36
			4,106.03	376.31	532.00	541.44	1,167.01	2,261.03
			38.66	3.54	5.01	5.10	10.99	21.29
30 013 Hebron 13	48.12	182.94	989,457.78	44,596.34	365,501.57	131,651.51	195,219.86	254,416.58
			5,408.65	243.78	1,997.93	719.64	1,067.13	1,390.71
			35.60	1.60	13.15	4.74	7.02	9.15

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
42 016 Goodrich 16	38,791.42	.00	1,908.11	43,955.89	649,534.25	26,339.59	22,906.68
	1,573.05	.00	77.38	1,782.48			
	5.97	.00	.29	6.77			
50 003 Grafton 3	282,968.48	.00	299,565.40	769,225.04	8,871,306.20	10,819.33	9,170.74
	345.10	.00	365.35	938.14			
	3.19	.00	3.38	8.67			
18 001 Grand Forks 1	464,249.00	888,649.00	1,594,840.00	1,212,219.00	71,644,113.00	10,005.69	9,421.92
	67.63	124.11	222.73	169.30			
	.68	1.24	2.23	1.69			
18 140 Grand Forks AFB 140	275,000.00	.00	.00	5,188,127.00	5,583,744.00	.00	.00
	.00	.00	.00	.00			
	4.93	.00	.00	92.91			
53 099 Grenora 99	99,421.91	.00	91,000.94	114,881.07	1,581,621.09	15,865.39	12,802.86
	997.31	.00	912.84	1,152.38			
	6.29	.00	5.75	7.26			
20 018 Griggs County Central 18	266,746.86	.00	105,219.56	287,536.30	3,085,265.44	11,906.71	9,361.54
	1,029.43	.00	406.06	1,109.66			
	8.65	.00	3.41	9.32			
13 019 Halliday 19	40,869.03	.00	3,472.15	71,860.65	838,563.92	29,673.17	25,561.29
	1,446.18	.00	122.86	2,542.84			
	4.87	.00	.41	8.57			
39 008 Hankinson 8	126,261.64	.00	78,230.02	267,539.51	2,942,347.41	10,718.93	8,999.33
	459.97	.00	284.99	974.64			
	4.29	.00	2.66	9.09			
52 038 Harvey 38	372,914.08	.00	183,471.52	6,151.20	4,527,753.16	10,654.29	9,330.58
	877.51	.00	431.73	14.47			
	8.24	.00	4.05	.14			
49 007 Hatton 7	146,748.89	.00	88,369.26	183,653.26	2,289,295.26	12,491.38	10,206.38
	800.73	.00	482.18	1,002.09			
	6.41	.00	3.86	8.02			
15 006 Hazelton Moffit-Braddock 6	146,367.44	.00	29,832.40	54,855.24	1,602,695.93	14,490.92	12,401.82
	1,323.39	.00	269.73	495.98			
	9.13	.00	1.86	3.42			
29 003 Hazen 3	329,015.99	.00	159,722.04	448,023.35	6,079,729.28	10,620.17	8,983.82
	574.73	.00	279.01	782.61			
	5.41	.00	2.63	7.37			
30 013 Hebron 13	132,390.82	.00	108,035.38	558,252.82	2,779,522.66	15,193.63	10,827.83
	723.68	.00	590.55	3,051.56			
	4.76	.00	3.89	20.08			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
01 013 Hettinger 13	88.47	258.16	1,502,797.71	119,123.21	155,278.01	188,033.08	252,169.26	445,896.04
			5,821.19	461.43	601.48	728.36	976.79	1,727.21
			48.23	3.82	4.98	6.03	8.09	14.31
49 009 Hillsboro 9	119.64	401.03	1,960,191.84	140,402.44	310,574.29	229,994.56	244,074.22	602,410.20
			4,887.89	350.10	774.44	573.51	608.62	1,502.16
			44.39	3.18	7.03	5.21	5.53	13.64
46 010 Hope 10	63.12	90.75	465,886.60	65,750.56	98,282.19	96,044.62	175,827.08	329,618.15
			5,133.74	724.52	1,083.00	1,058.34	1,937.49	3,632.16
			24.46	3.45	5.16	5.04	9.23	17.30
27 032 Horse Creek 32	.00	4.00	52,038.76	.00	12,924.11	.00	9,806.36	9,725.97
			13,009.69	.00	3,231.03	.00	2,451.59	2,431.49
			21.66	.00	5.38	.00	4.08	4.05
47 001 Jamestown 1	772.66	2,198.18	12,683,251.59	1,309,683.90	1,720,962.17	1,339,069.68	1,217,382.95	1,915,904.83
			5,769.89	595.80	782.90	609.17	553.81	871.59
			56.22	5.81	7.63	5.94	5.40	8.49
51 028 Kenmare 28	90.64	294.17	1,737,963.41	66,864.16	354,684.37	171,885.66	206,294.87	953,613.91
			5,908.02	227.30	1,205.71	584.31	701.28	3,241.71
			41.30	1.59	8.43	4.08	4.90	22.66
47 019 Kensal 19	17.00	43.60	389,471.73	.00	32,813.09	21,400.23	143,713.20	72,908.43
			8,932.84	.00	752.59	490.83	3,296.17	1,672.21
			48.91	.00	4.12	2.69	18.05	9.16
22 001 Kidder County 1	133.62	379.58	2,434,554.81	87,130.18	473,568.61	190,543.19	307,470.21	312,115.14
			6,413.81	229.54	1,247.61	501.98	810.03	822.26
			54.67	1.96	10.63	4.28	6.90	7.01
13 016 Killdeer 16	143.86	373.14	2,429,185.44	86,370.45	347,860.29	217,108.54	378,311.90	710,063.05
			6,510.12	231.47	932.25	581.84	1,013.86	1,902.94
			45.55	1.62	6.52	4.07	7.09	13.31
09 002 Kindred 2	223.24	673.06	2,936,573.04	39,853.69	507,889.88	236,256.06	300,521.75	532,639.19
			4,363.02	59.21	754.60	351.02	446.50	791.37
			51.83	.70	8.96	4.17	5.30	9.40
23 007 Kulm 7	38.25	94.86	719,306.64	55,516.49	189,050.25	61,121.15	197,752.60	224,702.49
			7,582.82	585.25	1,992.94	644.33	2,084.68	2,368.78
			42.03	3.24	11.05	3.57	11.55	13.13
32 066 Lakota 66	66.80	193.66	989,732.15	119,868.92	116,047.85	157,972.09	149,533.78	214,439.83
			5,110.67	618.97	599.23	815.72	772.15	1,107.30
			44.29	5.36	5.19	7.07	6.69	9.60
23 008 LaMoure 8	93.79	304.39	1,314,199.27	189,899.88	306,743.44	205,004.82	1,342,656.16	345,023.51
			4,317.49	623.87	1,007.73	673.49	4,410.97	1,133.49
			30.53	4.41	7.13	4.76	31.19	8.02

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT			STUDENT	CAPITAL	EXTRA	ALL OTHER	TOTAL	FUND GROUP 1	AVERAGE
NUMBER	NAME		TRANSPORTATION	PROJECTS	CURRICULAR	EXPENDITURES	EXPENDITURES	TOTAL COST	COST PER
								PER PUPIL	PUPIL
01 013	Hettinger 13		157,188.35	.00	183,097.32	112,356.56	3,115,939.54	12,069.80	10,316.46
			608.88	.00	709.24	435.22			
			5.04	.00	5.88	3.61			
49 009	Hillsboro 9		335,146.07	46,698.79	146,050.03	400,358.98	4,415,901.42	11,011.40	8,696.72
			835.71	116.45	364.19	998.33			
			7.59	1.06	3.31	9.07			
46 010	Hope 10		169,651.21	.00	56,479.73	447,470.47	1,905,010.61	20,991.85	13,569.25
			1,869.43	.00	622.37	4,930.80			
			8.91	.00	2.96	23.49			
27 032	Horse Creek 32		21,315.03	.00	.00	134,497.78	240,308.01	60,077.00	21,123.80
			5,328.76	.00	.00	33,624.45			
			8.87	.00	.00	55.97			
47 001	Jamestown 1		476,807.53	.00	405,180.60	1,491,972.68	22,560,215.93	10,263.13	9,183.17
			216.91	.00	184.33	678.73			
			2.11	.00	1.80	6.61			
51 028	Kenmare 28		235,031.25	.00	138,289.56	343,673.21	4,208,300.40	14,305.67	11,868.33
			798.96	.00	470.10	1,168.28			
			5.58	.00	3.29	8.17			
47 019	Kensal 19		43,707.05	.00	16,696.18	75,550.15	796,260.06	18,262.85	15,144.65
			1,002.46	.00	382.94	1,732.80			
			5.49	.00	2.10	9.49			
22 001	Kidder County 1		504,604.59	.00	.00	143,516.39	4,453,503.12	11,732.71	10,025.24
			1,329.38	.00	.00	378.09			
			11.33	.00	.00	3.22			
13 016	Killdeer 16		426,137.15	.00	209,624.88	528,566.30	5,333,228.00	14,292.83	11,172.48
			1,142.03	.00	561.79	1,416.54			
			7.99	.00	3.93	9.91			
09 002	Kindred 2		292,406.63	.00	268,401.81	550,916.45	5,665,458.50	8,417.46	6,765.72
			434.44	.00	398.78	818.53			
			5.16	.00	4.74	9.72			
23 007	Kulm 7		135,000.87	.00	63,817.78	65,261.17	1,711,529.44	18,042.69	15,258.80
			1,423.16	.00	672.76	687.97			
			7.89	.00	3.73	3.81			
32 066	Lakota 66		197,864.77	.00	111,691.70	177,440.41	2,234,591.50	11,538.74	9,024.04
			1,021.71	.00	576.74	916.25			
			8.85	.00	5.00	7.94			
23 008	LaMoure 8		252,536.03	.00	104,388.81	244,153.95	4,304,605.87	14,141.75	12,167.05
			829.65	.00	342.94	802.11			
			5.87	.00	2.43	5.67			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
10 023 Langdon Area 23	148.78	364.10	2,181,220.81	240,355.97	240,199.43	174,920.71	273,735.77	626,994.52
			5,990.72	660.14	659.71	480.42	751.81	1,722.04
			45.54	5.02	5.02	3.65	5.72	13.09
18 044 Larimore 44	164.84	434.63	2,065,989.37	262,667.88	201,866.52	209,490.28	388,218.68	507,125.87
			4,753.44	604.35	464.46	482.00	893.22	1,166.80
			43.89	5.58	4.29	4.45	8.25	10.77
03 006 Leeds 6	44.05	141.70	1,072,120.87	1,649.03	127,283.34	82,141.86	154,419.50	205,096.63
			7,566.13	11.64	898.26	579.69	1,089.76	1,447.40
			53.38	.08	6.34	4.09	7.69	10.21
51 161 Lewis and Clark 161	121.23	357.40	2,119,450.11	162,633.89	295,878.91	172,500.28	348,565.02	678,929.51
			5,930.19	455.05	827.86	482.65	975.28	1,899.63
			47.64	3.66	6.65	3.88	7.84	15.26
39 028 Lidgerwood 28	59.00	172.51	1,025,380.93	50,720.78	91,359.88	97,082.61	205,087.56	192,981.89
			5,943.89	294.02	529.59	562.77	1,188.84	1,118.67
			52.03	2.57	4.64	4.93	10.41	9.79
15 036 Linton 36	118.35	308.91	1,523,984.66	110,562.58	320,935.78	145,896.66	205,858.85	1,512,720.21
			4,933.43	357.91	1,038.93	472.30	666.40	4,896.96
			35.38	2.57	7.45	3.39	4.78	35.12
37 019 Lisbon 19	205.85	597.63	2,548,624.77	237,866.72	508,782.82	291,088.95	328,804.20	521,093.39
			4,264.55	398.02	851.33	487.07	550.18	871.93
			43.75	4.08	8.73	5.00	5.64	8.95
02 046 Litchville-Marion 46	52.66	124.64	796,547.06	111,165.07	177,172.80	69,106.60	247,359.42	331,869.64
			6,390.78	891.89	1,421.48	554.45	1,984.59	2,662.63
			38.56	5.38	8.58	3.35	11.98	16.07
30 004 Little Heart 4	.00	11.10	83,198.25	3,746.21	42,700.86	.00	11,215.98	49,076.36
			7,495.34	337.50	3,846.92	.00	1,010.45	4,421.29
			33.86	1.52	17.38	.00	4.56	19.97
17 006 Lone Tree 6	.00	25.17	206,786.23	27,634.89	26,416.76	29,562.71	72,210.30	87,978.55
			8,215.58	1,097.93	1,049.53	1,174.52	2,868.90	3,495.37
			30.00	4.01	3.83	4.29	10.48	12.77
03 009 Maddock 9	64.78	174.02	967,553.62	26,700.75	153,708.25	103,358.82	181,474.25	227,753.31
			5,560.01	153.43	883.28	593.95	1,042.84	1,308.78
			47.94	1.32	7.62	5.12	8.99	11.28
30 001 Mandan 1	1,084.57	3,403.12	17,722,981.51	2,190,482.06	1,901,773.75	1,602,128.23	2,598,553.65	4,381,213.47
			5,207.86	643.67	558.83	470.78	763.58	1,287.41
			53.17	6.57	5.70	4.81	7.80	13.14
27 036 Mandaree 36	63.21	245.49	1,894,420.48	272,654.56	1,111,417.36	36,500.18	863,719.35	543,914.74
			7,716.89	1,110.65	4,527.34	148.68	3,518.35	2,215.63
			37.42	5.39	21.95	.72	17.06	10.74

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
10 023 Langdon Area 23	369,806.36 1,015.67 7.72	194,806.07 535.03 4.07	159,873.09 439.09 3.34	327,247.77 898.79 6.83	4,789,160.50	13,153.42	10,264.84
18 044 Larimore 44	265,579.48 611.05 5.64	.00 .00 .00	179,940.26 414.01 3.82	626,182.89 1,440.73 13.30	4,707,061.23	10,830.04	8,364.26
03 006 Leeds 6	91,600.81 646.44 4.56	.00 .00 .00	64,407.34 454.53 3.21	209,876.54 1,481.13 10.45	2,008,595.92	14,174.99	11,592.88
51 161 Lewis and Clark 161	384,687.69 1,076.35 8.65	.00 .00 .00	121,353.01 339.54 2.73	164,761.28 461.00 3.70	4,448,759.70	12,447.56	10,570.67
39 028 Lidgerwood 28	141,530.90 820.42 7.18	.00 .00 .00	5,485.93 31.80 .28	161,266.27 934.82 8.18	1,970,896.75	11,424.83	9,637.78
15 036 Linton 36	355,726.53 1,151.55 8.26	.00 .00 .00	116,801.31 378.11 2.71	14,821.31 47.98 .34	4,307,307.89	13,943.57	12,365.93
37 019 Lisbon 19	184,287.93 308.36 3.16	565,446.52 946.15 9.71	216,077.91 361.56 3.71	422,990.18 707.78 7.26	5,825,063.39	9,746.94	7,423.09
02 046 Litchville-Marion 46	201,841.31 1,619.39 9.77	.00 .00 .00	33,263.79 266.88 1.61	97,195.16 779.81 4.71	2,065,520.85	16,571.89	13,905.81
30 004 Little Heart 4	2,473.72 222.86 1.01	10.00 .90 .00	.00 .00 .00	53,281.37 4,800.12 21.69	245,702.75	22,135.38	17,111.50
17 006 Lone Tree 6	50,047.77 1,988.39 7.26	.00 .00 .00	10,555.12 419.35 1.53	178,002.08 7,071.99 25.83	689,194.41	27,381.58	17,901.85
03 009 Maddock 9	216,057.12 1,241.56 10.71	.00 .00 .00	72,841.67 418.58 3.61	68,806.88 395.40 3.41	2,018,254.67	11,597.83	9,542.29
30 001 Mandan 1	1,158,583.76 340.45 3.48	269,374.80 79.16 .81	784,041.13 230.39 2.35	726,523.07 213.49 2.18	33,335,655.43	9,795.62	8,932.14
27 036 Mandaree 36	239,560.76 975.85 4.73	49,796.71 202.85 .98	38,093.15 155.17 .75	12,916.85 52.62 .26	5,062,994.14	20,624.03	19,237.55

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
08 045 Manning 45	.00	7.54	42,734.19	.00	16,046.89	.00	8,535.75	6,324.59
			5,667.66	.00	2,128.23	.00	1,132.06	838.81
			28.86	.00	10.84	.00	5.76	4.27
18 125 Manvel 125	.00	153.05	763,009.29	2,523.01	86,810.07	70,483.07	85,922.75	82,026.16
			4,985.36	16.48	567.20	460.52	561.40	535.94
			39.33	.13	4.48	3.63	4.43	4.23
09 004 Maple Valley 4	78.98	236.95	1,499,512.43	9,897.98	189,982.98	119,036.92	339,833.31	363,147.85
			6,328.39	41.77	801.79	502.37	1,434.20	1,532.59
			45.42	.30	5.75	3.61	10.29	11.00
09 007 Mapleton 7	.00	79.99	614,202.93	25,003.16	72,640.60	90,374.99	43,695.31	96,843.53
			7,678.50	312.58	908.12	1,129.83	546.26	1,210.70
			44.06	1.79	5.21	6.48	3.13	6.95
44 012 Marmarth 12	.00	13.13	103,912.97	.00	31,632.60	.00	30,336.46	32,362.92
			7,914.16	.00	2,409.19	.00	2,310.47	2,464.81
			40.16	.00	12.22	.00	11.72	12.51
28 050 Max 50	62.68	185.55	916,003.39	86,692.31	163,120.71	66,300.52	183,092.70	231,706.05
			4,936.69	467.22	879.12	357.32	986.76	1,248.75
			46.06	4.36	8.20	3.33	9.21	11.65
49 014 May-Port CG 14	162.45	513.58	2,529,378.59	93,567.68	148,465.67	264,473.40	415,425.43	1,309,326.19
			4,924.99	182.19	289.08	514.96	808.88	2,549.41
			45.93	1.70	2.70	4.80	7.54	23.78
42 019 McClusky 19	28.32	80.01	725,191.05	.00	75,598.02	84,576.16	124,521.24	136,815.39
			9,063.76	.00	944.86	1,057.07	1,556.32	1,709.98
			55.97	.00	5.83	6.53	9.61	10.56
27 001 McKenzie C o 1	207.54	611.35	3,305,924.72	289,586.04	279,578.69	331,285.39	342,733.74	604,083.43
			5,407.58	473.68	457.31	541.89	560.62	988.11
			44.37	3.89	3.75	4.45	4.60	8.11
47 003 Medina 3	45.02	134.51	969,909.76	.00	151,707.53	.00	268,085.24	166,395.40
			7,210.69	.00	1,127.85	.00	1,993.05	1,237.05
			54.70	.00	8.56	.00	15.12	9.38
08 033 Menoken 33	.00	27.15	135,692.38	.00	30,552.26	802.50	31,558.96	31,296.57
			4,997.88	.00	1,125.31	29.56	1,162.39	1,152.73
			32.31	.00	7.28	.19	7.52	7.45
20 007 Midkota 7	43.37	113.29	870,800.15	12,679.12	110,530.22	110,359.84	196,942.02	248,366.44
			7,686.47	111.92	975.64	974.14	1,738.39	2,192.31
			43.70	.64	5.55	5.54	9.88	12.47
18 128 Midway 128	71.58	200.96	1,317,197.98	99,606.63	256,774.48	167,058.96	292,919.86	312,981.27
			6,554.53	495.65	1,277.74	831.30	1,457.60	1,557.43
			42.53	3.22	8.29	5.39	9.46	10.10

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT	STUDENT	CAPITAL	EXTRA	ALL OTHER	TOTAL	FUND GROUP 1	AVERAGE
NUMBER NAME	TRANSPORTATION	PROJECTS	CURRICULAR	EXPENDITURES	EXPENDITURES	TOTAL COST	COST PER
						PER PUPIL	PUPIL
08 045 Manning 45	.00	.00	.00	74,431.20	148,072.62	19,638.28	9,766.77
	.00	.00	.00	9,871.51			
	.00	.00	.00	50.27			
18 125 Manvel 125	219,943.24	.00	4,322.31	624,750.72	1,939,790.62	12,674.23	7,126.92
	1,437.07	.00	28.24	4,082.00			
	11.34	.00	.22	32.21			
09 004 Maple Valley 4	351,950.87	.00	105,767.70	322,603.99	3,301,734.03	13,934.31	10,641.11
	1,485.34	.00	446.37	1,361.49			
	10.66	.00	3.20	9.77			
09 007 Mapleton 7	17,890.02	.00	.00	433,465.70	1,394,116.24	17,428.63	11,785.98
	223.65	.00	.00	5,419.00			
	1.28	.00	.00	31.09			
44 012 Marmarth 12	7,541.70	.00	.00	52,987.14	258,773.79	19,708.59	15,098.63
	574.39	.00	.00	4,035.58			
	2.91	.00	.00	20.48			
28 050 Max 50	256,615.75	.00	53,707.87	31,615.83	1,988,855.13	10,718.70	8,875.86
	1,383.00	.00	289.45	170.39			
	12.90	.00	2.70	1.59			
49 014 May-Port CG 14	212,086.22	.00	102,944.45	431,027.00	5,506,694.63	10,722.17	9,269.51
	412.96	.00	200.44	839.26			
	3.85	.00	1.87	7.83			
42 019 McClusky 19	82,402.74	.00	31,017.35	35,519.21	1,295,641.16	16,193.49	14,331.98
	1,029.91	.00	387.67	443.93			
	6.36	.00	2.39	2.74			
27 001 McKenzie Co 1	831,014.73	995,282.96	193,323.19	278,083.22	7,450,896.11	12,187.61	8,429.20
	1,359.31	1,628.01	316.22	454.87			
	11.15	13.36	2.59	3.73			
47 003 Medina 3	185,544.15	.00	.00	31,500.00	1,773,142.08	13,182.23	11,568.64
	1,379.41	.00	.00	234.18			
	10.46	.00	.00	1.78			
08 033 Menoken 33	10,324.98	.00	.00	179,692.23	419,919.88	15,466.66	8,467.87
	380.29	.00	.00	6,618.50			
	2.46	.00	.00	42.79			
20 007 Midkota 7	224,607.24	.00	59,120.25	159,063.36	1,992,468.64	17,587.33	13,678.86
	1,982.59	.00	521.85	1,404.04			
	11.27	.00	2.97	7.98			
18 128 Midway 128	389,278.16	.00	70,464.97	191,133.25	3,097,415.56	15,413.09	12,174.26
	1,937.09	.00	350.64	951.10			
	12.57	.00	2.27	6.17			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
41 002 Milnor 2	76.67	231.54	1,274,651.13	89,492.55	356,012.12	151,532.13	299,814.58	210,322.65
			5,505.10	386.51	1,537.58	654.45	1,294.87	908.36
			45.74	3.21	12.78	5.44	10.76	7.55
03 005 Minnewaukan 5	47.68	228.33	2,062,592.72	.00	310,371.66	59,190.28	409,591.14	270,108.81
			9,033.38	.00	1,359.31	259.23	1,793.86	1,182.98
			54.90	.00	8.26	1.58	10.90	7.19
51 001 Minot 1	2,178.05	7,248.17	42,556,219.58	2,897,352.69	4,921,135.97	3,852,692.56	2,831,320.56	6,226,475.48
			5,871.31	399.74	678.95	531.54	390.63	859.04
			54.97	3.74	6.36	4.98	3.66	8.04
51 160 Minot AFB 160	.00	.00	.00	.00	27,641.82	.00	64,193.42	179,404.18
			.00	.00	.00	.00	.00	.00
			.00	.00	.33	.00	.77	2.16
50 020 Minto 20	66.18	201.32	1,209,590.67	81,725.62	120,901.59	169,978.43	133,382.54	335,169.74
			6,008.30	405.95	600.54	844.32	662.54	1,664.86
			52.22	3.53	5.22	7.34	5.76	14.47
38 001 Mohall-Lansford-Sherwood 1	111.33	331.01	1,937,298.36	79,448.03	220,391.21	168,127.73	368,777.02	907,790.33
			5,852.69	240.02	665.81	507.92	1,114.10	2,742.49
			42.08	1.73	4.79	3.65	8.01	19.72
47 014 Montpelier 14	35.89	106.33	572,421.72	50,566.76	58,733.31	59,708.02	121,188.71	149,856.36
			5,383.45	475.56	552.37	561.54	1,139.74	1,409.35
			44.99	3.97	4.62	4.69	9.53	11.78
21 001 Mott-Regent 1	69.13	222.26	1,243,756.98	92,525.22	178,627.33	174,868.91	162,363.35	238,924.37
			5,595.96	416.29	803.69	786.78	730.51	1,074.98
			43.04	3.20	6.18	6.05	5.62	8.27
40 004 Mt Pleasant 4	83.06	233.70	1,215,816.79	63,104.82	130,701.06	165,334.20	202,094.99	712,013.64
			5,202.47	270.02	559.27	707.46	864.76	3,046.70
			44.54	2.31	4.79	6.06	7.40	26.09
10 019 Munich 19	33.74	83.11	718,536.12	19,089.70	93,910.71	45,801.82	132,993.39	119,627.93
			8,645.60	229.69	1,129.96	551.10	1,600.21	1,439.39
			48.64	1.29	6.36	3.10	9.00	8.10
24 002 Napoleon 2	78.80	255.59	1,264,388.73	50,512.82	227,550.82	143,543.63	135,483.77	227,525.37
			4,946.94	197.63	890.30	561.62	530.08	890.20
			52.30	2.09	9.41	5.94	5.60	9.41
08 025 Naughton 25	.00	5.62	50,044.99	.00	13,299.25	.00	21,536.08	22,115.73
			8,904.80	.00	2,366.41	.00	3,832.04	3,935.18
			31.74	.00	8.44	.00	13.66	14.03
51 004 Nedrose 4	.00	209.48	1,000,517.17	158,001.91	144,534.75	.00	224,637.16	116,953.82
			4,776.19	754.26	689.97	.00	1,072.36	558.31
			37.00	5.84	5.35	.00	8.31	4.33

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT			STUDENT	CAPITAL	EXTRA	ALL OTHER	TOTAL	FUND GROUP 1	AVERAGE
NUMBER	NAME		TRANSPORTATION	PROJECTS	CURRICULAR	EXPENDITURES	EXPENDITURES	TOTAL COST	COST PER
								PER PUPIL	PUPIL
41	002	Milnor 2	83,865.03	.00	7,456.73	313,330.34	2,786,477.26	12,034.54	10,286.88
			362.21	.00	32.20	1,353.24			
			3.01	.00	.27	11.24			
03	005	Minnewaukan 5	482,473.68	.00	51,186.75	111,560.39	3,757,075.43	16,454.59	13,628.76
			2,113.05	.00	224.18	488.59			
			12.84	.00	1.36	2.97			
51	001	Minot 1	1,078,563.95	8,702,949.40	1,382,330.44	2,966,911.90	77,415,952.53	10,680.76	8,731.20
			148.81	1,200.71	190.71	409.33			
			1.39	11.24	1.79	3.83			
51	160	Minot AFB 160	146,092.50	.00	.00	7,900,000.00	8,317,331.92	.00	.00
			.00	.00	.00	.00			
			1.76	.00	.00	94.98			
50	020	Minto 20	96,438.50	.00	.00	169,007.40	2,316,194.49	11,505.04	10,186.51
			479.03	.00	.00	839.50			
			4.16	.00	.00	7.30			
38	001	Mohall-Lansford-Sherwood 1	433,725.66	13,583.46	227,855.73	247,392.88	4,604,390.41	13,910.12	11,123.03
			1,310.31	41.04	688.37	747.39			
			9.42	.30	4.95	5.37			
47	014	Montpelier 14	154,987.90	.00	20,073.53	84,742.09	1,272,278.40	11,965.38	9,522.01
			1,457.61	.00	188.79	796.97			
			12.18	.00	1.58	6.66			
21	001	Mott-Regent 1	261,582.14	.00	161,453.18	375,898.98	2,890,000.46	13,002.79	9,408.20
			1,176.92	.00	726.42	1,691.26			
			9.05	.00	5.59	13.01			
40	004	Mt Pleasant 4	110,482.89	.00	75,920.47	53,966.19	2,729,435.05	11,679.23	10,650.69
			472.76	.00	324.86	230.92			
			4.05	.00	2.78	1.98			
10	019	Munich 19	122,465.80	.00	35,120.67	189,597.47	1,477,143.61	17,773.36	13,595.95
			1,473.54	.00	422.58	2,281.28			
			8.29	.00	2.38	12.84			
24	002	Napoleon 2	188,457.94	9,600.00	79,174.54	91,336.03	2,417,573.65	9,458.80	8,016.77
			737.34	37.56	309.77	357.35			
			7.80	.40	3.27	3.78			
08	025	Naughton 25	.00	.00	.00	50,670.30	157,666.35	28,054.51	19,038.44
			.00	.00	.00	9,016.07			
			.00	.00	.00	32.14			
51	004	Nedrose 4	200,086.17	47,760.38	28,851.88	782,617.00	2,703,960.24	12,907.96	7,851.08
			955.16	227.99	137.73	3,736.00			
			7.40	1.77	1.07	28.94			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
53 002 Nesson 2	71.31	219.96	1,124,495.73	51,115.76	347,130.68	99,134.66	229,970.77	266,516.63
			5,112.27	232.39	1,578.15	450.69	1,045.51	1,211.66
			44.45	2.02	13.72	3.92	9.09	10.54
53 008 New 8	.00	192.53	1,371,304.55	.00	151,672.92	85,072.34	432,567.77	270,070.36
			7,122.55	.00	787.79	441.87	2,246.76	1,402.74
			40.02	.00	4.43	2.48	12.62	7.88
21 009 New England 9	49.90	166.50	1,020,738.80	44,906.64	253,634.46	79,189.21	170,596.77	349,329.20
			6,130.56	269.71	1,523.33	475.61	1,024.61	2,098.07
			43.67	1.92	10.85	3.39	7.30	14.95
14 002 New Rockford-Sheyenne 2	119.79	330.95	1,636,716.06	131,953.08	287,965.66	171,154.68	313,392.72	274,448.46
			4,945.51	398.71	870.12	517.16	946.95	829.27
			45.74	3.69	8.05	4.78	8.76	7.67
30 049 New Salem-Almont 49	109.79	299.95	1,581,166.58	26,317.27	378,427.24	150,583.60	271,868.58	377,283.63
			5,271.43	87.74	1,261.63	502.03	906.38	1,257.82
			47.89	.80	11.46	4.56	8.23	11.43
31 001 NewTown 1	186.99	738.40	3,700,611.73	806,455.61	1,046,268.81	436,162.89	828,199.83	589,742.65
			5,011.66	1,092.17	1,416.94	590.69	1,121.61	798.68
			15.28	3.33	4.32	1.80	3.42	2.44
05 054 Newburg-United 54	22.06	62.21	634,826.93	22,761.50	134,527.30	72,218.78	117,977.37	139,393.23
			10,204.58	365.88	2,162.47	1,160.89	1,896.44	2,240.69
			45.65	1.64	9.67	5.19	8.48	10.02
34 100 North Border 100	137.02	448.13	2,933,886.26	.00	398,483.26	304,051.87	369,968.38	546,745.26
			6,546.95	.00	889.21	678.49	825.58	1,220.06
			50.27	.00	6.83	5.21	6.34	9.37
48 028 North Central 28	11.90	27.20	594,100.54	.00	64,938.14	27,952.45	180,481.04	124,059.02
			21,841.93	.00	2,387.43	1,027.66	6,635.33	4,560.99
			52.53	.00	5.74	2.47	15.96	10.97
41 003 North Sargent 3	70.77	224.86	970,067.93	91,481.08	195,830.24	180,105.16	221,022.02	308,665.13
			4,314.10	406.84	870.90	800.97	982.93	1,372.70
			42.88	4.04	8.66	7.96	9.77	13.64
48 010 North Star 10	82.41	256.51	1,387,082.94	53,726.16	275,852.99	120,004.31	241,424.68	487,571.21
			5,407.52	209.45	1,075.41	467.83	941.19	1,900.79
			45.51	1.76	9.05	3.94	7.92	16.00
09 097 Northern Cass 97	173.17	541.28	2,191,432.08	267,706.88	328,395.16	240,754.94	272,411.64	547,824.82
			4,048.61	494.58	606.70	444.79	503.27	1,012.09
			45.88	5.61	6.88	5.04	5.70	11.47
18 129 Northwood 129	86.25	241.68	1,159,014.98	56,354.10	228,055.41	142,340.21	186,769.18	363,380.03
			4,795.66	233.18	943.63	588.96	772.80	1,503.56
			39.21	1.91	7.71	4.81	6.32	12.29

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
53 002 Nesson 2	272,553.52	.00	72,182.78	66,422.67	2,529,523.20	11,499.92	9,630.68
	1,239.10	.00	328.16	301.98			
	10.77	.00	2.85	2.63			
53 008 New 8	442,600.53	.00	16,008.44	657,565.60	3,426,862.51	17,799.11	12,001.70
	2,298.87	.00	83.15	3,415.39			
	12.92	.00	.47	19.19			
21 009 New England 9	284,626.47	.00	83,850.37	50,508.11	2,337,380.03	14,038.32	11,521.89
	1,709.47	.00	503.61	303.35			
	12.18	.00	3.59	2.16			
14 002 New Rockford-Sheyenne 2	232,324.52	.00	130,487.58	399,505.70	3,577,948.46	10,811.15	8,507.72
	701.99	.00	394.28	1,207.15			
	6.49	.00	3.65	11.17			
30 049 New Salem-Almont 49	310,199.04	354.53	132,920.98	72,662.47	3,301,783.92	11,007.78	9,287.04
	1,034.17	1.18	443.14	242.25			
	9.39	.01	4.03	2.20			
31 001 New Town 1	313,877.48	5,925,395.39	351,899.07	10,212,422.68	24,211,036.14	32,788.51	10,031.75
	425.08	8,024.64	476.57	13,830.47			
	1.30	24.47	1.45	42.18			
05 054 Newburg-United 54	135,935.76	.00	40,456.76	92,446.04	1,390,543.67	22,352.41	18,030.95
	2,185.11	.00	650.33	1,486.03			
	9.78	.00	2.91	6.65			
34 100 North Border 100	268,804.92	.00	140,378.68	874,265.71	5,836,584.34	13,024.31	10,160.30
	599.84	.00	313.25	1,950.92			
	4.61	.00	2.41	14.98			
48 028 North Central 28	49,600.05	.00	15,083.00	74,667.06	1,130,881.30	41,576.52	36,453.35
	1,823.53	.00	554.52	2,745.11			
	4.39	.00	1.33	6.60			
41 003 North Sargent 3	71,061.03	.00	100,760.56	123,459.50	2,262,452.65	10,061.61	8,748.43
	316.02	.00	448.10	549.05			
	3.14	.00	4.45	5.46			
48 010 North Star 10	167,558.72	.00	90,699.92	223,630.86	3,047,551.79	11,880.83	10,002.19
	653.22	.00	353.59	871.82			
	5.50	.00	2.98	7.34			
09 097 Northern Cass 97	404,658.53	.00	164,427.58	358,456.39	4,776,068.02	8,823.66	7,110.05
	747.60	.00	303.78	662.24			
	8.47	.00	3.44	7.51			
18 129 Northwood 129	317,566.06	.00	91,960.05	410,815.00	2,956,255.02	12,232.10	8,837.78
	1,313.99	.00	380.50	1,699.83			
	10.74	.00	3.11	13.90			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
11 041 Oakes 41	183.90	508.96	1,555,645.20	237,503.27	316,428.65	226,423.63	319,471.12	482,354.98
			3,056.52	466.64	621.72	444.88	627.69	947.73
			36.26	5.54	7.38	5.28	7.45	11.24
03 016 Oberon 16	.00	40.14	363,835.36	79.34	59,616.16	32,638.83	59,465.03	67,327.08
			9,064.16	1.98	1,485.21	813.12	1,481.44	1,677.31
			43.03	.01	7.05	3.86	7.03	7.96
09 080 Page 80	.00	74.06	527,078.57	65,750.51	89,571.91	65,189.91	136,833.04	242,508.98
			7,116.91	887.80	1,209.45	880.23	1,847.60	3,274.49
			30.31	3.78	5.15	3.75	7.87	13.95
50 078 Park River 78	119.49	397.07	1,846,651.76	152,515.32	206,139.58	188,905.78	235,761.93	521,993.60
			4,650.70	384.10	519.15	475.75	593.75	1,314.61
			47.57	3.93	5.31	4.87	6.07	13.45
31 003 Parshall 3	82.16	270.24	1,490,360.51	101,542.38	517,635.50	175,734.86	352,992.97	278,907.28
			5,514.95	375.75	1,915.47	650.29	1,306.22	1,032.07
			39.93	2.72	13.87	4.71	9.46	7.47
47 010 Pingree-Buchanan 10	43.71	133.76	857,896.08	.00	122,394.12	15,840.40	160,531.22	194,028.93
			6,413.70	.00	915.03	118.42	1,200.14	1,450.58
			50.68	.00	7.23	.94	9.48	11.46
52 035 Pleasant Valley 35	.00	10.32	127,593.00	10,193.13	14,501.63	.00	28,602.87	40,994.94
			12,363.66	987.71	1,405.20	.00	2,771.60	3,972.38
			42.96	3.43	4.88	.00	9.63	13.80
07 027 Powers Lake 27	38.94	104.37	884,660.92	.00	161,833.71	36,788.04	199,218.79	138,144.46
			8,476.20	.00	1,550.58	352.48	1,908.77	1,323.60
			52.35	.00	9.58	2.18	11.79	8.17
45 034 Richardton-Taylor 34	80.75	249.18	1,610,307.92	35,165.87	275,409.40	129,061.50	305,137.76	272,742.20
			6,462.43	141.13	1,105.26	517.94	1,224.57	1,094.56
			49.87	1.09	8.53	4.00	9.45	8.45
39 044 Richland 44	89.86	280.24	1,211,424.55	78,076.02	222,392.75	172,783.86	214,253.80	387,789.59
			4,322.81	278.60	793.58	616.56	764.54	1,383.78
			41.24	2.66	7.57	5.88	7.29	13.20
22 014 Robinson 14	.00	7.00	80,329.21	720.00	35,442.60	.00	36,656.92	61,980.03
			11,475.60	102.86	5,063.23	.00	5,236.70	8,854.29
			24.94	.22	11.00	.00	11.38	19.24
40 029 Rolette 29	46.92	146.18	920,631.45	15,423.24	114,267.80	132,494.81	135,313.85	145,232.05
			6,297.93	105.51	781.69	906.38	925.67	993.52
			53.73	.90	6.67	7.73	7.90	8.48
19 018 Roosevelt 18	.00	103.49	453,423.33	23,313.50	125,984.63	77,657.86	148,238.08	199,856.06
			4,381.33	225.27	1,217.36	750.39	1,432.39	1,931.16
			30.80	1.58	8.56	5.28	10.07	13.58

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
11 041 Oakes 41	288,711.72	157,825.33	59,121.00	646,852.96	4,290,337.86	8,429.62	6,165.17
	567.26	310.09	116.16	1,270.93			
	6.73	3.68	1.38	15.08			
03 016 Oberon 16	60,694.02	.00	1,068.75	200,816.01	845,540.58	21,064.79	14,523.21
	1,512.06	.00	26.63	5,002.89			
	7.18	.00	.13	23.75			
09 080 Page 80	130,496.32	.00	53,061.72	428,406.61	1,738,897.57	23,479.58	15,216.49
	1,762.04	.00	716.47	5,784.59			
	7.50	.00	3.05	24.84			
50 078 Park River 78	221,202.39	.00	140,441.83	368,695.15	3,882,307.34	9,777.39	7,938.07
	557.09	.00	353.70	928.54			
	5.70	.00	3.62	9.50			
31 003 Parshall 3	134,753.53	585,311.59	94,809.99	.00	3,732,048.61	13,810.13	10,794.75
	498.64	2,165.90	350.84	.00			
	3.61	15.68	2.54	.00			
47 010 Pingree-Buchanan 10	109,071.56	221.49	42,951.02	189,890.77	1,692,825.59	12,655.69	10,097.87
	815.43	1.66	321.11	1,419.64			
	6.44	.01	2.54	11.22			
52 035 Pleasant Valley 35	21,227.08	.00	.00	53,920.17	297,032.82	28,782.25	21,500.54
	2,056.89	.00	.00	5,224.82			
	7.15	.00	.00	18.15			
07 027 Powers Lake 27	175,211.99	.00	40,501.13	53,504.62	1,689,863.66	16,191.09	13,611.63
	1,678.76	.00	388.05	512.64			
	10.37	.00	2.40	3.17			
45 034 Richardton-Taylor 34	231,953.56	58,290.86	133,416.42	177,767.97	3,229,253.46	12,959.52	10,545.89
	930.87	233.93	535.42	713.41			
	7.18	1.81	4.13	5.50			
39 044 Richland 44	238,300.15	.00	100,620.20	311,552.32	2,937,193.24	10,480.99	8,159.87
	850.34	.00	359.05	1,111.73			
	8.11	.00	3.43	10.61			
22 014 Robinson 14	16,190.37	.00	.00	90,819.57	322,138.70	46,019.81	30,732.68
	2,312.91	.00	.00	12,974.22			
	5.03	.00	.00	28.19			
40 029 Rolette 29	104,266.67	.00	87,776.44	57,876.78	1,713,283.09	11,720.37	10,010.69
	713.28	.00	600.47	395.93			
	6.09	.00	5.12	3.38			
19 018 Roosevelt 18	192,291.50	.00	29,023.58	222,254.89	1,472,043.43	14,224.02	9,937.90
	1,858.07	.00	280.45	2,147.60			
	13.06	.00	1.97	15.10			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
35 005 Rugby 5	196.34	562.39	2,810,839.45 4,998.03 44.86	448,117.87 796.81 7.15	388,586.35 690.96 6.20	249,470.14 443.59 3.98	478,918.32 851.58 7.64	935,295.75 1,663.07 14.93
41 006 Sargent Central 6	92.00	218.30	1,204,928.28 5,519.60 37.74	59,869.87 274.26 1.88	515,896.17 2,363.24 16.16	166,389.19 762.20 5.21	250,663.15 1,148.25 7.85	297,280.73 1,361.80 9.31
51 016 Sawyer 16	43.23	123.14	851,188.28 6,912.36 49.96	56,777.66 461.08 3.33	174,067.54 1,413.57 10.22	68,476.29 556.08 4.02	143,173.33 1,162.69 8.40	134,759.41 1,094.36 7.91
06 033 Scranton 33	48.70	119.61	994,309.93 8,312.93 50.72	22,818.49 190.77 1.16	85,357.33 713.63 4.35	118,120.67 987.55 6.02	164,742.86 1,377.33 8.40	269,932.70 2,256.77 13.77
43 008 Selfridge 8	17.54	71.69	846,475.26 11,807.44 55.52	25,855.81 360.66 1.70	227,435.51 3,172.49 14.92	6,593.74 91.98 .43	157,813.93 2,201.34 10.35	115,332.73 1,608.77 7.56
43 003 Solen 3	49.88	169.57	1,803,059.64 10,633.13 42.53	64,493.91 380.34 1.52	531,507.03 3,134.44 12.54	245,760.90 1,449.32 5.80	565,068.18 3,332.36 13.33	232,397.26 1,370.51 5.48
45 009 South Heart 9	70.17	212.12	1,201,489.79 5,664.20 44.55	6,052.77 28.53 .22	297,793.63 1,403.89 11.04	125,747.12 592.81 4.66	209,001.06 985.30 7.75	557,318.21 2,627.37 20.67
51 070 South Prairie 70	.00	148.11	836,594.54 5,648.47 32.42	23,524.42 158.83 .91	242,957.39 1,640.38 9.41	71,357.78 481.79 2.77	135,773.11 916.70 5.26	115,964.25 782.96 4.49
40 003 St John 3	107.06	352.35	2,319,063.72 6,581.70 49.13	91,204.32 258.85 1.93	694,104.63 1,969.93 14.71	168,866.15 479.26 3.58	357,553.41 1,014.77 7.57	520,201.06 1,476.38 11.02
34 043 St Thomas 43	25.72	70.64	716,664.61 10,145.31 49.94	.00 .00 .00	54,877.98 776.87 3.82	158,227.22 2,239.91 11.03	154,476.64 2,186.82 10.77	115,377.52 1,633.32 8.04
31 002 Stanley 2	135.11	484.22	2,589,262.78 5,347.29 48.83	140,437.99 290.03 2.65	335,199.92 692.25 6.32	251,917.17 520.25 4.75	398,980.85 823.97 7.52	407,060.27 840.65 7.68
36 044 Starkweather 44	27.87	68.10	519,957.65 7,635.21 38.99	53,085.00 779.52 3.98	65,991.18 969.03 4.95	51,105.44 750.45 3.83	138,322.26 2,031.16 10.37	99,061.36 1,454.65 7.43
08 035 Sterling 35	.00	20.80	187,041.86 8,992.40 27.81	.00 .00 .00	43,001.19 2,067.36 6.39	44,738.40 2,150.88 6.65	30,558.72 1,469.17 4.54	45,689.80 2,196.63 6.79

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
35 005 Rugby 5	462,862.48	160,773.98	253,567.43	77,830.26	6,266,262.03	11,142.20	9,444.03
	823.03	285.88	450.87	138.39			
	7.39	2.57	4.05	1.24			
41 006 Sargent Central 6	177,807.36	.00	.00	519,668.30	3,192,503.05	14,624.38	11,429.35
	814.51	.00	.00	2,380.52			
	5.57	.00	.00	16.28			
51 016 Sawyer 16	106,661.67	.00	64,001.35	104,653.97	1,703,759.50	13,835.96	11,600.15
	866.18	.00	519.74	849.88			
	6.26	.00	3.76	6.14			
06 033 Scranton 33	128,797.92	.00	164,443.74	12,000.00	1,960,523.64	16,390.97	13,838.99
	1,076.82	.00	1,374.83	100.33			
	6.57	.00	8.39	.61			
43 008 Selfridge 8	104,613.11	.00	6,254.10	34,295.05	1,524,669.24	21,267.53	19,242.67
	1,459.24	.00	87.24	478.38			
	6.86	.00	.41	2.25			
43 003 Solen 3	299,509.77	112,768.68	113,659.59	271,489.80	4,239,714.76	25,002.74	20,300.09
	1,766.29	665.03	670.28	1,601.05			
	7.06	2.66	2.68	6.40			
45 009 South Heart 9	205,684.81	.00	68,084.86	25,548.67	2,696,720.92	12,713.19	11,302.11
	969.66	.00	320.97	120.44			
	7.63	.00	2.52	.95			
51 070 SouthPrairie 70	181,904.87	451,023.79	23,453.38	498,063.52	2,580,617.05	17,423.65	9,629.14
	1,228.17	3,045.19	158.35	3,362.79			
	7.05	17.48	.91	19.30			
40 003 St John 3	315,108.64	41,616.00	139,881.97	72,587.78	4,720,187.68	13,396.30	11,780.88
	894.31	118.11	397.00	206.01			
	6.68	.88	2.96	1.54			
34 043 St Thomas 43	17,523.30	.00	38,202.35	179,618.02	1,434,967.64	20,313.81	16,982.22
	248.06	.00	540.80	2,542.72			
	1.22	.00	2.66	12.52			
31 002 Stanley 2	414,339.48	586,399.68	123,552.14	55,045.37	5,302,195.65	10,949.97	8,514.43
	855.68	1,211.02	255.16	113.68			
	7.81	11.06	2.33	1.04			
36 044 Starkweather 44	170,919.60	.00	22,772.37	212,497.25	1,333,712.11	19,584.61	13,620.01
	2,509.83	.00	334.40	3,120.37			
	12.82	.00	1.71	15.93			
08 035 Sterling 35	61,762.36	.00	4,327.94	255,378.95	672,499.22	32,331.69	16,876.44
	2,969.34	.00	208.07	12,277.83			
	9.18	.00	.64	37.97			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
15 015 Strasburg 15	52.42	135.00	839,273.23 6,216.84 47.85	16,479.38 122.07 .94	162,315.55 1,202.34 9.25	74,555.61 552.26 4.25	152,492.29 1,129.57 8.69	190,848.62 1,413.69 10.88
51 041 Surrey 41	138.11	380.58	1,835,916.37 4,824.00 51.61	122,093.91 320.81 3.43	231,406.80 608.04 6.51	142,954.54 375.62 4.02	310,515.09 815.90 8.73	479,198.54 1,259.13 13.47
30 017 Sweet Briar 17	.00	12.00	66,435.37 5,536.28 55.22	.00 .00 .00	27,709.49 2,309.12 23.03	.00 .00 .00	5,195.56 432.96 4.32	12,201.99 1,016.83 10.14
25 060 TGU 60	110.13	321.41	2,453,221.43 7,632.69 45.02	127,333.91 396.17 2.34	308,563.85 960.03 5.66	220,807.71 687.00 4.05	398,383.55 1,239.49 7.31	372,438.41 1,158.76 6.84
18 061 Thompson 61	131.38	417.98	1,680,499.07 4,020.53 45.49	132,548.04 317.12 3.59	213,265.58 510.23 5.77	189,234.34 452.74 5.12	295,271.10 706.42 7.99	485,725.30 1,162.08 13.15
53 015 Tioga 15	113.38	300.98	1,983,193.13 6,589.12 42.01	.00 .00 .00	357,576.84 1,188.04 7.58	164,663.92 547.09 3.49	199,196.90 661.83 4.22	1,521,971.31 5,056.72 32.24
28 072 Turtle Lake Mercer 72	43.55	153.46	973,521.19 6,343.81 41.94	102,027.27 664.85 4.40	166,411.27 1,084.40 7.17	75,637.90 492.88 3.26	308,617.79 2,011.06 13.30	280,471.86 1,827.65 12.08
13 037 Twin Buttes 37	.00	36.12	583,959.72 16,167.21 29.99	82,932.56 2,296.03 4.26	127,433.95 3,528.07 6.54	129,603.60 3,588.14 6.66	317,034.12 8,777.25 16.28	286,144.67 7,922.06 14.69
28 008 Underwood 8	54.46	180.23	1,150,799.22 6,385.17 50.91	71,299.87 395.60 3.15	155,808.57 864.50 6.89	160,511.61 890.59 7.10	175,339.43 972.86 7.76	263,005.72 1,459.28 11.63
51 007 United 7	173.73	559.19	3,022,009.94 5,404.26 54.46	64,251.39 114.90 1.16	333,020.08 595.54 6.00	292,633.13 523.32 5.27	395,714.45 707.66 7.13	730,818.59 1,306.92 13.17
02 002 Valley City 2	398.67	1,144.71	5,932,647.79 5,182.66 53.69	733,573.13 640.84 6.64	649,155.26 567.09 5.87	479,752.71 419.10 4.34	785,876.88 686.53 7.11	888,873.57 776.51 8.04
34 118 Valley-Edinburg 118	74.36	220.84	1,416,719.63 6,415.14 48.79	27,648.71 125.20 .95	197,034.22 892.20 6.79	157,310.35 712.33 5.42	284,618.69 1,288.80 8.80	257,434.30 1,165.71 8.87
25 001 Velva 1	137.05	382.36	2,087,251.47 5,458.86 56.73	123,812.47 323.81 3.37	302,740.84 791.77 8.23	216,527.30 566.29 5.89	211,231.07 552.44 5.74	308,811.68 807.65 8.39

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
15 015 Strasburg 15	176,865.42	4,032.83	67,923.46	69,183.44	1,753,969.83	12,992.37	10,636.78
	1,310.11	29.87	503.14	512.47			
	10.08	.23	3.87	3.94			
51 041 Surrey 41	146,602.10	36,107.17	110,410.45	141,768.96	3,556,973.93	9,346.19	8,203.49
	385.21	94.87	290.11	372.51			
	4.12	1.02	3.10	3.99			
30 017 Sweet Briar 17	.00	.00	.00	8,778.14	120,320.55	10,026.71	9,295.20
	.00	.00	.00	731.51			
	.00	.00	.00	7.30			
25 060 TGU 60	354,978.46	88,347.00	96,483.09	1,028,360.25	5,448,917.66	16,953.17	12,074.14
	1,104.44	274.87	300.19	3,199.53			
	6.51	1.62	1.77	18.87			
18 061 Thompson 61	184,923.20	.00	129,254.85	383,633.64	3,694,355.12	8,838.59	7,169.11
	442.42	.00	309.24	917.83			
	5.01	.00	3.50	10.38			
53 015 Tioga 15	223,938.86	.00	8,791.29	261,115.44	4,720,447.69	15,683.59	14,042.80
	744.03	.00	29.21	867.55			
	4.74	.00	.19	5.53			
28 072 Turtle Lake-Mercer 72	256,564.48	4,297.41	63,353.88	90,050.48	2,320,953.53	15,124.16	12,424.65
	1,671.87	28.00	412.84	586.80			
	11.05	.19	2.73	3.88			
13 037 Twin Buttes 37	129,850.31	.00	24,504.99	265,952.52	1,947,416.44	53,915.18	42,278.75
	3,594.97	.00	678.43	7,363.03			
	6.67	.00	1.26	13.66			
28 008 Underwood 8	145,364.38	.00	77,612.70	60,840.71	2,260,582.21	12,542.76	10,968.01
	806.55	.00	430.63	337.57			
	6.43	.00	3.43	2.69			
51 007 United 7	321,071.80	.00	134,040.38	255,830.35	5,549,390.11	9,923.98	8,652.60
	574.17	.00	239.70	457.50			
	5.79	.00	2.42	4.61			
02 002 Valley City 2	259,647.77	.00	428,453.15	892,149.99	11,050,130.25	9,653.21	8,272.73
	226.82	.00	374.29	779.37			
	2.35	.00	3.88	8.07			
34 118 Valley-Edinburg 118	228,215.48	.00	62,074.44	272,552.57	2,903,608.39	13,148.02	10,599.37
	1,033.40	.00	281.08	1,234.16			
	7.86	.00	2.14	9.39			
25 001 Velva 1	275,876.89	.00	152,989.28	1.48	3,679,242.48	9,622.46	8,500.82
	721.51	.00	400.12	.00			
	7.50	.00	4.16	.00			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
39 037 Wahpeton 37	420.04	1,254.91	6,575,862.62	655,701.83	440,007.06	571,438.50	896,208.43	905,792.28
			5,240.11	522.51	350.63	455.36	714.16	721.80
			57.06	5.69	3.82	4.96	7.78	7.86
03 029 Warwick 29	54.96	223.25	2,216,129.60	109,020.97	545,492.49	201,832.26	223,700.78	312,108.10
			9,926.67	488.34	2,443.42	904.06	1,002.02	1,398.02
			48.54	2.39	11.95	4.42	4.90	6.84
28 004 Washburn 4	90.74	257.96	1,163,017.74	77,107.38	277,133.51	167,018.02	203,765.60	329,774.84
			4,508.52	298.91	1,074.33	647.46	789.91	1,278.40
			42.34	2.81	10.09	6.08	7.42	12.00
09 006 West Fargo 6	2,087.41	7,378.84	39,336,269.80	6,809,343.98	5,364,232.57	3,567,119.03	2,454,352.31	4,672,778.68
			5,330.96	922.82	726.98	483.43	332.62	633.27
			57.32	9.92	7.82	5.20	3.58	6.81
05 017 Westhope 17	49.26	121.37	790,763.89	47,288.90	79,204.40	56,638.38	177,950.56	243,818.38
			6,515.32	389.63	652.59	466.66	1,466.18	2,008.89
			47.71	2.85	4.78	3.42	10.74	14.71
28 085 White Shield 85	35.77	119.86	458,629.37	.00	506,948.03	55,794.47	165,994.71	41,397.06
			3,826.38	.00	4,229.50	465.50	1,384.90	345.38
			32.05	.00	35.43	3.90	11.60	2.89
53 001 Williston 1	802.23	2,466.09	11,714,437.00	990,299.49	1,805,379.71	1,333,005.33	947,468.03	3,556,462.21
			4,750.21	401.57	732.08	540.53	384.20	1,442.15
			49.05	4.15	7.56	5.58	3.97	14.89
28 001 Wilton 1	69.95	199.92	881,471.84	151,141.85	265,616.94	82,495.47	318,024.62	274,953.66
			4,409.12	756.01	1,328.62	412.64	1,590.76	1,375.32
			36.45	6.25	10.98	3.41	13.15	11.37
08 028 Wing 28	20.63	100.08	667,389.25	.00	79,480.79	6,539.42	144,039.21	105,654.01
			6,668.56	.00	794.17	65.34	1,439.24	1,055.70
			55.27	.00	6.58	.54	11.93	8.75
26 019 Wishek 19	72.13	205.26	1,139,483.91	76,206.74	274,204.40	98,686.96	145,218.90	379,840.09
			5,551.42	371.27	1,335.89	480.79	707.49	1,850.53
			47.32	3.16	11.39	4.10	6.03	15.77
35 001 Wolford 1	13.60	42.80	452,357.69	5,340.20	66,757.63	19,746.45	111,448.03	74,311.03
			10,569.10	124.77	1,559.76	461.37	2,603.93	1,736.24
			55.10	.65	8.13	2.41	13.58	9.05
39 042 Wyndmere 42	71.23	217.13	1,040,766.68	40,531.06	294,131.00	183,238.29	246,114.01	305,109.45
			4,793.29	186.67	1,354.63	843.91	1,133.49	1,405.19
			43.14	1.68	12.19	7.60	10.20	12.65
27 014 Yellowstone 14	.00	47.08	347,213.60	12,236.00	46,181.27	.00	160,497.11	85,478.45
			7,374.97	259.90	980.91	.00	3,409.03	1,815.60
			32.99	1.16	4.39	.00	15.25	8.12

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT			STUDENT	CAPITAL	EXTRA	ALL OTHER	TOTAL	FUND GROUP 1	AVERAGE
NUMBER	NAME		TRANSPORTATION	PROJECTS	CURRICULAR	EXPENDITURES	EXPENDITURES	TOTAL COST	COST PER
								PER PUPIL	PUPIL
39	037	Wahpeton 37	406,997.89	.00	483,570.77	588,468.26	11,524,047.64	9,183.17	8,004.57
			324.32	.00	385.34	468.93			
			3.53	.00	4.20	5.11			
03	029	Warwick 29	318,575.00	.00	105,658.20	532,961.48	4,565,478.88	20,450.07	16,162.53
			1,426.99	.00	473.27	2,387.29			
			6.98	.00	2.31	11.67			
28	004	Washburn 4	148,887.21	269,913.30	74,820.97	35,683.64	2,747,122.21	10,649.41	8,597.52
			577.17	1,046.34	290.05	138.33			
			5.42	9.83	2.72	1.30			
09	006	West Fargo 6	2,644,638.26	1,147,708.31	377,890.80	2,247,780.81	68,622,114.55	9,299.85	8,430.06
			358.41	155.54	51.21	304.63			
			3.85	1.67	.55	3.28			
05	017	Westhope 17	93,649.53	.00	57,972.45	110,192.64	1,657,479.13	13,656.42	11,499.25
			771.60	.00	477.65	907.91			
			5.65	.00	3.50	6.65			
28	085	White Shield 85	37,986.76	.00	39,549.27	124,740.06	1,431,039.73	11,939.26	10,251.66
			316.93	.00	329.96	1,040.71			
			2.65	.00	2.76	8.72			
53	001	Williston 1	251,733.38	.00	531,248.98	2,754,802.58	23,884,836.71	9,685.31	8,250.73
			102.08	.00	215.42	1,117.07			
			1.05	.00	2.22	11.53			
28	001	Wilton 1	183,663.44	.00	76,566.37	184,479.99	2,418,414.18	12,096.91	9,872.47
			918.68	.00	382.99	922.77			
			7.59	.00	3.17	7.63			
08	028	Wing 28	166,660.53	.00	.00	37,781.26	1,207,544.47	12,065.79	10,023.01
			1,665.27	.00	.00	377.51			
			13.80	.00	.00	3.13			
26	019	Wishek 19	170,729.72	.00	119,218.09	4,543.00	2,408,131.81	11,732.10	10,297.38
			831.77	.00	580.82	22.13			
			7.09	.00	4.95	.19			
35	001	Wolford 1	55,149.26	1,480.93	16,995.90	17,351.96	820,939.08	19,180.82	17,055.16
			1,288.53	34.60	397.10	405.42			
			6.72	.18	2.07	2.11			
39	042	Wyndmere 42	178,709.49	.00	69,562.72	54,136.74	2,412,299.44	11,109.93	9,717.18
			823.05	.00	320.37	249.33			
			7.41	.00	2.88	2.24			
27	014	Yellowstone 14	78,486.00	33,943.01	.00	288,504.13	1,052,539.57	22,356.41	13,840.41
			1,667.08	720.96	.00	6,127.96			
			7.46	3.22	.00	27.41			

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	AVERAGE DAILY MEMBERSHIP		----- INSTRUCTION -----			--- ADMINISTRATION ---		OPERATION AND MAINTENANCE OF PLANT
	HIGH SCHOOL	TOTAL	SALARY/ BENEFITS TEACHERS	SALARY/ BENEFITS SUPPORT	OTHER INSTRUCTIONAL	SCHOOL ADMINISTRATION	GENERAL ADMINISTRATION	
26 004 Zeeland 4	19.00	51.00	219,881.35	236,880.75	42,713.27	19,885.36	131,417.25	105,340.25
			4,311.40	4,644.72	837.52	389.91	2,576.81	2,065.50
			25.87	27.87	5.03	2.34	15.46	12.40
GRAND TOTALS	30,991.63	96,987.42	562,292,523.31	57,688,537.12	83,675,416.30	52,085,235.84	72,252,830.62	110,579,803.98
			5,797.58	594.80	862.75	537.03	744.97	1,140.15
			49.68	5.10	7.39	4.60	6.38	9.77

2010-2011 FUND GROUP 1 EXPENDITURES BY FUNCTION

COUNTY/DISTRICT NUMBER NAME	STUDENT TRANSPORTATION	CAPITAL PROJECTS	EXTRA CURRICULAR	ALL OTHER EXPENDITURES	TOTAL EXPENDITURES	FUND GROUP 1 TOTAL COST PER PUPIL	AVERAGE COST PER PUPIL
26 004 Zeeland 4	70,600.01	.00	.00	23,087.11	849,805.35	16,662.85	14,825.85
	1,384.31	.00	.00	452.69			
	8.31	.00	.00	2.72			
GRAND TOTALS	47,706,363.81	28,982,467.71	25,126,106.46	91,383,087.44	1,131,772,372.59	11,669.27	9,677.28
	491.88	298.83	259.07	942.22			
	4.22	2.56	2.22	8.07			

COST OF EDUCATION EXPENDITURES BY TYPE OF DISTRICT FOR 2010-2011

TYPE OF DISTRICT	NUMBER OF DISTRICTS	EXPENDITURES	ADM	ADM COST PFR PI IPII	ADA	ADA COST PER PI IPII	RATIO*
Non-operating	3	453,469.07	-	-	-	-	-
Rural (1-6)	4	288,231.14	21.62	13,331.69	21.23	13,576.60	1.38
Rural (7-8)	3	52,813.62	4.00	13,203.41	3.78	13,971.86	1.36
Preschool	58	9,324,196.84	1,029.29	9,058.86	925.96	10,069.76	0.94
Kindergarten	171	58,241,871.48	7,449.05	7,818.70	7,108.80	8,192.93	0.81
Graded Elementary (1-6) < 100	23	11,105,908.99	769.55	14,431.69	737.03	15,068.46	1.49
Graded Elementary (1-6) > 100	3	3,388,013.91	393.60	8,607.76	375.86	9,014.03	0.89
Graded Elementary (7-8)	18	3,252,456.14	225.33	14,434.19	213.96	15,201.23	1.49
High School (1-6) < 100	68	46,208,447.78	3,929.07	11,760.66	3,776.30	12,236.43	1.22
High School (1-6) 100-999	70	135,968,841.17	14,258.92	9,535.70	13,699.77	9,924.90	0.99
High School (1-6) > 1000	8	217,121,291.17	23,461.85	9,254.23	22,563.44	9,622.70	0.96
High School (7-8)	148	141,576,382.13	14,453.51	9,795.29	13,787.07	10,268.78	1.01
High School (9-12)							
500 and up	11	172,793,624.14	18,193.28	9,497.66	17,067.99	10,123.84	0.98
400-499	1	3,090,201.25	420.04	7,356.92	395.23	7,818.74	0.76
300-399	1	2,996,434.18	398.67	7,516.08	374.31	8,005.22	0.78
200-299	8	15,495,598.03	1,850.50	8,373.74	1,779.27	8,708.96	0.87
150-199	9	14,096,647.89	1,600.59	8,807.16	1,481.96	9,512.16	0.91
120-149	15	23,416,123.03	2,034.14	11,511.56	1,913.45	12,237.65	1.19
110-119	10	12,457,321.98	1,131.28	11,011.71	1,090.64	11,422.03	1.14
75-99	23	22,606,560.64	2,000.62	11,299.78	1,924.05	11,749.47	1.17
50-74	32	24,569,338.34	2,038.32	12,053.72	1,945.08	12,631.53	1.25
25-49	28	15,807,138.56	1,119.36	14,121.59	1,060.80	14,901.15	1.46
24 or less	12	4,263,435.69	204.83	20,814.51	194.00	21,976.47	2.15
HS Total	150	311,592,423.73	30,991.63	10,054.08	29,226.78	10,661.20	1.04
Districts	183	938,574,347.17	96,987.42	9,677.28	92,439.98	10,153.34	
Vocational Centers	7	7,437,645.39					
Special Education Multidistrict Units	22	38,279,729.36					
Grand Total		984,291,721.92		10,148.65		10,647.90	

* The ratio is calculated by dividing the ADM cost per pupil for each category by the ADM average cost per student for all students (excluding vocational centers and special education multidistrict units).

EXPENDITURE CALCULATION OF AVERAGE COST PER PUPIL FOR 2010-2011

The cost of education (instruction) is calculated by adding the general and special fund expenditures for regular instructional programs for pre-kindergarten through grade 12, special education programs, vocational programs, federal programs, administration, and plant operation and maintenance. The total expenditures including cooperative special education and vocational education expenditures for the above functions are then divided by the average daily membership to determine the average cost per pupil.

The average cost for 2010-2011 was as follows: Kindergarten, \$8,125.08; Elementary 1-6, \$10,056.77; Elementary 7-8, \$10,254.07; Elementary 1-8, \$10,107.14; Elementary K 8, \$9,879.87; Secondary 9-12, \$10,688.04; and all pupils \$10,148.65. The rank order of school districts by average cost per pupil is presented in the following tables.

**RANK ORDER OF HIGH SCHOOL DISTRICTS
BY 2010-2011 AVERAGE COST PER PUPIL**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
1	48	028	North Central 28	27	36,453
2	13	019	Halliday 19	28	25,561
3	42	016	Goodrich 16	25	22,907
4	03	030	Ft Totten 30	146	22,073
5	43	003	Solen 3	170	20,300
6	43	008	Selfridge 8	72	19,243
7	27	036	Mandaree 36	245	19,238
8	05	054	Newburg-United 54	62	18,031
9	35	001	Wolford 1	43	17,055
10	34	043	St Thomas 43	71	16,982
11	36	002	Edmore 2	63	16,360
12	03	029	Warwick 29	223	16,163
13	50	005	Fordville-Lankin 5	58	15,668
14	23	007	Kulm 7	95	15,259
15	47	019	Kensal 19	44	15,145
16	07	014	Bowbells 14	63	14,936
17	07	036	Burke Central 36	83	14,890
18	26	004	Zeeland 4	51	14,826
19	40	001	Dunseith 1	409	14,785
20	24	056	Gackle-Streeter 56	87	14,387
21	42	019	McClusky 19	80	14,332
22	53	015	Tioga 15	301	14,043
23	02	046	Litchville-Marion 46	125	13,906
24	06	033	Scranton 33	120	13,839
25	20	007	Midkota 7	113	13,679
26	03	005	Minnewaukan 5	228	13,629
27	36	044	Starkweather 44	68	13,620
28	07	027	Powers Lake 27	104	13,612
29	10	019	Munich 19	83	13,596
30	46	010	Hope 10	91	13,569
31	25	057	Drake 57	76	13,198
32	40	007	Belcourt 7	1,601	12,968
33	52	025	Fessenden-Bowdon 25	130	12,957
34	02	007	Barnes County North 7	285	12,913
35	53	099	Grenora 99	100	12,803

**RANK ORDER OF HIGH SCHOOL DISTRICTS
BY 2010-2011 AVERAGE COST PER PUPIL**

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
36	12	001	Divide County 1	247	12,507
37	28	072	Turtle Lake-Mercer 72	153	12,425
38	15	006	Hazleton-Moffit-Braddock 6	111	12,402
39	15	036	Linton 36	309	12,366
40	27	002	Alexander 2	76	12,352
41	18	128	Midway 128	201	12,174
42	23	008	LaMoire 8	304	12,167
43	34	019	Drayton 19	139	12,087
44	46	019	Finley-Sharon 19	147	12,087
45	25	060	TGU 60	321	12,074
46	30	048	Glen Ullin 48	157	11,985
47	33	001	Center-Stanton 1	197	11,980
48	17	003	Beach 3	289	11,942
49	51	028	Kenmare 28	294	11,868
50	40	003	St John 3	352	11,781
51	19	049	Elgin-New Leipzig 49	137	11,694
52	32	001	Dakota Prairie 1	254	11,643
53	51	016	Sawyer 16	123	11,600
54	03	006	Leeds 6	142	11,593
55	47	003	Medina 3	135	11,569
56	21	009	New England 9	167	11,522
57	05	017	Westhope 17	121	11,499
58	41	006	Sargent Central 6	218	11,429
59	45	009	South Heart 9	212	11,302
60	26	009	Ashley 9	128	11,207
61	13	016	Killdeer 16	373	11,172
62	38	001	Mohall-Lansford-Sherwood 1	331	11,123
63	53	006	Eight Mile 6	179	11,107
64	28	008	Underwood 8	180	10,968
65	30	013	Hebron 13	183	10,828
66	31	003	Parshall 3	270	10,795
67	09	001	Fargo 1	10,685	10,762
68	06	001	Bowman Co 1	405	10,668
69	40	004	Mt Pleasant 4	234	10,651
70	09	004	Maple Valley 4	237	10,641

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY 2010-2011 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
71	15	015	Strasburg 15	135	10,637
72	28	051	Garrison 51	331	10,603
73	34	118	Valley-Edinburg 118	221	10,599
74	51	161	Lewis and Clark 161	357	10,571
75	45	034	Richardton-Taylor 34	249	10,546
76	45	013	Belfield 13	219	10,421
77	01	013	Hettinger 13	258	10,316
78	26	019	Wishek 19	205	10,297
79	41	002	Milnor 2	232	10,287
80	10	023	Langdon Area 23	364	10,265
81	28	085	White Shield 85	120	10,252
82	39	018	Fairmount 18	124	10,229
83	49	007	Hatton 7	183	10,206
84	50	020	Minto 20	201	10,187
85	34	100	North Border 100	448	10,160
86	47	010	Pingree-Buchanan 10	134	10,098
87	31	001	New Town 1	738	10,032
88	22	001	Kidder County 1	380	10,025
89	08	028	Wing 28	100	10,023
90	38	026	Glenburn 26	250	10,018
91	40	029	Rolette 29	146	10,011
92	48	010	North Star 10	257	10,002
93	28	001	Wilton 1	200	9,872
94	36	001	Devils Lake 1	1,678	9,866
95	05	001	Bottineau 1	601	9,767
96	39	042	Wyndmere 42	217	9,717
97	49	003	Central Valley 3	210	9,658
98	39	028	Lidgerwood 28	173	9,638
99	53	002	Nesson 2	220	9,631
100	43	004	Ft Yates 4	405	9,630
101	03	009	Maddock 9	174	9,542
102	47	014	Montpelier 14	106	9,522
103	35	005	Rugby 5	562	9,444
104	18	001	Grand Forks 1	7,160	9,422
105	21	001	Mott-Regent 1	222	9,408
106	20	018	Griggs County Central 18	259	9,362
107	52	038	Harvey 38	425	9,331
108	30	039	Flasher 39	191	9,292
109	30	049	New Salem-Almont 49	300	9,287
110	49	014	May-Port CG 14	514	9,270
111	47	001	Jamestown 1	2,198	9,183
112	50	003	Grafton 3	820	9,171
113	32	066	Lakota 66	194	9,024

RANK ORDER OF HIGH SCHOOL DISTRICTS
BY 2010-2011 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
114	39	008	Hankinson 8	275	8,999
115	29	003	Hazen 3	572	8,984
116	34	006	Cavalier 6	385	8,950
117	30	001	Mandan 1	3,403	8,932
118	29	027	Beulah 27	660	8,896
119	28	050	Max 50	186	8,876
120	18	129	Northwood 129	242	8,838
121	37	024	Enderlin Area 24	304	8,797
122	08	001	Bismarck 1	11,505	8,784
123	41	003	North Sargent 3	225	8,748
124	51	001	Minot 1	7,248	8,731
125	49	009	Hillsboro 9	401	8,697
126	51	007	United 7	559	8,653
127	28	004	Washburn 4	258	8,598
128	31	002	Stanley 2	484	8,514
129	14	002	New Rockford-Sheyenne 2	331	8,508
130	25	001	Velva 1	382	8,501
131	45	001	Dickinson 1	2,666	8,446
132	09	006	West Fargo 6	7,379	8,430
133	27	001	McKenzie Co 1	611	8,429
134	23	003	Edgeley 3	252	8,425
135	18	044	Larimore 44	435	8,364
136	16	049	Carrington 49	520	8,331
137	11	040	Ellendale 40	338	8,275
138	02	002	Valley City 2	1,145	8,273
139	53	001	Williston 1	2,466	8,251
140	51	041	Surrey 41	381	8,203
141	39	044	Richland 44	280	8,160
142	24	002	Napoleon 2	256	8,017
143	39	037	Wahpeton 37	1,255	8,005
144	50	078	Park River 78	397	7,938
145	37	019	Lisbon 19	598	7,423
146	18	061	Thompson 61	418	7,169
147	09	097	Northern Cass 97	541	7,110
148	09	017	Central Cass 17	785	7,062
149	09	002	Kindred 2	673	6,766
150	11	041	Oakes 41	509	6,165

RANK ORDER OF GRADED ELEMENTARY DISTRICTS
BY 2010-2011 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
1	44	032	Central Elem 32	3	42,596
2	13	037	Twin Buttes 37	36	42,279
3	04	001	Billings Co 1	45	40,390
4	22	014	Robinson 14	7	30,733
5	15	010	Bakker 10	6	22,429
6	52	035	Pleasant Valley 35	10	21,501
7	17	006	Lone Tree 6	25	17,902
8	30	004	Little Heart 4	11	17,112
9	08	035	Sterling 35	21	16,876
10	50	128	Adams 128	44	16,269
11	09	080	Page 80	74	15,216
12	44	012	Marmarth 12	13	15,099
13	08	029	Baldwin 29	13	15,074
14	03	016	Oberon 16	40	14,523
15	27	014	Yellowstone 14	47	13,840
16	18	127	Emerado 127	76	13,431
17	53	008	New 8	193	12,002
18	25	014	Anamoose 14	85	11,908
19	09	007	Mapleton 7	80	11,786
20	19	018	Roosevelt 18	103	9,938
21	51	070	South Prairie 70	148	9,629
22	37	006	Ft Ransom 6	32	8,883
23	08	033	Menoken 33	27	8,468
24	51	004	Nedrose 4	209	7,851
25	08	039	Apple Creek 39	71	7,149
26	18	125	Manvel 125	153	7,127

RANK ORDER OF RURAL DISTRICTS
BY 2010-2011 AVERAGE COST PER PUPIL

RANK	COUNTY NUMBER	DISTRICT NUMBER	DISTRICT NAME	AVERAGE DAILY MEMBERSHIP	AVERAGE COST
1	27	032	Horse Creek 32	4	21,124
2	08	025	Naughton 25	6	19,038
3	08	045	Manning 45	8	9,767
4	30	017	Sweet Briar 17	12	9,295

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2011-2012

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
01-013	Hettinger 13	22	113	44	69	248	26.0	2.4	2.7	31.2	36,158	36,413	62,948	46,697,667	861
02-002	Valley City 2	86	492	174	353	1,105	71.5	8.4	5.0	84.9	52,261	56,923	98,197	37,752,232	358
02-007	Barnes County North 7	21	121	47	88	277	36.0	3.0	2.9	41.9	47,286	47,871	76,918	9,391,331	717
02-046	Litchville-Marion 46	9	36	25	54	124	16.6	1.2	1.5	19.3	36,365	39,413	70,739	9,891,328	512
03-005	Minnewaukan 5	32	133	39	58	262	23.6	2.7	2.3	28.5	38,769	51,376	77,512	747,500	230
03-006	Leeds 6	9	60	29	52	150	17.1	1.1	1.2	19.4	37,774	45,552	88,301	6,941,046	385
03-009	Maddock 9	11	56	25	63	155	17.6	1.0	1.5	20.1	36,864	39,775	68,767	10,441,899	397
03-016	Oberon 16	12	37	4	-	53	5.7	1.3	0.5	7.5	41,324	43,787	35,000	2,431,103	93
03-029	Warwick 29	29	149	36	54	268	22.9	6.6	3.0	32.5	42,768	48,112	64,134	4,400,000	231
03-030	Ft Totten 30	-	-	-	134	134	15.7	7.8	2.0	25.5	40,586	46,381	70,000	350,000	34
04-001	Billings Co 1	13	37	5	-	55	14.1	1.1	1.0	16.2	37,779	17,933	54,558	5,222,500	1,152
05-001	Bottineau 1	40	243	89	211	583	50.9	7.0	3.0	60.9	41,314	44,190	80,446	28,261,801	644
05-017	Westhope 17	16	45	12	51	124	16.3	2.4	1.1	19.7	32,812	41,514	53,855	2,902,455	346
05-054	Newburg-United 54	4	23	5	22	54	12.6	0.4	0.8	13.7	33,461	41,050	49,500	4,912,104	383
06-001	Bowman Co 1	48	182	71	131	432	39.3	5.2	2.9	47.4	38,156	43,796	81,295	23,888,589	1,048
06-033	Scranton 33	10	44	21	41	116	15.8	1.4	1.8	19.0	37,984	37,421	67,629	4,820,500	489
07-014	Bowbells 14	3	23	10	21	57	10.1	0.4	1.0	11.4	35,188	44,064	46,953	6,753,086	342
07-027	Powers Lake 27	13	55	15	36	119	13.5	1.4	1.4	16.3	39,983	42,211	56,634	2,688,087	350
07-036	Burke Central 36	12	50	12	19	93	16.1	3.9	1.0	21.0	37,948	34,005	63,000	4,913,662	399
08-001	Bismarck 1	942	4,968	1,657	3,451	11,018	767.6	95.4	31.8	894.8	50,077	57,015	102,324	315,048,636	198
08-025	Naughton 25	2	6	-	-	8	1.0	0.4	-	1.4	30,675	40,125	-	180,500	32
08-028	Wing 28	5	50	27	26	108	14.6	1.1	1.3	17.0	31,121	76,068	54,635	600,100	408
08-029	Baldwin 29	-	-	-	-	-	-	-	-	0.0	-	-	-	-	85
08-033	Menoken 33	6	17	2	-	25	3.9	-	0.1	4.0	24,025	-	33,000	168,490	144
08-035	Sterling 35	2	21	5	-	28	4.6	-	0.8	5.4	34,222	-	38,523	1,037,910	182
08-039	Apple Creek 39	10	56	-	-	66	6.0	0.1	0.1	6.2	38,105	50,406	55,880	282,996	24
08-045	Manning 45	1	9	1	-	11	1.0	-	-	1.0	34,518	-	34,518	103,636	28
09-001	Fargo 1	894	4,883	1,617	3,255	10,649	809.1	118.2	41.0	968.3	53,131	63,201	99,734	210,729,059	57
09-002	Kindred 2	53	277	103	232	665	44.6	5.4	3.0	53.0	45,459	50,323	88,583	21,051,032	399
09-004	Maple Valley 4	15	89	44	71	219	23.2	1.7	1.9	26.9	39,377	35,423	44,685	8,558,393	504
09-006	West Fargo 6	739	3,521	1,104	2,030	7,394	531.5	77.5	22.0	630.9	44,808	52,847	97,899	179,118,858	127
09-007	Mapleton 7	11	73	-	-	84	9.3	0.7	0.9	10.8	48,178	54,301	75,938	3,300,481	70
09-017	Central Cass 17	66	351	110	269	796	55.0	4.4	3.6	63.0	40,028	51,920	82,311	31,398,741	401
09-080	Page 80	16	61	-	-	77	10.4	1.0	1.6	13.0	42,395	36,475	70,000	1,403,000	213
09-097	Northern Cass 97	43	254	86	167	550	38.1	4.0	2.9	45.0	37,792	43,556	73,077	18,660,433	421
10-019	Munich 19	5	39	11	34	89	11.8	1.4	0.9	14.0	40,492	24,828	64,400	1,740,000	354
10-023	Langdon Area 23	30	122	60	141	353	31.5	3.9	2.9	38.3	41,430	48,230	80,784	17,989,461	920
11-040	Ellendale 40	23	158	63	89	333	29.5	2.6	2.3	34.4	44,047	48,908	76,623	10,505,230	504
11-041	Oakes 41	34	206	66	183	489	29.0	4.0	3.0	36.0	39,536	47,600	85,236	11,080,000	498
12-001	Divide County 1	27	146	29	78	280	27.9	3.1	3.0	34.0	43,152	49,589	66,695	18,498,341	1,026
13-016	Kildeer 16	23	142	67	148	380	33.1	5.0	3.0	41.2	42,110	38,625	79,867	15,587,604	856
13-019	Halliday 19	8	15	5	12	40	7.6	2.2	1.2	11.0	32,763	11,166	47,364	8,810,405	315
13-037	Twin Buttes 37	2	26	4	-	32	7.3	1.9	0.8	10.0	40,120	30,331	50,000	1,432,000	102

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2011-2012

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
14-002	New Rockford-Sheyenne 2	19	128	54	119	320	28.7	1.9	3.0	33.6	36,817	42,849	64,167	10,598,000	353
15-006	Hazelton-Moffit-Braddock 6	7	39	16	28	90	13.1	2.1	0.8	16.0	36,973	26,572	47,082	5,909,000	539
15 010	Bakker 10	3	6			9	1.0		-	1.0	32,000	-	32,000	770,549	84
15-015	Strasburg 15	10	46	25	59	140	14.8	0.9	1.6	17.3	37,013	29,186	53,877	7,474,694	355
15-036	Linton 36	19	128	46	116	309	24.5	4.0	2.0	30.5	38,883	38,260	67,426	7,162,124	414
16-049	Carrington 49	36	230	82	191	539	38.9	4.1	3.0	46.0	40,989	45,274	83,223	18,215,702	778
17-003	Beach 3	14	112	33	132	291	32.2	4.1	3.0	39.4	38,786	44,218	70,178	14,854,982	765
17-006	Lone Tree 6	7	18	3	-	28	4.8	-	0.5	5.3	27,343		25,000	550,000	243
18-001	Grand Forks 1	637	3,033	1,030	2,130	6,830	573.7	99.1	26.0	698.8	49,449	58,481	100,897	113,145,229	77
18-044	Larimore 44	24	139	81	165	409	35.6	4.1	2.0	41.7	40,622	43,835	63,030	11,671,183	330
18 061	Thompson 61	28	200	71	126	425	29.0	2.5	2.5	34.0	37,499	45,415	67,400	13,610,485	117
18-125	Manvel 125	19	88	30	-	137	13.2	0.7	1.0	14.9	39,940	27,321	53,579	4,158,049	136
18 127	Emerado 127	14	55	14	-	83	10.9	0.9	1.0	12.8	33,347	33,358	50,000	3,103,651	104
18-128	Midway 128	8	84	41	77	210	21.8	2.7	3.1	27.5	37,334	35,712	73,669	5,432,500	297
18-129	Northwood 129	19	113	36	80	248	19.8	2.3	2.1	24.1	36,776	40,893	56,496	15,017,600	257
18 140	Grand Forks AFB 140								-	0.0	-	-	-	8	
19 018	Roosevelt 18	8	74	32	-	114	11.1	0.1	0.7	12.0	31,593	51,000	51,000	5,953,586	471
19 049	Elgin-New Leipzig 49	15	28		81	124	13.9	3.8	2.2	20.0	37,092	34,533	69,376	11,575,029	692
20-007	Midkota 7	9	60	14	43	126	17.6	1.0	2.0	20.6	37,734	37,518	54,080	2,642,850	594
20 018	Griggs County Central 18	12	92	37	98	239	22.4	2.6	2.9	27.9	41,358	38,120	77,466	9,729,363	423
21-001	Mott-Regent 1	15	110	38	64	227	25.0	2.3	2.0	29.3	37,535	41,050	69,703	6,775,000	880
21 009	New England 9	21	76	26	59	182	15.3	2.8	2.1	20.1	37,651	41,325	55,640	2,907,000	638
22-001	Kidder County 1	20	162	59	128	369	38.7	3.2	3.5	45.5	37,743	43,793	63,297	16,976,148	1,070
22 014	Robinson 14	-	6		-	6	2.0	-	-	2.0	31,425	32,610	32,610	879,000	251
23-003	Edgeley 3	20	120	29	58	227	21.6	1.2	2.2	25.0	39,455	44,807	70,757	6,508,000	414
23 007	Kulm 7	11	49	13	39	112	15.1	1.8	1.8	18.7	40,417	13,941	66,250	5,752,762	497
23-008	LaMoure 8	15	146	43	88	292	21.8	2.2	3.0	27.0	38,613	47,582	68,639	5,290,000	426
24-002	Napoleon 2	17	112	43	85	257	19.6	4.7	1.7	26.0	39,611	37,227	67,000	6,932,685	552
24 056	Gackle-Streeter 56	5	34	12	35	86	13.2	0.4	0.8	14.3	33,983	28,356	48,125	6,946,088	605
25-001	Velva 1	26	176	43	117	362	34.0	3.0	3.0	40.0	43,877	49,232	67,375	6,720,913	562
25-014	Anamoose 14	16	79			95	10.7	0.6	1.7	13.0	33,438	23,944	68,083	5,004,449	205
25-057	Drake 57		-	28	54	82	8.2	1.4	0.9	10.5	39,260	36,723	45,000	9,984,772	435
25-060	TGU 60	23	145	49	101	318	35.6	3.7	3.1	42.4	44,431	48,275	80,707	18,845,195	1,043
26-004	Zeeland 4	3	19	5	26	53	9.8	0.7	1.0	11.5	34,182	40,354	56,585	2,975,870	156
26-009	Ashley 9	12	55	10	48	125	16.1	1.0	1.9	19.0	36,722	34,832	63,947	6,634,000	477
26-019	Wishek 19	18	80	33	70	201	16.9	1.9	1.9	20.6	40,476	47,599	56,199	11,465,989	473
27-001	McKenzie Co 1	65	328	103	204	700	48.4	6.1	2.5	57.0	50,972	56,375	91,968	25,741,172	1,679
27-002	Alexander 2	10	54	10	18	92	9.4	0.8	1.0	11.1	33,418	34,799	74,491	2,523,993	323
27-014	Yellowstone 14	10	41	9		60	8.3	0.5	0.8	9.6	38,734	39,161	52,000	875,322	147
27 018	Earl 18	-				-	0.9	0.1		1.0	27,500	27,500	27,500	1,255,526	270
27 032	Horse Creek 32	-	4			4	0.9	0.1	0.1	1.0	31,000	31,000	31,000	151,000	223
27-036	Mandaree 36	23	88	28	43	182	22.3	1.7	2.0	26.0	39,391	44,657	84,033	6,035,000	395
28-001	Wilton 1	19	82	36	70	207	19.6	1.4	2.0	23.0	37,714	40,470	65,000	7,439,189	266

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2011-2012

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
28-004	Washburn 4	22	119	38	81	260	20.9	1.8	2.7	25.4	39,195	41,532	69,870	16,209,454	244
28-008	Underwood 8	18	83	36	53	190	21.1	3.0	2.6	26.7	34,369	38,078	64,442	12,030,750	199
28-050	Max 50	10	88	29	66	193	18.1	1.4	1.7	21.2	38,471	39,047	53,649	7,289,838	338
28-051	Garrison 51	25	157	62	100	344	32.5	2.3	3.0	37.8	39,532	44,516	67,346	9,139,681	393
28-072	Turtle Lake-Mercer 72	11	78	28	49	166	21.3	2.9	2.0	26.1	35,454	50,959	67,939	7,948,185	522
28-085	White Shield 85	11	55	17	41	124	20.7	3.3	3.0	27.0	40,348	42,795	59,833	7,800,000	191
29-003	Hazen 3	43	233	78	194	548	38.7	4.2	3.0	45.9	40,708	45,816	80,750	28,663,171	303
29-027	Beulah 27	71	293	105	224	693	49.6	7.9	3.8	61.2	45,773	46,746	91,386	19,798,060	669
30-001	Mandan 1	278	1,407	537	1,033	3,255	229.4	36.5	11.5	277.4	46,095	52,659	98,367	59,228,144	908
30-004	Little Heart 4	4	11	1	-	16	1.9	-	0.1	2.0	31,666	-	36,850	262,216	85
30-013	Hebron 13	16	85	21	56	178	18.1	0.8	2.5	21.4	38,253	38,181	61,080	10,240,376	394
30-017	Sweet Briar 17	3	7	1	-	11	0.9	-	0.1	1.0	33,760	563	33,760	287,947	39
30-039	Flasher 39	12	66	41	65	184	18.6	1.9	1.5	22.0	34,000	33,771	59,500	4,405,544	632
30-048	Glen Ullin 48	10	58	28	55	151	16.2	2.5	1.8	20.4	38,673	23,906	61,614	6,254,292	426
30-049	New Salem-Almont 49	21	128	48	110	307	25.2	2.6	2.9	30.7	35,265	32,248	67,507	10,199,028	461
31-001	New Town 1	71	372	112	180	735	58.8	7.6	5.0	71.3	39,990	45,310	64,863	22,830,369	317
31-002	Stanley 2	38	254	85	173	550	43.6	5.1	2.8	51.5	38,515	45,913	77,164	18,057,730	766
31-003	Parshall 3	22	116	64	77	279	25.1	2.5	2.4	30.0	41,653	41,709	75,297	10,219,000	358
32-001	Dakota Prairie 1	18	115	35	86	254	26.3	3.0	2.7	32.0	41,153	41,381	81,357	10,750,959	907
32-066	Lakota 66	13	87	30	65	195	19.4	2.4	2.1	23.9	35,304	42,203	73,899	4,301,436	401
33-001	Center-Stanton 1	19	89	37	65	210	20.0	2.5	2.6	25.0	41,139	44,724	62,439	7,677,865	539
34-006	Cavalier 6	30	193	50	126	399	29.4	3.5	3.0	35.9	36,967	36,080	79,006	15,716,933	339
34-019	Drayton 19	13	65	18	40	136	18.9	2.8	1.5	23.3	37,345	43,032	56,716	10,674,634	192
34-043	St Thomas 43	5	24	12	30	71	11.4	1.0	1.2	13.6	38,968	40,079	48,894	1,257,500	115
34-100	North Border 100	27	187	73	137	424	50.0	5.9	4.0	59.9	38,252	31,875	71,659	22,371,033	552
34-118	Valley-Edinburg 118	15	104	42	69	230	25.4	1.4	3.0	29.8	39,123	28,123	70,809	10,996,328	294
35-001	Wolford 1	-	24	6	16	46	9.6	0.9	1.0	11.4	37,449	32,560	50,655	645,000	196
35-005	Rugby 5	39	232	94	192	557	47.1	4.5	3.0	54.6	41,342	43,289	79,404	18,746,724	805
36-001	Devils Lake 1	136	681	261	532	1,610	125.3	15.4	6.5	147.2	41,941	51,390	83,548	54,360,418	473
36-002	Edmore 2	-	-	19	44	63	9.4	-	1.6	11.0	31,321	-	66,657	4,171,254	395
36-044	Starkweather 44	9	31	11	19	70	10.1	0.4	1.5	12.0	40,485	45,078	80,315	2,535,000	278
37-006	Ft Ransom 6	3	23	-	-	26	3.0	1.0	0.1	4.1	38,594	5,700	43,380	190,000	67
37-019	Lisbon 19	51	245	106	196	598	48.0	6.6	3.5	58.0	42,215	40,376	80,043	14,334,429	429
37-024	Enderin Area 24	36	132	51	102	321	27.7	2.7	2.7	33.1	38,415	38,965	72,496	16,318,812	416
38-001	Mohall-Lansford-Sherwood 1	30	151	52	105	338	28.5	3.7	2.9	35.0	37,982	38,879	66,861	19,055,143	814
38-026	Glenburn 26	19	120	48	79	266	24.3	2.7	3.0	30.0	38,416	39,593	60,273	6,150,000	348
39-008	Hankinson 8	28	130	51	83	292	23.2	2.2	2.6	28.0	44,216	45,939	67,280	11,939,912	240
39-018	Fairmount 18	11	51	21	33	116	14.7	1.5	1.5	17.8	38,473	40,281	54,000	5,219,823	92
39-028	Lidgerwood 28	16	94	22	46	178	16.5	0.7	1.4	18.6	38,447	43,509	71,666	10,561,120	190
39-037	Wahpeton 37	100	501	206	396	1,203	90.0	11.8	4.3	106.0	46,922	56,982	77,953	28,615,057	257
39-042	Wyndmere 42	18	101	33	68	220	20.3	2.6	2.2	25.1	43,506	54,954	70,285	9,233,774	311
39-044	Richland 44	22	116	58	82	278	26.6	2.1	2.5	31.2	34,907	45,129	67,060	11,973,826	222
40-001	Dunseith 1	24	178	57	136	395	45.0	5.5	4.0	54.5	36,702	42,856	62,571	17,626,289	199

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2011-2012

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-5	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
40-003	St John 3	22	169	56	115	362	32.8	3.7	2.3	38.8	43,513	46,043	69,060	12,385,404	109
40-004	Mt Pleasant 4	20	104	33	79	236	22.3	1.7	2.8	26.9	36,610	34,387	59,661	5,477,027	258
40-007	Belcourt 7	129	738	212	553	1,632	166.9	26.6	9.0	202.5	53,921	65,484	88,017	1,147,495	72
40-029	Rolette 29	16	67	26	46	155	17.0	1.0	1.8	19.9	34,518	38,644	62,357	8,405,238	281
41-002	Milnor 2	15	104	36	71	226	23.7	2.7	2.7	29.0	35,933	42,118	72,719	8,201,401	193
41-003	North Sargent 3	11	104	31	75	221	18.2	2.2	2.6	23.0	37,315	39,788	63,823	7,804,092	117
41-006	Sargent Central 6	10	91	30	86	217	21.9	1.9	3.0	26.8	39,820	44,246	66,300	11,593,107	476
42-016	Goodrich 16	-	11	2	9	22	6.1	0.1	1.0	7.2	27,929	3,740	63,536	2,945,785	264
42-019	McClusky 19	7	30	16	25	78	14.8	1.8	1.9	18.5	32,762	32,383	46,516	1,906,420	429
43-003	Solen 3	24	84	25	45	178	25.2	4.9	3.0	33.0	33,871	36,516	59,250	8,705,804	315
43-004	Ft Yates 4	-	50	113	-	163	17.5	1.5	3.0	22.0	36,918	43,215	69,645	14,482,685	338
43-008	Selfridge 8	10	35	14	13	72	13.0	0.9	0.6	14.5	36,460	29,461	64,583	2,989,978	295
44-012	Marmarth 12	-	8	5	-	13	2.0	1.0	-	3.0	28,754	7,920	28,000	404,000	348
44-032	Central Elem 32	-	2	-	-	2	2.0	0.5	-	2.5	16,887	17,406	28,500	205,000	431
45-001	Dickinson 1	242	1,292	370	785	2,689	197.0	26.5	11.3	234.8	51,383	55,714	96,810	76,981,652	498
45-009	South Heart 9	20	100	38	75	233	18.9	3.9	1.9	24.6	37,796	39,015	68,368	8,834,719	304
45-013	Belfield 13	16	91	41	76	224	20.6	2.7	1.7	25.0	38,975	35,221	52,609	7,559,229	144
45-034	Richardton-Taylor 34	16	115	41	86	258	22.6	4.3	2.6	29.4	38,652	41,284	64,165	12,787,052	523
46-010	Hope 10	-	-	22	72	94	8.3	1.0	0.7	10.0	39,932	46,750	66,167	1,950,000	253
46-019	Finley-Sharon 19	8	48	26	57	139	18.0	1.9	2.0	21.9	36,821	40,272	80,000	9,113,827	293
47-001	Jamestown 1	179	886	350	725	2,140	166.3	24.3	9.4	200.0	49,636	59,391	90,405	76,419,282	472
47-003	Medina 3	5	56	30	52	143	16.9	0.7	1.4	18.9	35,692	29,768	69,196	7,520,000	406
47-010	Pingree-Buchanan 10	17	71	21	44	153	16.0	0.8	1.8	18.6	33,676	31,342	53,749	6,682,639	335
47-014	Montpelier 14	6	46	15	37	104	13.9	0.6	1.5	16.0	32,025	45,630	56,731	5,892,843	217
47-019	Kensal 19	4	13	6	12	35	8.5	1.1	1.3	10.8	28,212	6,183	42,000	2,729,309	170
48-010	North Star 10	24	113	38	90	265	25.3	1.7	2.0	28.9	43,213	47,389	68,583	12,487,856	610
48-028	North Central 28	-	-	-	-	-	-	-	-	0.0	-	-	-	-	387
49-003	Central Valley 3	14	86	37	78	215	18.6	0.9	1.2	20.7	42,903	40,706	67,360	11,820,472	243
49-007	Hatton 7	14	72	25	71	182	17.7	2.4	2.0	22.0	35,889	38,213	78,650	3,366,000	153
49-009	Hillsboro 9	29	188	58	117	392	32.4	2.8	2.7	37.9	47,178	55,320	87,759	10,569,600	278
49-014	May-Port CG 14	38	208	83	156	485	38.1	3.9	3.0	45.0	45,020	44,681	81,833	13,929,209	444
50-003	Grafton 3	74	362	126	257	819	62.5	8.6	3.8	74.9	42,509	44,317	86,553	27,317,447	202
50-005	Fordville-Lankin 5	4	13	16	24	57	10.9	0.1	1.0	12.0	35,112	36,014	78,263	4,564,078	207
50-020	Minto 20	23	89	35	66	213	17.7	1.4	2.0	21.2	36,437	30,656	45,809	4,873,975	158
50-078	Park River 78	25	182	66	129	402	29.8	2.4	3.0	35.2	39,348	42,858	76,778	17,401,521	227
50-128	Adams 128	5	32	-	-	37	7.5	2.0	0.5	10.0	42,301	41,955	52,144	625,800	172
51-001	Minot 1	658	3,280	930	2,002	6,870	545.7	74.6	28.1	648.3	51,199	60,000	96,169	129,824,350	128
51-004	Nedrose 4	36	136	50	-	222	16.1	2.1	0.8	19.0	46,433	43,399	103,857	6,000,000	32
51-007	United 7	52	250	91	162	555	44.7	3.3	3.0	51.0	39,286	50,350	75,833	84,995,387	346
51-016	Sawyer 16	12	60	15	41	128	15.9	1.5	1.3	18.7	33,076	32,313	63,628	7,811,164	201
51-028	Kenmare 28	19	136	48	88	291	26.6	3.4	2.0	32.0	41,692	43,648	77,185	15,585,000	600
51-041	Surrey 41	32	145	57	140	374	33.8	2.2	2.9	38.8	38,074	47,252	68,703	10,748,850	129
51-070	South Prairie 70	18	117	39	-	174	14.6	2.9	0.8	18.2	38,186	30,523	74,000	5,536,795	164

FALL ENROLLMENT, TEACHERS AND AVERAGE TEACHER SALARIES FOR 2011-2012

No.	District Name	1. Fall Enrollment					2. Licensed Personnel (FTE)				3. Average Salary			4. Valuation of Bldg/Equip	5. District Square Miles
		K	Gr 1-6	Gr 7-8	Gr 9-12	Total	Teachers	Other Licensed	Admin	Total	Teachers	Other Licensed	Admin		
51-160	Minot AFB 160	-	-	-	-	-	-	-	-	0.0	-	-	-	-	7
51-161	Lewis and Clark 161	22	164	68	124	378	33.8	3.5	3.2	40.5	38,607	46,789	68,351	16,044,770	877
52-025	Fessenden-Bowdon 25	13	51	17	44	125	15.5	1.6	1.9	19.0	38,213	49,813	70,431	8,535,358	562
52-035	Pleasant Valley 35	-	3	4	-	7	1.6	-	0.1	1.8	39,279	41,767	41,767	330,771	135
52-038	Harvey 38	29	197	59	125	410	32.4	4.3	2.8	39.5	39,976	43,880	71,380	17,638,912	571
53-001	Williston 1	244	1,155	448	812	2,659	166.4	20.5	9.0	195.9	45,967	56,219	97,876	50,373,535	15
53-002	Nesson 2	24	93	42	88	247	19.5	2.2	1.9	23.5	41,817	42,828	60,285	6,212,170	479
53-006	Eight Mile 6	15	66	24	64	169	16.8	1.2	2.0	19.9	40,278	47,115	58,500	9,714,853	85
53-008	New 8	31	144	32	-	207	17.9	2.0	2.0	21.9	44,098	42,367	62,000	1,647,500	1,161
53-015	Tioga 15	18	132	47	104	301	23.9	2.5	2.6	29.0	49,703	51,204	74,025	14,807,215	451
53-099	Grenora 99	14	60	16	22	112	13.7	1.0	1.9	16.7	36,778	16,951	61,801	6,554,944	821
	North Dakota	8,236	43,161	14,740	29,641	95,778	7,899.1	1,017.1	535.2	9,451.3	45,169	52,038	80,268	2,885,614,419	69,551

Data sources: Fall MIS reports for 2011-2012

1. Fall Enrollment

The number of students enrolled full time in the school district on the September 10th count date.

2. Licensed personnel (FTE)

- Teachers include classroom teachers, MR special education, SLD and ED, physical education, music, art, career and technology, Title I and any other type of teacher.
- Other licensed staff includes assistant directors, coordinators, counselors or counselor designates, county superintendents and assistant or deputy county superintendents, directors, instructional programmers, library media specialist, pupil personnel, school psychologist, speech pathologist and supervisors.
- Administrators include principals and assistant principals, superintendents and assistant or deputy superintendents.
- All data for the Licensed Personnel (FTE) category is taken from MISO3 reports for staff licensed through the Education Standards and Practices Board (ESPB).

3. Average Salary

The average full time equivalent (FTE) salaries for the licensed personnel categories.

4. Valuation of Bldg/Equip.

The reported valuation of school district buildings and equipment.

5. District square miles

The number of land sections in the school district.

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2011-2012

No.	District Name	1. State Aid Formula Statistics					2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Equity Percent	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
01-013	Hettinger 13	251.23	276.01	1.2000	331.21	110%	35	37	6	2	96%
02-002	Valley City 2	1,120.32	1,238.44	1.0000	1,238.44	88%	182	40	23	28	96%
02-007	Barnes County North 7	288.61	320.06	1.2167	389.42	236%	1	65	10	26	96%
02-046	Litchville-Marion 46	123.97	136.17	1.2500	170.21	267%	92	46	10	21	96%
03-005	Minnewaukan 5	229.48	254.68	1.2200	310.71	35%	239	49	0	24	93%
03-006	Leeds 6	142.72	156.65	1.2500	195.81	161%	79	56	8	6	96%
03-009	Maddock 9	173.20	189.90	1.2500	237.38	116%	61	59	26	2	96%
03-016	Oberon 16	40.14	44.07	1.2500	55.09	118%	37	37	0	5	94%
03-029	Warwick 29	225.03	249.72	1.2200	304.66	25%	172	49	0	29	88%
03-030	Ft Totten 30	133.69	159.25	1.2500	199.06	5%	52	32	37	0	78%
04-001	Billings Co 1	46.23	59.31	1.2500	74.14	3,025%	44	20	6	18	96%
05-001	Bottineau 1	583.70	646.51	1.0200	659.44	159%	339	62	23	1	95%
05-017	Westhope 17	119.59	131.83	1.2500	164.79	166%	102	63	8	6	96%
05-054	Newburg-United 54	62.21	74.10	1.2500	92.63	373%	49	57	6	20	96%
06-001	Bowman Co 1	408.19	449.65	1.0396	467.46	172%	208	55	10	7	95%
06-033	Scranton 33	119.43	130.59	1.2500	163.24	201%	71	48	6	6	97%
07-014	Bowbells 14	62.60	75.23	1.2500	94.04	291%	25	41	7	14	98%
07-027	Powers Lake 27	104.39	113.85	1.2500	142.31	156%	33	104	0	6	96%
07-036	Burke Central 36	82.89	98.57	1.2500	123.21	246%	67	40	0	21	95%
08-001	Bismarck 1	10,782.57	12,101.81	1.0000	12,101.81	90%	1,500	27	149	47	95%
08-025	Naughton 25	5.62	6.08	1.2500	7.60	254%	-	-	3	3	96%
08-028	Wing 28	100.08	109.77	1.2500	137.21	105%	75	52	22	3	97%
08-029	Baldwin 29	0.00	0.00	-	0.00	0%	3	5	0	15	99%
08-033	Menoken 33	27.15	29.77	1.2500	37.21	226%	4	7	0	13	97%
08-035	Sterling 35	20.80	22.74	1.2500	28.43	481%	29	42	0	15	96%
08-039	Apple Creek 39	66.25	71.76	1.2500	89.70	200%	-	-	15	40	96%
08-045	Manning 45	7.54	8.17	1.2500	10.21	164%	-	-	0	8	97%
09-001	Fargo 1	10,521.51	11,715.34	1.0000	11,715.34	92%	196	31	149	73	95%
09-002	Kindred 2	671.58	736.23	1.0100	743.59	89%	584	40	28	25	96%
09-004	Maple Valley 4	236.51	262.86	1.2100	318.06	219%	237	40	22	23	97%
09-006	West Fargo 6	7,177.13	8,001.33	1.0000	8,001.33	90%	1,847	18	110	233	96%
09-007	Mapleton 7	79.85	87.54	1.2500	109.43	213%	8	28	0	31	97%
09-017	Central Cass 17	789.88	868.53	1.0100	877.22	88%	301	55	7	20	96%
09-080	Page 80	74.06	81.03	1.2500	101.29	237%	77	49	0	26	96%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2011-2012

No.	District Name	1. State Aid Formula Statistics					2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Equity Percent	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
09-097	Northern Cass 97	539.46	590.31	1.0200	602.12	96%	519	65	131	4	96%
10-019	Munich 19	82.47	97.87	1.2500	122.34	241%	-	57	8	2	96%
10-023	Langdon Area 23	360.03	396.76	1.0699	424.49	220%	138	52	4	11	97%
11-040	Ellendale 40	339.89	374.60	1.0800	404.57	121%	160	68	5	19	96%
11-041	Oakes 41	480.69	530.43	1.0200	541.04	97%	186	65	15	5	96%
12-001	Divide County 1	249.03	275.41	1.2000	330.49	263%	118	52	16	1	96%
13-016	Killdeer 16	373.59	408.94	1.0500	429.39	150%	287	21	83	15	95%
13-019	Halliday 19	26.61	29.20	1.2500	36.50	368%	19	39	10	38	97%
13-037	Twin Buttes 37	41.27	45.55	1.2500	56.94	10%	-	-	0	9	93%
14-002	New Rockford-Sheyenne 2	336.00	366.14	1.0846	397.12	93%	128	78	23	5	97%
15-006	Hazellton-Moffit-Braddock 6	110.60	121.22	1.2500	151.53	173%	67	57	2	6	97%
15-010	Bakker 10	6.27	6.77	1.2500	8.46	841%	2	29	0	19	97%
15-015	Strasburg 15	133.16	146.98	1.2500	183.73	109%	65	61	21	23	97%
15-036	Linton 36	292.38	325.11	1.1406	370.82	75%	156	67	24	3	99%
16-049	Carrington 49	527.01	575.91	1.0200	587.43	111%	85	47	32	15	97%
17-003	Beach 3	287.53	317.29	1.1500	364.88	127%	88	22	2	10	96%
17-006	Lone Tree 6	24.95	27.20	1.2500	34.00	301%	62	22	7	2	96%
18-001	Grand Forks 1	6,853.01	7,699.37	1.0000	7,699.37	99%	419	42	145	27	96%
18-044	Larimore 44	435.16	478.10	1.0200	487.66	84%	229	42	30	10	95%
18-061	Thompson 61	416.98	455.03	1.0200	464.13	74%	194	48	44	70	98%
18-125	Marvel 125	135.40	164.13	1.1700	192.03	132%	111	38	12	24	95%
18-127	Emerado 127	78.16	87.10	1.2500	108.88	126%	92	31	26	25	94%
18-128	Midway 128	196.21	218.42	1.2400	270.84	143%	189	46	13	30	95%
18-129	Northwood 129	242.77	267.63	1.2100	323.83	106%	179	47	29	19	97%
18-140	Grand Forks AFB 140	0.00	0.00	-	0.00	0%	-	-	0	9	0%
19-018	Roosevelt 18	107.37	118.85	1.2500	148.56	102%	54	51	0	28	97%
19-049	Elgin-New Leipzig 49	137.12	150.99	1.2500	188.74	138%	56	47	6	4	96%
20-007	Midkota 7	113.29	124.23	1.2500	155.29	242%	108	66	10	34	96%
20-018	Griggs County Central 18	259.12	284.69	1.2000	341.63	132%	128	64	15	5	96%
21-001	Mott-Regent 1	220.61	241.14	1.2200	294.19	138%	118	74	8	15	96%
21-009	New England 9	166.34	184.22	1.2500	230.28	147%	116	64	21	6	98%
22-001	Kidder County 1	379.61	416.43	1.1969	498.43	122%	206	72	17	10	96%
22-014	Robinson 14	7.00	7.76	1.2500	9.70	796%	7	20	0	3	97%
23-003	Edgeley 3	224.20	246.61	1.2200	300.86	123%	134	48	26	18	92%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2011-2012

No.	District Name	1. State Aid Formula Statistics					2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Equity Percent	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
23-007	Kulm 7	94.83	114.26	1.2500	142.83	268%	64	68	5	11	96%
23-008	LaMoure 8	306.73	338.81	1.1137	377.33	100%	120	65	20	14	96%
24-002	Napoleon 2	255.40	279.13	1.2000	334.96	77%	106	50	12	9	96%
24-056	Gackle-Streeter 56	84.13	102.36	1.2500	127.95	267%	58	68	1	24	94%
25-001	Velva 1	381.59	419.05	1.0456	438.16	99%	16	28	38	4	97%
25-014	Anamoose 14	83.97	92.42	1.2500	115.53	108%	65	38	3	11	96%
25-057	Drake 57	76.41	91.97	1.2500	114.96	224%	92	30	3	17	96%
25-060	TGU 60	324.03	356.96	1.0900	389.09	154%	251	67	11	36	97%
26-004	Zeeland 4	51.00	55.63	1.2500	69.54	205%	41	54	7	8	97%
26-009	Ashley 9	127.26	139.53	1.2500	174.41	147%	59	64	2	0	97%
26-019	Wishek 19	205.06	225.08	1.2300	276.85	99%	80	71	7	6	97%
27-001	McKenzie Co 1	611.44	668.51	1.0100	675.20	114%	137	49	13	21	97%
27-002	Alexander 2	75.64	90.05	1.2500	112.56	219%	38	65	0	9	95%
27-014	Yellowstone 14	67.57	79.46	1.2500	99.33	159%	65	33	0	0	94%
27-018	Earl 18	6.30	8.02	1.2500	10.03	839%	6	31	0	0	0%
27-032	Horse Creek 32	4.00	4.31	1.2500	5.39	2,940%	-	-	0	0	99%
27-036	Mandaree 36	188.50	208.40	1.2400	258.42	58%	39	51	1	10	91%
28-001	Wilton 1	199.92	218.22	1.2400	270.59	125%	92	63	16	14	97%
28-004	Washburn 4	257.07	282.65	1.2000	339.18	126%	72	48	12	1	97%
28-008	Underwood 8	178.80	196.47	1.2500	245.59	169%	50	46	7	15	97%
28-050	Max 50	185.91	204.25	1.2438	254.05	116%	148	50	41	15	95%
28-051	Garrison 51	313.46	346.67	1.1000	381.34	137%	138	59	28	3	96%
28-072	Turtle Lake-Mercer 72	153.14	167.70	1.2500	209.63	175%	98	54	2	7	97%
28-085	White Shield 85	119.85	133.20	1.2500	166.50	26%	-	-	0	8	86%
29-003	Hazen 3	574.74	630.14	1.0200	642.74	70%	170	57	42	13	98%
29-027	Beulah 27	659.14	727.60	1.0100	734.88	99%	99	56	12	13	97%
30-001	Mandan 1	3,277.65	3,648.81	1.0000	3,648.81	75%	661	37	66	90	96%
30-004	Little Heart 4	11.00	11.91	1.2500	14.89	300%	3	5	2	10	97%
30-013	Hebron 13	182.94	202.89	1.2500	253.61	91%	63	109	3	17	95%
30-017	Sweet Briar 17	11.30	12.24	1.2500	15.30	198%	-	-	6	16	98%
30-039	Flasher 39	191.27	210.61	1.2400	261.16	75%	65	78	55	0	97%
30-048	Glen Ullin 48	156.69	170.64	1.2500	213.30	135%	124	53	2	10	96%
30-049	New Salem-Almont 49	297.77	327.23	1.1300	369.77	89%	177	47	16	5	97%
31-001	New Town 1	708.10	786.77	1.0100	794.64	82%	139	38	4	61	89%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2011-2012

No.	District Name	1. State Aid Formula Statistics					2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Equity Percent	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
31-002	Stanley 2	483.69	531.42	1.0200	542.05	142%	236	67	87	0	96%
31-003	Parshall 3	270.24	295.83	1.1889	351.71	130%	58	42	2	6	93%
32-001	Dakota Prairie 1	252.76	277.27	1.2000	332.72	220%	225	63	9	62	95%
32-066	Lakota 66	190.60	210.51	1.2400	261.03	122%	101	83	36	0	96%
33-001	Center-Stanton 1	196.75	214.66	1.2400	266.18	171%	131	64	3	46	95%
34-006	Cavalier 6	382.90	425.15	1.0420	443.01	100%	175	61	10	7	96%
34-019	Drayton 19	136.15	149.32	1.2500	186.65	191%	30	49	6	3	96%
34-043	St Thomas 43	67.45	76.55	1.2500	95.69	202%	21	5	3	14	96%
34-100	North Border 100	485.57	540.43	1.0200	551.24	139%	134	78	6	11	96%
34-118	Valley-Edinburg 118	221.87	242.87	1.2500	303.59	157%	119	50	16	8	95%
35-001	Wolford 1	42.70	46.87	1.2500	58.59	173%	33	52	6	4	97%
35-005	Rugby 5	561.66	616.10	1.0200	628.42	100%	170	58	0	3	96%
36-001	Devils Lake 1	1,660.53	1,844.39	1.0000	1,844.39	55%	809	57	0	35	96%
36-002	Edmore 2	62.54	74.35	1.2500	92.94	337%	30	61	8	4	98%
36-044	Starkweather 44	68.10	81.49	1.2500	101.86	184%	66	56	12	7	97%
37-006	Ft Ransom 6	32.00	34.80	1.2500	43.50	324%	60	50	10	0	97%
37-019	Lisbon 19	602.71	670.38	1.0154	680.70	71%	251	47	39	22	96%
37-024	Enderlin Area 24	303.73	335.15	1.1202	375.44	114%	159	48	21	22	96%
38-001	Mohall-Lansford-Sherwood 1	329.19	361.66	1.0900	394.21	168%	206	64	15	29	97%
38-026	Glenburn 26	236.08	258.52	1.2100	312.81	114%	205	53	49	23	97%
39-008	Hankinson 8	280.08	308.70	1.1696	361.06	100%	159	50	13	15	96%
39-018	Fairmount 18	124.70	136.92	1.2500	171.15	134%	27	50	5	2	96%
39-028	Lidgerwood 28	171.06	187.56	1.2500	234.45	98%	86	44	9	14	96%
39-037	Wahpeton 37	1,218.43	1,351.10	1.0000	1,351.10	75%	264	38	12	15	95%
39-042	Wyndmere 42	215.43	239.61	1.2275	294.12	133%	138	51	13	14	97%
39-044	Richland 44	273.59	301.68	1.1800	355.98	97%	190	44	14	13	97%
40-001	Dunseith 1	571.71	636.72	1.0200	649.45	12%	382	62	0	14	92%
40-003	St John 3	355.64	395.09	1.0700	422.75	18%	261	132	2	2	96%
40-004	Mt Pleasant 4	233.20	255.78	1.2100	309.49	81%	47	70	48	4	97%
40-007	Belcourt 7	1,584.89	1,764.57	1.0000	1,764.57	1%	939	32	0	19	92%
40-029	Rolette 29	146.15	159.57	1.2500	199.46	89%	94	53	3	4	97%
41-002	Milnor 2	231.53	255.04	1.2119	309.08	67%	74	49	6	18	96%
41-003	North Sargent 3	224.86	249.10	1.2200	303.90	60%	-	48	17	3	96%
41-006	Sargent Central 6	217.97	239.03	1.2200	291.62	177%	163	56	1	10	96%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2011-2012

No.	District Name	1. State Aid Formula Statistics					2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Equity Percent	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
42-016	Goodrich 16	24.66	27.01	1.2500	33.76	299%	15	51	0	4	98%
42-019	McClusky 19	79.89	95.23	1.2500	119.04	154%	34	69	3	3	96%
43-003	Solen 3	169.01	201.74	1.2500	252.18	35%	163	46	1	20	88%
43-004	Ft Yates 4	167.75	212.41	1.2500	265.51	43%	4	84	0	14	87%
43-008	Selfridge 8	70.05	84.64	1.2500	105.80	89%	30	68	0	2	90%
44-012	Marmarth 12	15.88	19.32	1.2500	24.15	1,009%	3	14	0	4	95%
44-032	Central Elem 32	3.25	3.85	1.2500	4.81	4,630%	3	16	0	16	96%
45-001	Dickinson 1	2,626.58	2,911.63	1.0000	2,911.63	82%	190	49	44	48	96%
45-009	South Heart 9	212.10	232.18	1.2300	285.58	95%	131	43	44	38	96%
45-013	Belfield 13	219.05	241.38	1.2200	294.48	60%	50	51	16	16	96%
45-034	Richardton-Taylor 34	249.08	273.79	1.2000	328.55	107%	134	46	39	2	97%
46-010	Hope 10	90.75	99.94	1.2500	124.93	339%	77	47	7	4	97%
46-019	Finley-Sharon 19	147.45	161.18	1.2500	201.48	188%	73	58	1	10	95%
47-001	Jamestown 1	2,128.28	2,365.83	1.0000	2,365.83	72%	232	50	39	93	95%
47-003	Medina 3	134.96	147.85	1.2500	184.81	123%	88	49	31	3	97%
47-010	Pingree-Buchanan 10	127.49	141.03	1.2500	176.29	122%	123	52	68	8	97%
47-014	Montpelier 14	106.33	116.56	1.2500	145.70	112%	87	49	22	11	96%
47-019	Kensal 19	41.92	45.99	1.2500	57.49	268%	20	67	6	7	93%
48-010	North Star 10	258.97	285.14	1.2422	354.20	132%	70	75	6	15	98%
48-028	North Central 28	0.00	0.00	-	0.00	0%	13	64	0	25	96%
49-003	Central Valley 3	210.36	229.36	1.2300	282.11	144%	210	50	0	47	97%
49-007	Hatton 7	183.27	203.62	1.2500	254.53	108%	119	37	8	15	96%
49-009	Hillsboro 9	395.61	436.68	1.0300	449.78	117%	156	40	16	9	96%
49-014	May-Port CG 14	509.43	559.37	1.0200	570.56	100%	209	61	5	26	95%
50-003	Grafton 3	787.53	911.46	1.0100	920.57	57%	134	42	20	28	95%
50-005	Fordville-Lankin 5	58.55	64.21	1.2500	80.26	279%	39	61	4	37	96%
50-020	Minto 20	204.19	224.75	1.2300	276.44	85%	46	45	25	10	97%
50-078	Park River 78	398.32	438.94	1.0300	452.11	71%	192	45	48	12	98%
50-128	Adams 128	43.55	47.54	1.2500	59.43	195%	25	48	1	10	97%
51-001	Minot 1	7,086.53	7,836.76	1.0000	7,836.76	88%	335	35	284	174	93%
51-004	Nedrose 4	211.48	231.00	1.0000	231.00	174%	304	27	45	98	96%
51-007	United 7	558.34	613.73	1.0200	626.00	78%	808	32	49	93	96%
51-016	Sawyer 16	122.33	136.04	1.2500	170.05	122%	62	40	9	44	96%
51-028	Kenmare 28	297.09	324.45	1.1319	367.24	119%	61	62	21	11	96%

STATE AID FORMULA AND OTHER DISTRICT STATISTICS FOR 2011-2012

No.	District Name	1. State Aid Formula Statistics					2. Other District Statistics				
		ADM	Weighted ADM	School Size Factor	Weighted Student Units	Equity Percent	Rural Students Transported	Average Route	Open Enrolled In	Open Enrolled Out	ADA Percent
51-041	Surrey 41	361.83	397.79	1.0646	423.49	62%	189	38	72	26	97%
51-070	South Prairie 70	147.68	161.56	1.1700	189.03	206%	160	42	33	60	95%
51-160	Minot AFB 160	0.00	0.00	-	0.00	0%	-	-	0	0	0%
51-161	Lewis and Clark 161	354.51	387.28	1.0700	414.39	144%	228	60	15	59	96%
52-025	Fessenden-Bowdon 25	130.18	142.69	1.2500	178.36	268%	79	66	9	15	97%
52-035	Pleasant Valley 35	10.32	11.40	1.2500	14.25	490%	12	39	0	4	97%
52-038	Harvey 38	422.47	462.33	1.0200	471.58	93%	180	72	21	4	96%
53-001	Williston 1	2,387.69	2,657.84	1.0000	2,657.84	64%	5	3	132	116	95%
53-002	Nesson 2	219.96	240.23	1.2200	293.08	121%	106	65	16	11	96%
53-006	Eight Mile 6	178.65	197.09	1.2500	246.36	54%	103	31	40	13	94%
53-008	New 8	194.95	212.94	1.1700	249.14	297%	115	25	87	126	95%
53-015	Tioga 15	293.63	320.10	1.1400	364.91	167%	88	59	4	15	95%
53-099	Grenora 99	98.93	118.68	1.2500	148.35	213%	46	47	0	7	95%
	Statewide Total	94,661.34	105,242.62		110,339.22	100%	26,099	46	3,685	3,685	95%

Data sources: The most recent data available as of the date of this publication.

1. State Aid Formula Statistics

ADM is the average daily membership for state aid purposes.

Weighted ADM is ADM plus additional weighted units included in the state aid formula for special populations, summer programs and isolated schools.

School Size Factor is the school district size factor applied based on district ADM. The factors ranges between 1.25 and 1.00.

Weighted Student Units is determined by multiplying the school district size factor times the weighted student units.

Equity Percent is the district's imputed taxable valuation per student divided by the state average imputed taxable valuation per student. Districts below 90% of the state average receive an equity payment.

Districts above 150% have their state aid payment reduced. Districts between 90% and 150% of the state average are not adjusted.

2. Other District Statistics

Rural Students Transported is the estimated number of rural students transported in the district.

Average Route Miles is the average bus route in miles.

Open Enrolled In is the number of students attending the district under open enrollment.

Open Enrolled Out is the number of resident students attending another district under open enrollment.

ADA percent is the average daily attendance rate for the school district. This number is taken from school district financial reports.



Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
<http://www.dpi.state.nd.us>

Kirsten Baesler
State Superintendent
Robert J. Christman
Deputy Superintendent

January 21, 2013

Memo To: House Appropriations
Education & Environment Division

From: Stephanie Gullickson, Assistant Director
Fiscal Management

RE: HB 1013

Attached are two handouts that have itemized breakdowns of the Department's Salary Line and Operating Line. These breakdowns are in response to Representative Streyle's request during the Department's initial budget hearing on Friday, January 18, 2013. Representative Streyle requested that I provide details as to the increases in both the salary and operating lines and separate the total by funding source. In addition, both handouts have the general fund obligation from the Executive Budget shaded to display the new state funding amounts provided to DPI in the Executive Budget.

I will be more than happy to discuss these handouts during any future Department of Public Instruction hearing, if that would be helpful. As always, feel free to contact me or Bonnie Miller with any questions. I have listed our contact information in its entirety at the bottom of each handout.

Thank you.

DPI Salary Line Breakdown	
2011-2013 Legislative Appropriation	\$ 14,384,300.00
2013-2015 Recommendation	\$ 16,611,338.00
Difference:	\$ 2,227,038.00
General Funds	
Cost to Continue FY 2013 3% Salary Increase	\$ 158,289.00
Executive Compensation Package	\$ 402,651.00
Executive Compensation Benefits	\$ 101,914.00
Additional Funding for Deputy	\$ 54,223.00
Additional Temporary Salary	\$ 200,000.00
Total	\$ 917,077.00
Federal Funds	
Cost to Continue FY 2013 3% Salary Increase	\$ 155,439.00
Executive Compensation Package	\$ 896,225.00
Executive Compensation Benefits	\$ 231,716.00
Salary Transfer from line 20175	\$ 25,000.00
Total	\$ 1,308,380.00
Special Funds	
Cost to Continue FY 2013 3% Salary Increase	\$ 1,493.00
Executive Compensation Benefits	\$ 88.00
Total	\$ 1,581.00
Total Operating Line Changes	\$ 2,227,038.00

1

2

3

1

2

3

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3

The General Funds Total would be considered new money for the 2013-2015 biennium

1 Cost to Continue FY 2013 3% Salary Increase is \$ 315,221.00

2 Executive Compensation Package Total is \$ 1,298,876.00

3 Executive Compensation Benefits Total is \$ 333,718.00

For questions, please contact:

Bonnie Miller, Administrative Services Director at 328-2346 or bmiller@nd.gov

Stephanie Gullickson, Assistant Director of Fiscal Management at 328-2176 or sgullickson@nd.gov

DPI Operating Line Breakdown	
2011-2013 Legislative Appropriation	\$ 29,683,187.00
2013-2015 Recommendation	\$ 30,149,802.00
Difference:	\$ 466,615.00
General Funds	
Operating Increase Requested	\$ 61,550.00
MIS Increase Requested	\$ 719,000.00
ACT Testing Increase Requested	\$ 188,900.00
Remove 1 time MIS from prior biennium	\$ (384,000.00)
Remove Early Childhood Council Costs	\$ (20,000.00)
Total	\$ 565,450.00
Federal Funds	
Operating Increases	\$ 32,265.00
Professional Fees Increase	\$ 183,900.00
Total	\$ 216,165.00
Special Funds (Remove National Board Certification Fund)	
Remove ITD Costs (ESPB)	\$ (200,000.00)
Remove ACT Testing (Prof Fees)	\$ (115,000.00)
Total	\$ (315,000.00)
Total Operating Line Changes	\$ 466,615.00

The General Funds Total would be considered new money for the 2013-2015 biennium

For questions, please contact:

Bonnie Miller, Administrative Services Director at 328-2346 or bmiller@nd.gov

Stephanie Gullickson, Assistant Director of Fiscal Management at 328-2176 or sgullickson@nd.gov

HB 1013

House approp. Educ & Envtl
January 28, 13
attachment # 2

North Dakota Museum of Art
Matthew Wallace, Associate Director
January 2013

The North Dakota Museum of Art's Rural School Initiative began as a pilot education program for rural schools throughout the State. *Snow Country Prison: Interned in North Dakota* was the inaugural exhibition. The exhibition tells the story of Germans and Japanese nationals interned at Ft. Lincoln, at what is today the United Tribes Technical College just south of Bismarck.

The Museum travels exhibitions of original artwork relevant to rural communities throughout the State. In 2005, the Museum toured a group exhibition titled *Shelterbelts*, an exhibition by three regional artists that examines the changing landscape and farming practices in the State. In 2006, the demand for exhibitions was such that the Museum had to reprint *Snow Country Prison* in order to get it back into rural communities. This exhibition has been a valuable education tool for teachers in the Visual Arts, North Dakota and World History, and English. In addition to *Snow Country Prison*, we began to tour *Artists: Self Portraits*, an exhibition of 50 local, national and international artists making self portraits in various medias. The Museum was simultaneously touring these two exhibition, plus *Shelterbelts*.

In 2007 - 2008, the Museum was again touring three exhibitions. The Museum discontinued *Shelterbelts* and added *Marking the Land: Jim Dow in North Dakota*, an exhibition which dates back 25 years and documents the folk art, architecture, religious life, and hunting and fishing practices in North Dakota. Since 2008, the Museum has brought exhibitions such as *Animals: Them and Us*, *Fantastic*, *Winged Shadows*, and *American Nile* to rural North Dakota communities. *American Nile* tells the story of migrant workers throughout the Red River Valley, some moving on, some settling in the State.

Since 2004, the Museum has installed exhibitions in:

Crosby, Bowman, Washburn, Cavalier, Cooperstown, Valley City, Jamestown, Dickinson, Casselton, Minnewaukan, Rugby, Edinburg, LaMoure, Ft. Totten, McVile, Ellendale, Mayville, Cavalier, Stanley, Bottineau, Linton, Hettinger, Ft. Yates, Cando, Pekin, Mohall, Langdon, Hankinson, Minot, Rolla, Westhope, New Rockford, Wahpeton and Devils Lake.

Some sites have hosted exhibition two or three times for a total of 47,643 visitors.

Components:

- Museum staff work with community volunteers in the State to find a suitable space to host an exhibition.
- We deliver, set up and take down the exhibition free of charge.
- We train community volunteers on tours, exhibition content and supplementary exhibition material.
- Museum Education staff creates numerous lesson plans for various school age groups and makes them available on-line.
- Work to bring schools within a 50 - 60-mile radius of the exhibition site to the exhibition for educational purposes.
- Supply reimbursement money to schools that wish to participate. The Museum supplies .80/mile, \$10/hr, up to three hours for a bus driver, up to \$75/day for substitute teacher if one is needed.
- Print 8-page tabloids to advertise the exhibition and distribute them in weekly newspapers in the region of the exhibition. In addition, the Museum will print 50 - 60 posters for the host organization to distribute in the surrounding area.

HB 1013
House Approp. Educ & Env
January 28, 2013
Attachment 3

TESTIMONY ON SB 2013
APPROPRIATIONS EDUCATION AND ENVIRONMENT DIVISION
Wednesday March 16, 2011
North Central Council for School Television

Represented by Beverly Pearson, Manager Education Services, Prairie Public
bpearson@prairiepublic.org 701-239-7575

Chairman Skarphol, Vice Chairman Monson, and members of the Committee:

My name is Beverly Pearson, Education Services Manager at Prairie Public representing the North Central Council for School Television (NCCST). For the last several years, North Dakota government has actively encouraged statewide agencies to work cooperatively for the betterment of education in North Dakota, not only saving dollars but also expanding resources and opportunities. Today, I come before you to encourage your support for one of the oldest partnerships in the education community. For nearly 50 years, the NCCST has extended its



limited financial resources through a partnership with Prairie Public, positively impacting our student achievement levels by taking advantage of years of critical research and millions of dollars spent on cutting edge educational resources. The partnership maximizes dollars by working with education and funding agencies both instate and out to also provide new opportunities in professional development for our preK-12 educators.

In part during the fiscal year 2011-2012, the NCCST:

- Provided the new standards-based, **PBS LearningMedia** digital video website at no cost to North Dakota schools and offered the comprehensive **Learn360** multi-media website at minimal cost.

- Continued to reinforce and develop content for the NDStudies.org website, repurposing Prairie Public local productions and other regional video, lesson plans, and interactives for preK-12 educators throughout North Dakota.
- Supplied PBS Kids interactive applications for mobile devices to preK-5 students, leveraging the power of media to advance early learning and school readiness and to students in 9-12 to foster STEM achievement at no cost to North Dakota schools.
- Offered **The Energy and Carbon Footprint/Changing Face of North Dakota Teacher Training Institutes** in partnership with the Energy and Environmental Resource Center's PCOR Project in Grand Forks and Dickinson and the annual **Teacher Training Institute Integrating Arts, History, and Culture Across the Curriculum** at Concordia College with credit available from the University of North Dakota, North Dakota State University, and Minot State University.
- Provided interactive, multimedia resource trainings to hundreds of teachers and pre-service college students at 31 onsite workshops and/or statewide conferences.
- Awarded Share A Story Family Literacy Event grants (\$2000 value), encouraging schools and their communities, both urban and rural, to take action for early childhood school readiness through literacy events emphasizing the arts, history, science, and unique culture of the Prairie Region.

It is for these and other preK-12 services that the NCCST Board is requesting funding of \$535,000, emphasizing the crucial need this year to upgrade the NDStudies.org website and to continue providing professional development using these essential online resources to integrate multi-media resources and cross curricular activities in classroom lessons and to support the Common Core.

**PBS
KIDS**



Online, Anytime!



PBS KIDS

AGES
2-5



INTERACTIVE WHITEBOARD GAMES

Find free educational games designed for preschool through 3rd grade for use on any interactive whiteboard.

<http://pbskids.org/whiteboard/>



PBS KIDS VIDEO

Watch free educational videos online anytime!

<http://pbskids.org/video/>



PBS KIDS GAMES

Find educational games by subject for kids in preschool through 3rd grade.

<http://pbskids.org/games/>



PBS KIDS GO!

AGES
6-8



IN-VIDEO GAMING FOR THE CLASSROOM

Panache technology allows game overlays to be integrated into kids' online video experience on PBS KIDS GO!.

<http://pbskids.org/go/video/>



FIZZY'S LUNCH LAB

A series of online video shorts and a companion website promoting nutrition and fitness for kids.

<http://pbskids.org/lunchlab/>



WEBONAUTS

A new PBS KIDS GO! media literacy game that gives kids a chance to explore what it means to be a citizen online.

<http://pbskids.org/webonauts/>



**raising
readers**



THE GREAT WORD QUEST

Join a team, go on online quests and try to earn the most words! School-age kids are practicing reading skills as they play.

<http://pbskids.org/wordquest/>



PBS KIDS ISLAND

Preschoolers can explore this immersive world of reading games with their favorite PBS KIDS characters.

<http://pbskids.org/island/>



PBS KIDS PLAY! CLASSROOM EDITION

PBS KIDS PLAY! is a standards-based, cross-curricular computer learning program for PreK and Kindergarten.

<http://pbskidsplay.org/>



THE CAT IN THE HAT KNOWS A LOT ABOUT THAT!

The Cat in the Hat Knows A Lot About That! focuses on natural science for preschoolers.

<http://pbskids.org/catinthehat>



PBS KIDS AUGMENTED REALITY APP

Hold up our printable to your webcam to hatch a virtual reality Dinosaur egg! Play with the baby Corynthosaurus, observe its characteristics, and feed it according to whether it's an herbivore and carnivore.

<http://pbskids.org/dinosaurtrain/games/hatchingparty>



NEW MISTER ROGERS SITE

The Mister Rogers site has been redesigned to include new games and an expanded video offering that now features 26 full episodes.

<http://pbskids.org/rogers/>



LIFEBOAT TO MARS

An NSF funded games course that challenges kids to master biology concepts so they can build their own games on the site.

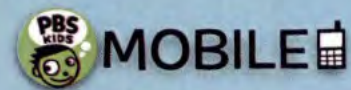
<http://pbskids.org/lifeboat/>



BE A SCIGIRL!

Tween girls look at science, technology, engineering and math (STEM) through a unique online community and TV show.

<http://pbskids.org/scigirls/>



PBS KIDS MOBILE

Educational iPod Touch, iPhone and iPad games for PreK and Up.

<http://pbskids.org/mobile>

MAKING MATH FUN: ACTIVITIES FROM PBS PARENTS

Have fun teaching your child the basics of math and beyond with these resources:

<http://www.pbs.org/parents/earlymath/>

PBS KIDS IPHONE APP STUDY

Learn what works and what doesn't when it comes to teaching literacy with mobile apps.

<http://pbskids.org/read/research>



<http://pbs.org/parents/>



PBS Teachers.

<http://pbs.org/teachers/>

ABOUT PBS KIDS AND PBS KIDS GO!

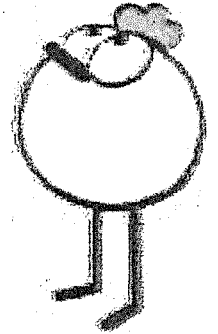
PBS KIDS, for preschoolers, and PBS KIDS GO!, for early elementary school kids, offer all children the opportunity to explore new ideas and new worlds through television, online and outreach programs. With positive character role models and content designed to nurture a child's total well-being, PBS's online and community resources — including PBS KIDS online (pbskids.org), PBS KIDS GO! online (pbskidsgo.org), PBS Parents (pbsparents.org), PBS Teachers (pbsteachers.org), PBS KIDS Raising Readers — leverage the full spectrum of media, technology and community to build knowledge, critical thinking, imagination and curiosity. Empowering children for success in school and in life, only PBS KIDS and PBS KIDS GO! have earned the unanimous endorsement of parents, children, industry leaders and teachers. PBS is a nonprofit media enterprise owned and operated by the nation's 356 public television stations, serving more than 115 million people on air and online each month and reaching 99% of American homes.



Since 2006, all programs affiliated with PBS have had accompanying educational materials tied to those programs.

Over the past few years, those resources have grown from a handful of articles, worksheets, and coloring pages into a vast collection of searchable online educational games, interactive activities, podcasts, and media-rich lesson plans.

Online Media & Teacher Resources from Prairie Public and PBS



Online Media

The range of media resources available to schools has grown in size and sophistication. Although educators may still record programs off their Prairie Public channel or borrow DVD/VHS series from our lending library, more schools and teachers are turning to online media that can be streamed directly into the classroom. What most teachers don't realize, however, is how much media, both full-length programs and short clips prepared specifically for classroom use, can be found on the Internet.

Find Quality Media Quickly and Easily

Education Services has spent several months identifying and organizing resources as well as expanding our website to make those resources easier to navigate. Teachers can now find lists of PreK-12 educational programs narrowed down first by grade strand and then labeled according to content areas. From that point, teachers will find links to online video repositories for each program as well as links to teacher resource materials.

Many teachers are surprised to discover that teacher resource materials are not just available for educational programs such as **Sid the Science Kid** or **DragonFly TV** but for ALL PBS programming, including **Masterpiece**, **NOVA**, and even news and current events programs like **Frontline**.

www.prairiepublic.org/education

Select **TEACHERS**

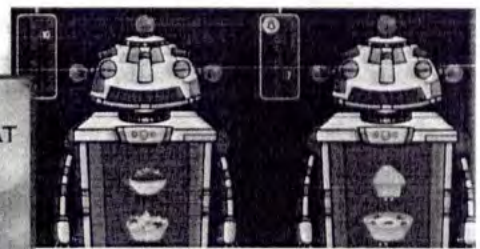
Select **MEDIA RESOURCES**

Select an **ONLINE MEDIA** link:

- North Dakota Studies
- PBS Media, Games & More
- Other Titles

**Prairie
Public**

SciGirls[®]



Did you know...?

You can find a large number of educational games and interactive activities for all ages from PBS and other producers.



Take It Further Write aloud a sentence from the column of the word you generate.

Word Play

You will need:

- cutout stars
- basket filled with

Rhymes with Star

Have children sit in a circle and give each child a cutout star.

The Cat in the Hat Knows a Lot About That!

ACTIVITY

FEEDING AND OBSERVING BIRDS

WordWorld

Activity Ideas

Fish-SH-SH-ing

In "Sh-Sh-Shark," the WordFriends learn many new words with the "sh" sound. Discover "sh" words with your child with this fun "fishing" game.

Curious George

Let's Build!

Can YOU build a bridge like George?

Did you know...?

You can find direct links to lessons, guides, and extension activities for the classroom from our website.

Did you know...?



The **Daily Almanac**

- An episode a day!
- 6 segments!
- Fascinating facts!

The smart way to start each day.

Education Services purchases yearly rights to many online programs and services for your use. Some of our online titles are password protected. **PASSWORD = media4u**





HB1013

attachment#1

Department of Public Instruction

600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461

<http://www.dpi.state.nd.us>

Kirsten Baesler
State Superintendent
Robert J. Christman
Deputy Superintendent

MEMO

January 29, 2013

To: House Appropriations
Education & Environment

From: Bonnie Miller, Director
Administrative Services

Bonnie

RE: HB 1013

The Department of Public Instruction has identified errors on pages 1,2,3 & 16 of our handout. Please replace those pages with the pages attached to this memo.

Thank you.

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee

January 18, 2013

	1	2	3	4	5	
	2011-2013 LEGISLATIVE APPROPRIATION	2011-2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013-2015 EXECUTIVE RECOMMENDATION	2013-2015 RECOMMENDATION TO 2011-2013 APPROPRIATION VARIANCE	
1 FTE Employees	99.75	99.75	99.75	99.75	99.75	
Administration:						
2 Salaries & Wages	\$ 14,384,300.00	\$ 14,384,300.00	\$ -	\$ 16,611,338.00	\$ 2,227,038.00	1
3 Operating Expenses	\$ 29,683,187.00	\$ 29,683,187.00	\$ -	\$ 30,149,802.00	\$ 466,615.00	2
4 Capital Assets	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 44,067,487.00	\$ 44,067,487.00		\$ 46,761,140.00	\$ 2,693,653.00	
Grants:						
7 State School Aid	\$ 927,459,478.00	\$ 927,459,478.00	\$ -	\$ -	\$ (927,459,478.00)	3
Funding: General	\$ 825,821,478.00	\$ 825,821,478.00	\$ -	\$ -	\$ (825,821,478.00)	
Special	\$ 101,638,000.00	\$ 101,638,000.00	\$ -	\$ -	\$ (101,638,000.00)	
8 Integrated Formula Payment	\$ -	\$ -	\$ -	\$ 1,787,400,000.00	\$ 1,787,400,000.00	
Funding: General				\$ 932,900,162.00	\$ 932,900,162.00	
Special				\$ 854,499,838.00	\$ 854,499,838.00	
9 Special Education	\$ 16,000,000.00	\$ 16,000,000.00		\$ 16,500,000.00	\$ 500,000.00	
10 Transportation	\$ 48,500,000.00	\$ 48,500,000.00		\$ 53,500,000.00	\$ 5,000,000.00	
11 Mill Levy Reduction	\$ 341,790,000.00	\$ 341,790,000.00		\$ -	\$ (341,790,000.00)	
12 Rapid Enrollment	\$ -	\$ -		\$ 17,000,000.00	\$ 17,000,000.00	
13 Grants - Other Grants						
14 Rapid Enrollment Grants	\$ 5,000,000.00	\$ 5,000,000.00		\$ -	\$ (5,000,000.00)	
15 Continuing Ed Grants for Pre-School	\$ 150,000.00	\$ 150,000.00	\$ -	\$ 150,000.00	\$ -	
16 Grants for Pre-Kindergarten Space	\$ 125,000.00	\$ 125,000.00	\$ -	\$ 125,000.00	\$ -	
17 Continuing Ed Grants for Counselor	\$ 100,000.00	\$ 100,000.00		\$ 150,000.00	\$ 50,000.00	
18 Curriculum Alignment Grants	\$ 100,000.00	\$ 100,000.00	\$ -	\$ 100,000.00	\$ -	
19 Middle School Alternative Education	\$ 300,000.00	\$ 300,000.00		\$ -	\$ (300,000.00)	

Department of Public Instruction (2011)
Overview Presentation to the House Appropriations Committee

January 18, 2013

	1	2	3	4	5	
	2011-2013 LEGISLATIVE APPROPRIATION	2011-2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013-2015 EXECUTIVE RECOMMENDATION	2013-2015 RECOMMENDATION TO 2011-2013 APPROPRIATION VARIANCE	
20 Displaced Homemaker Program	\$ 250,000.00	\$ 250,000.00	\$ -	\$ 225,000.00	\$ (25,000.00)	
21 Teacher Principal Evaluation System	\$ -	\$ -	\$ -	\$ 400,000.00	\$ 400,000.00	
22 Common Core Standards	\$ -	\$ -	\$ -	\$ 500,000.00	\$ 500,000.00	
23 Governor's School	\$ 460,000.00	\$ 460,000.00	\$ -	\$ 460,000.00	\$ -	
24 LEAD Consortium	\$ 260,000.00	\$ 260,000.00	\$ -	\$ 260,000.00	\$ -	
25 Teacher Center Network	\$ 360,000.00	\$ 360,000.00	\$ -	\$ 360,000.00	\$ -	
26 Adult Education Matching Funds	\$ 3,610,411.00	\$ 3,610,411.00	\$ -	\$ 3,110,411.00	\$ (500,000.00)	4
27 School Lunch Matching Funds	\$ 1,380,000.00	\$ 1,380,000.00	\$ -	\$ 1,380,000.00	\$ -	
28 North Dakota Museum of Art	\$ 380,000.00	\$ 380,000.00	\$ -	\$ 415,000.00	\$ 35,000.00	
29 Northern Plains Writing Project	\$ 83,000.00	\$ 83,000.00	\$ -	\$ 83,000.00	\$ -	
30 Red River Writing Project	\$ 75,000.00	\$ 75,000.00	\$ -	\$ 90,000.00	\$ 15,000.00	
31 North Central Council for School Television	\$ 485,000.00	\$ 485,000.00	\$ -	\$ 535,000.00	\$ 50,000.00	
32 Atlantic Brucke Teacher Exchange	\$ 105,000.00	\$ 105,000.00	\$ -	\$ 105,000.00	\$ -	
33 We the People	\$ 22,000.00	\$ 22,000.00	\$ -	\$ 20,000.00	\$ (2,000.00)	
34 Young Entrepreneur Education Program	\$ 120,000.00	\$ 120,000.00	\$ -	\$ 120,000.00	\$ -	
35 Gearing Up for Kindergarten	\$ 625,000.00	\$ 625,000.00	\$ -	\$ 815,000.00	\$ 190,000.00	
36 Teacher Support System (ESPB)	\$ 2,300,000.00	\$ 2,300,000.00	\$ -	\$ 2,300,000.00	\$ -	
37 Federal Program Grants	\$ 293,818,982.00	\$ 293,818,982.00	\$ -	\$ 261,706,744.00	\$ (32,112,238.00)	
Special Line Items:					\$ -	
38 National Board Certification (ESPB)	\$ 185,000.00	\$ 185,000.00	\$ -	\$ 120,000.00	\$ (65,000.00)	
39 Transportation Efficiency	\$ 30,000.00	\$ 30,000.00	\$ -	\$ 30,000.00	\$ -	
40 Education Jobs Fund	\$ 9,310,921.00	\$ 9,310,921.00	\$ -	\$ -	\$ (9,310,921.00)	
Department Wide Funding Sources:						
41 General Fund	\$ 1,253,480,651	\$ 1,253,480,651	\$ -	\$ 1,043,309,862	\$ (210,170,789) -16.8%	
42 Federal Funds	\$ 335,437,019	\$ 335,437,019	\$ -	\$ 295,538,405	\$ (39,898,614) -11.9%	
43 Special Funds	\$ 108,534,609	\$ 108,534,609	\$ -	\$ 855,873,028	\$ 747,338,419 688.6%	
44 Total Department Funding Source	\$1,697,452,279	\$1,697,452,279	\$ -	\$ 2,194,721,295	\$ 497,269,016 29.30%	

**Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee**

January 18, 2013

1	2	3	4	5
2011-2013 LEGISLATIVE APPROPRIATION	2011-2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013-2015 EXECUTIVE RECOMMENDATION	2013-2015 RECOMMENDATION TO 2011-2013 APPROPRIATION VARIANCE

Column 3 - Variance between 2011-2013 appropriation and the 2011-2013 estimated expenditures:
None - All appropriations are estimated to be expended.

Column 5 - Variance between 2013-2015 recommendation and 2011-2013 appropriation

- 1 Provides employee salary equity increases.
- 2 Removes one time funding items & provides funding for ITD increases & other inflationary increases.
- 3 Includes \$9,000,000 in authorized carryover pursuant to SB2013, Sec. 19
- 4 Removes one time funding from SB2013, Sec. 10

**DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY**

1	2	3	4	5	6	7
PRIORITY	DEPARTMENT DESCRIPTION	2011-13 DEPARTMENT APPROPRIATION (Base Budget)	2013-15 DEPARTMENT REQUESTED INCREASE	2013-15 TOTAL REQUESTED BUDGET	2013-15 EXECUTIVE RECOMMENDED INCREASE	2013-15 TOTAL EXECUTIVE RECOMMENDATION
1	General Fund Salary	\$4,663,202	\$281,360	\$4,944,562	\$758,788	\$5,421,990
2	General Fund Operating	\$5,409,849	\$61,550	\$5,471,399	\$61,550	\$5,471,399
3	MIS - STARS Maintenance / Development	\$384,000 ¹	\$893,000	\$893,000	\$719,000	\$719,000
4	Common Core State Standards	\$0	\$500,000	\$500,000	\$500,000	\$500,000
5	Teacher/Principal Evaluation Systems	\$0	\$400,000	\$400,000	\$400,000	\$400,000
6	ACT Testing	\$778,400 ²	\$188,900	\$967,300	\$188,900	\$967,300
7	Safe & Drug Free Salary Funds	\$23,112	\$209,621	\$232,733	\$0	\$23,112
8	Title 1 - School Program Improvement	\$0	\$7,500,000	\$7,500,000	\$0	\$0
9	Continuing Education Grants	\$100,000	\$50,000	\$150,000	\$50,000	\$150,000
10	Statewide Accreditation System	\$0	\$606,250	\$606,250	\$0	\$0
	TOTAL GENERAL FUNDS	\$11,358,563	\$10,690,681	\$21,665,244	\$2,678,238	\$13,652,801

¹ \$384,000 - One-Time Funding - S.B. No. 2013, Page 2, Section 2

² \$100,000 - One-Time Funding - National Board Certification Fund

100s – Central Government

- 101 – Office of the Governor
- 108 – Secretary of State
- 110 – Office of Management and Budget
- 112 – Information Technology
- 117 – Office of the State Auditor
- 120 – Office of the State Treasurer
- 125 – Office of the Attorney General
- 127 – Office of the State Tax Commissioner
- 140 – Office of Administrative Hearings
- 150 – Legislative Assembly
- 160 – Legislative Council
- 180 – Judicial Branch
- 188 – Commission on Legal Counsel for Indigents
- 190 – Retirement and Investment Office
- 192 – Public Employees Retirement Office

220s – Education

- 201 – Department of Public Instruction
- 215 – ND University System
- 226 – Department of Trust Lands
- 227 – Bismarck State College
- 228 – Lake Region State College
- 229 – Williston State College
- 230 – University of North Dakota
- 232 – UND Medical Center
- 235 – North Dakota State University
- 238 – ND State College of Science
- 239 – Dickinson State University
- 240 – Mayville State University
- 241 – Minot State University
- 242 – Valley City State University
- 243 – Dakota College at Bottineau
- 244 – North Dakota Forest Service
- 250 – State Library
- 252 – School for the Deaf
- 253 – ND Vision Services/ School for the Blind
- 270 – Career and Technical Education

300s – Health and Human Services

- 301 – ND Department of Health
- 305 – Tobacco Prevention and Control
- 313 – Veterans Home
- 316 – Indian Affairs Commission
- 321 – Department of Veterans Affairs
- 325 – Department of Human Services
- 360 – Protection and Advocacy
- 380 – Job Service North Dakota

400s – Regulatory

- 401 – Office of the Insurance Commissioner
- 405 – Industrial Commission
- 406 – Office of the Labor Commissioner
- 408 – Public Service Commission
- 412 – Aeronautics Commission
- 413 – Department of Financial Institutions
- 414 – Securities Department
- 471 – Bank of North Dakota
- 473 – ND Housing Finance Agency
- 475 – ND Mill and Elevator
- 485 – Workforce Safety and Insurance

500s – Public Safety

- 504 – Highway Patrol
- 530 – Department of Corrections and Rehabilitation
- 540 – Office of the Adjutant General

600s – Agriculture/Economic Development

- 601 – Department of Commerce
- 602 – Department of Agriculture
- 616 – State Seed Department
- 627 – Upper Great Plains Transportation Institute
- 628 – Branch Research Centers
- 630 – NDSU Extension Service
- 638 – Northern Crops Institute
- 640 – NDSU Main Research Center
- 649 – Agronomy Seed Farm
- 665 – ND State Fair
- 670 – ND Horse Racing Commission

700s – Natural Resources

- 701 – Historical Society
- 709 – Council on the Arts
- 720 – Game and Fish Department
- 750 – Parks and Recreation Department
- 770 – Water Commission

800s – Transportation

- 801- Transportation

1:54 PM

02/06/13

Cash Basis

HB 1013
Pg 1

**ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES
July 2011 through January 2013**

	Jul 11	Aug 11	Sep 11	Oct 11	Nov 11	Dec 11
Income						
500 · GRANT REVENUE	9,510.20	110,217.92	-10,194.63	100,049.71	27.37	100,017.02
Total Income	9,510.20	110,217.92	-10,194.63	100,049.71	27.37	100,017.02
Expense						
600 · RENT	450.00	0.00	450.00	0.00	0.00	0.00
601 · ADMINISTRATIVE	0.00	0.00	0.00	0.00	0.00	0.00
602 · EQUIPMENT	0.00	1,027.00	0.00	0.00	152.49	0.00
604 · EVALUATION	0.00	0.00	6,000.00	0.00	0.00	0.00
606 · SPECIAL PROJECTS	0.00	6,750.00	21,296.00	0.00	346.50	3,240.00
608 · MANUAL TRAINING	0.00	0.00	2,563.85	0.00	1,455.30	0.00
610 · MENTOR STIPENDS	0.00	800.00	800.00	0.00	3,200.00	24,535.00
611 · SUB REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00	0.00
612 · SUPPLIES	5.00	2,557.34	1,730.34	1,734.91	1,675.21	197.16
613 · COACHES ACADEMY	0.00	0.00	0.00	5,300.92	6,771.10	110.00
614 · TRAINER EXPENSES	0.00	6,322.26	4,253.39	1,950.00	241.50	0.00
616 · SEMINAR	0.00	0.00	0.00	0.00	18,252.28	3,028.00
620 · MENTOR TRAINING	0.00	6,824.10	9,739.71	4,835.13	233.58	0.00
622 · TRAVEL-COORDINATOR	0.00	1,393.47	384.82	0.00	2,020.66	1,470.63
624 · TRAINING CONTENT DEVELOPMENT	100.00	385.10	0.00	0.00	0.00	330.00
647 · PAYROLL EXPENSES						
648 · HEALTH BENEFITS	0.00	867.59	922.11	867.59	922.11	922.11
649 · RETIREMENT	0.00	547.73	547.73	547.73	547.73	547.73
650 · SALARIES & WAGES	7,365.00	8,590.00	9,040.00	8,340.00	9,240.00	6,840.00
651 · FICA/MEDICARE	391.46	460.68	486.10	446.56	497.40	361.80
647 · PAYROLL EXPENSES - Other	0.00	0.00	0.00	0.00	11.48	0.00
Total 647 · PAYROLL EXPENSES	7,756.46	10,466.00	10,995.94	10,201.88	11,218.72	8,671.64
Total Expense	8,311.46	36,525.27	58,214.05	24,022.84	45,567.34	41,582.43
Net Income	1,198.74	73,692.65	-68,408.68	76,026.87	-45,539.97	58,434.59

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**ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES
July 2011 through January 2013**

	Jan 12	Feb 12	Mar 12	Apr 12	May 12	Jun 12
Income						
500 · GRANT REVENUE	100,024.89	26.32	101,652.92	8.04	100,007.33	100,006.70
Total Income	100,024.89	26.32	101,652.92	8.04	100,007.33	100,006.70
Expense						
600 · RENT	450.00	0.00	450.00	0.00	0.00	450.00
601 · ADMINISTRATIVE	0.00	0.00	0.00	0.00	0.00	31,533.00
602 · EQUIPMENT	0.00	0.00	0.00	925.86	0.00	349.00
604 · EVALUATION	0.00	0.00	0.00	0.00	0.00	0.00
606 · SPECIAL PROJECTS	6,450.00	1,838.41	958.77	1,089.54	2,000.00	10,480.43
608 · MANUAL TRAINING	0.00	0.00	0.00	0.00	0.00	0.00
610 · MENTOR STIPENDS	68,418.40	7,100.00	27,025.00	9,575.00	81,533.00	22,862.50
611 · SUB REIMBURSEMENT	0.00	0.00	0.00	12,265.91	16,609.03	20,001.85
612 · SUPPLIES	857.70	1,588.76	253.99	1,526.60	1,512.03	3,916.11
613 · COACHES ACADEMY	10,120.51	1,704.40	0.00	0.00	0.00	0.00
614 · TRAINER EXPENSES	0.00	2,393.00	0.00	0.00	577.50	3,209.10
616 · SEMINAR	3,555.78	0.00	2,800.62	15,742.95	800.00	0.00
620 · MENTOR TRAINING	256.86	1,212.34	0.00	0.00	0.00	0.00
622 · TRAVEL-COORDINATOR	1,552.51	1,002.64	1,286.33	698.94	0.00	0.00
624 · TRAINING CONTENT DEVELOPMENT	0.00	0.00	0.00	4,336.00	0.00	0.00
647 · PAYROLL EXPENSES						
648 · HEALTH BENEFITS	922.11	906.30	1,575.87	764.74	922.11	922.11
649 · RETIREMENT	547.73	660.03	0.00	666.03	666.03	666.03
650 · SALARIES & WAGES	8,612.90	8,065.00	9,065.00	9,415.00	9,540.00	8,652.50
651 · FICA/MEDICARE	462.56	447.71	504.22	523.98	531.06	480.91
647 · PAYROLL EXPENSES - Other	13.14	389.19	0.00	0.00	0.00	0.00
Total 647 · PAYROLL EXPENSES	10,558.44	10,468.23	11,145.09	11,369.75	11,659.20	10,721.55
Total Expense	102,220.20	27,307.78	43,919.80	57,530.55	114,690.76	103,523.54
Net Income	-2,195.31	-27,281.46	57,733.12	-57,522.51	-14,683.43	-3,516.84

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ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES
July 2011 through January 2013

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	Jul 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12
Income						
500 · GRANT REVENUE	100,010.52	100,004.13	26.89	2.11	100,002.84	2.57
Total Income	100,010.52	100,004.13	26.89	2.11	100,002.84	2.57
Expense						
600 · RENT	0.00	0.00	0.00	450.00	0.00	450.00
601 · ADMINISTRATIVE	0.00	0.00	0.00	0.00	0.00	0.00
602 · EQUIPMENT	1,801.53	0.00	0.00	0.00	241.54	0.00
604 · EVALUATION	9,000.00	0.00	0.00	0.00	0.00	0.00
606 · SPECIAL PROJECTS	3,183.14	892.41	15,248.36	2,199.65	11,192.30	1,864.00
608 · MANUAL TRAINING	0.00	0.00	0.00	0.00	690.00	0.00
610 · MENTOR STIPENDS	1,550.00	0.00	0.00	0.00	0.00	50,730.00
611 · SUB REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00	0.00
612 · SUPPLIES	2,381.51	49,547.79	397.23	358.17	5,723.42	1,135.36
613 · COACHES ACADEMY	0.00	0.00	0.00	10,642.63	6,222.46	0.00
614 · TRAINER EXPENSES	564.40	0.00	0.00	0.00	0.00	0.00
616 · SEMINAR	0.00	69.30	0.00	0.00	9,466.23	542.15
620 · MENTOR TRAINING	0.00	38,957.50	23,101.86	1,819.00	1,172.24	4,998.12
622 · TRAVEL-COORDINATOR	0.00	0.00	881.96	0.00	1,958.86	1,570.92
624 · TRAINING CONTENT DEVELOPMENT	0.00	200.00	0.00	0.00	0.00	0.00
647 · PAYROLL EXPENSES						
648 · HEALTH BENEFITS	925.11	922.11	922.11	0.00	1,794.04	897.02
649 · RETIREMENT	666.03	692.67	692.67	0.00	1,385.34	0.00
650 · SALARIES & WAGES	12,789.10	12,401.60	8,676.60	8,551.60	8,776.60	7,626.60
651 · FICA/MEDICARE	714.64	692.73	3,200.88	0.00	0.00	0.00
647 · PAYROLL EXPENSES - Other	0.00	0.00	0.00	0.00	0.00	0.00
Total 647 · PAYROLL EXPENSES	15,094.88	14,709.11	13,492.26	8,551.60	11,955.98	8,523.62
Total Expense	33,575.46	104,376.11	53,121.67	24,021.05	48,623.03	69,814.17
Net Income	66,435.06	-4,371.98	-53,094.78	-24,018.94	51,379.81	-69,811.60

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**ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES
July 2011 through January 2013**

	<u>Jan 13</u>	<u>TOTAL</u>
Income		
500 · GRANT REVENUE	200,002.88	1,211,405.73
Total Income	<u>200,002.88</u>	<u>1,211,405.73</u>
Expense		
600 · RENT	0.00	3,150.00
601 · ADMINISTRATIVE	0.00	31,533.00
602 · EQUIPMENT	0.00	4,497.42
604 · EVALUATION	0.00	15,000.00
606 · SPECIAL PROJECTS	12,480.00	101,509.51
608 · MANUAL TRAINING	0.00	4,709.15
610 · MENTOR STIPENDS	126,140.00	424,268.90
611 · SUB REIMBURSEMENT	0.00	48,876.79
612 · SUPPLIES	197.94	77,296.57
613 · COACHES ACADEMY	11,361.44	52,233.46
614 · TRAINER EXPENSES	0.00	19,511.15
616 · SEMINAR	125.43	54,382.74
620 · MENTOR TRAINING	2,844.98	95,995.42
622 · TRAVEL-COORDINATOR	0.00	14,221.74
624 · TRAINING CONTENT DEVELOPMENT	0.00	5,351.10
647 · PAYROLL EXPENSES		
648 · HEALTH BENEFITS	897.02	16,872.16
649 · RETIREMENT	0.00	9,381.21
650 · SALARIES & WAGES	9,489.10	171,076.60
651 · FICA/MEDICARE	0.00	10,202.69
647 · PAYROLL EXPENSES - Other	0.00	413.81
Total 647 · PAYROLL EXPENSES	<u>10,386.12</u>	<u>207,946.47</u>
Total Expense	<u>163,535.91</u>	<u>1,160,483.42</u>
Net Income	<u><u>36,466.97</u></u>	<u><u>50,922.31</u></u>

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2011-13 Biennium

	Spent 2011-12	Budgeted 2012-13	Spent so far this year	What's left this year	Still needed this year (estimate)	
600 Rent	2,250.00	1,800.00	450.00	1,350.00	1350.00	
601 Adm. See below						
602 Equipment	2454.00	10,000.00	2,043.00	7,957.00	2,500.00	
604 Evaluation	(2010-11) 6,000.00	Included in NTC line	(Last year) 9,000.00	(9,000.00)	See NTC line	
606 Special Projects	54,450.00	75,000.00	32,716.00	42,284.00	62,000.00	
610 Mentor Stipends	245,849.00	480,000.00	1,550.00	478,450.00	440,000.00	
611 Sub Reimbursement	48,877.00	180,000.00	0	180,000.00	165,000.00	
612 Supplies	17,555.00	44,000.00	58,403.00	(14,403.00)	3,000.00	
613 Coaches Academy	24,007.00	60,000.00	16,865.00	43,135.00	8,000.00	
616 Seminars	44,180.00	50,000.00	8,687.00	41,313.00	0	
617 New Teacher Center	0	100,000.00	0	100,000.00	70,000.00	
620 Mentor Training	51,219.00	67,500.00	65,815.00	1,685.00	10,000.00	
622 Coordinator Travel	9,810.00	10,000.00	2,809.00	7,191.00	7,000.00	
Office Expenses	506,651.00	1,078,300.00	198,338.00	879,962.00	768,850.00	
Payroll Expenses	125,233.00	123,112.00	55,027.00	68,085.00	89,600.00	
601 Administration	31,533.00	60,071.00	0	60,071.00	42,923.00	
Total	663,417.00	1,261,483.00	253,365.00	1,008,118.00	901,373.00	Est. total spent in 2012-13 1,154,738.00

Total spent 2011-12	663,417.00	
Total projected for 2012-13	1,154,738.00	
Total for estimated expenditures for 2011-13 biennium	1,818,155.00	
Appropriation	2,300,000.00	
Amount to be returned	481,845.00	

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
COMPARISON OF 2013-15 EXECUTIVE BUDGET TO 2011-13 APPROPRIATION AND ESTIMATED EXPENDITURES**

	2011-13 Appropriation	2011-13 Estimated Expenditures	2013-15 Executive Budget	2013-15 Executive Budget Increase (Decrease) Compared to 2011-13 Estimated Expenditures	2013-15 Executive Budget Increase (Decrease) Compared to 2011-13 Appropriation
State school aid program					
State school aid Integrated formula payments	\$918,459,478 ¹	\$918,459,478 ¹	\$1,787,400,000 ²	\$868,940,522	\$868,940,522
Federal education jobs fund program payments	21,242,838 ³	21,242,838 ³		(21,242,838)	(21,242,838)
Transportation aid payments	48,500,000	48,500,000	53,500,000	5,000,000	5,000,000
Rapid enrollment grants	5,000,000	5,000,000	17,000,000	12,000,000	12,000,000
Special education - Contracts	16,000,000	16,000,000	16,500,000	500,000	500,000
Mill levy reduction grants	341,790,000 ⁴	341,790,000 ⁴		(341,790,000)	(341,790,000)
Total State school aid program	\$1,350,992,316	\$1,350,992,316	\$1,874,400,000	\$523,407,684	\$523,407,684
General fund	\$1,223,111,478	\$1,223,111,478	\$1,019,900,162	(\$203,211,316)	(\$203,211,316)
Federal funds	21,242,838	21,242,838		(21,242,838)	(21,242,838)
Property tax relief sustainability fund			714,173,838	714,173,838	714,173,838
Oil and gas impact grant fund	5,000,000	5,000,000		(5,000,000)	(5,000,000)
State tuition fund	101,638,000	101,638,000	140,326,000	38,688,000	38,688,000
Total	\$1,350,992,316	\$1,350,992,316	\$1,874,400,000	\$523,407,684	\$523,407,684
Other grants - General fund					
Teacher center network	\$360,000	\$360,000	\$360,000		
School food services	1,380,000	1,380,000	1,380,000		
Adult education grants	3,110,411 ¹	3,110,411 ¹	3,110,411		
LEAD Center	260,000	260,000	260,000		
Governor's School	460,000	460,000	460,000		
National writing projects	158,000	158,000	173,000	\$15,000	\$15,000
Rural art outreach project	380,000	380,000	415,000	35,000	35,000
North Central Council for School Television	485,000	485,000	535,000	50,000	50,000
Teacher mentoring program	2,300,000	1,900,000	2,300,000	400,000	
Continuing education grants	100,000	100,000	150,000	50,000	50,000
Atlantik Brucke teacher exchange program	105,000	105,000	105,000		
North Dakota Young Entrepreneur education program	120,000	120,000	120,000		
"We the People" program	22,000	22,000	20,000	(2,000)	(2,000)
Teacher and principal evaluation system			400,000	400,000	400,000
Curriculum alignment grants	100,000	100,000	100,000		
Preschool continuing education grants	150,000	150,000	150,000		
Prekindergarten space grants	125,000	125,000	125,000		
Alternative education program grants	300,000	300,000		(300,000)	(300,000)
Gearing Up for Kindergarten	625,000	625,000	815,000	190,000	190,000
Common core standards			500,000	500,000	500,000
National board certification			120,000	120,000	120,000
Total Other grants General fund	\$10,540,411	\$10,140,411	\$11,598,411	\$1,458,000	\$1,058,000
Other grants - Other funds					
Federal grants	\$293,818,982	\$293,818,982	\$261,706,744	(\$32,112,238)	(\$32,112,238)

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	2011-13 Appropriation	2011-13 Estimated Expenditures	2013-15 Executive Budget	2013-15 Executive Budget Increase (Decrease) Compared to 2011-13 Estimated Expenditures	2013-15 Executive Budget Increase (Decrease) Compared to 2011-13 Appropriation
National board certification	185,000	185,000		(185,000)	(185,000)
Displaced homemaker program	250,000	250,000	225,000	(25,000)	(25,000)
Total Other grants - Other funds	\$294,253,982	\$294,253,982	\$261,931,744	(\$32,322,238)	(\$32,322,238)
Total state school aid and other grants - All funds	\$1,655,786,709	\$1,655,386,709	\$2,147,930,155	\$492,543,446	\$492,143,446
Agency administration					
Administration (salaries, operating, equipment) - General fund	\$10,328,762	\$10,328,762	\$11,811,289	\$1,482,527	\$1,482,527
Administration (salaries, operating, equipment) Other funds	34,068,603 ³	34,068,603 ³	34,979,851	911,248	911,248
Total - Agency administration All funds	\$44,397,365	\$44,397,365	\$46,791,140	\$2,393,775	\$2,393,775
Total Department of Public Instruction - All funds	\$1,700,184,074	\$1,699,784,074	\$2,194,721,295	\$494,937,221	\$494,537,221
General fund	\$1,243,980,651	\$1,243,580,651	\$1,043,309,862	(\$200,270,789)	(\$200,670,789)
Other funds	456,203,423	456,203,423	1,151,411,433	695,208,010	695,208,010
Total	\$1,700,184,074	\$1,699,784,074	\$2,194,721,295	\$494,937,221	\$494,537,221
FTE	99.75	99.75	99.75	0.00	0.00

¹ State school aid The amounts reported for state school aid include the base per student formula payments, special education average daily membership, alternative high school average daily membership, full day kindergarten, gifted and talented payments, payments to regional education associations, and property tax relief.

The Department of Public Instruction anticipated the 2009 11 biennium funding for state school aid would exceed the per student state school aid obligation by approximately \$8 million and the funding for transportation aid payments would exceed obligations by approximately \$1.9 million. The Legislative Assembly provided in 2009 House Bill No. 1400 that any funds appropriated for state school aid remaining after the department has provided for all statutory payment obligations be distributed as additional per student payments on a prorated basis according to the latest available average daily membership of each school district and that any funds remaining after the application of the transportation formula be distributed on a pro rata basis based on percentage of total transportation formula payments. The 2011 13 executive budget recommended and the Legislative Assembly approved amendments to the 2009 Session Laws to provide that the Department of Public Instruction continue \$9 million of estimated excess funding for state school aid (\$8 million from state school aid and \$1 million from transportation aid) from the 2009 11 biennium to the 2011-13 biennium for state school aid per student payments. The Legislative Assembly also provided the department reserve an additional \$500,000 of estimated unobligated excess state school aid funding from the 2009-11 biennium for adult education learning center grants. Any additional excess funds remaining at the end of the 2009 11 biennium was to be distributed according to House Bill No. 1400.

² The 2013 15 executive budget recommends the implementation of a new integrated formula payment to provide school funding. In addition to state school aid, the integrated formula payment includes property tax relief totaling \$714.2 million, an increase of \$372.4 million from the \$341.8 million provided for mill levy reduction grants during the 2011-13 biennium. The 2013 15 executive recommendation for state school aid included in the integrated formula payments totals \$1.07 billion, an increase of \$154.8 million from the 2011 13 biennium.

³ Federal H.R.1586 signed into law in August 2010 provided an extension of the American Recovery and Reinvestment Act of 2009 federal medical assistance percentages as well as additional funding for elementary and secondary education. North Dakota's share of the additional elementary and secondary education funding known as the education jobs fund program was anticipated to total \$21,517,716, of which \$21,242,838 is to be distributed to school districts through the state's funding formula and \$274,878 was available to the Department of Public Instruction for administration of the program. The funding was to be made available to school districts for use in hiring or rehiring school employees during the 2010 11 school year; therefore, the 2011 13 executive budget recommended and the Legislative Assembly in 2011 approved an emergency clause to allow funds to begin to be distributed during the 2010 11 school year. The Department of Public Instruction received Emergency Commission approval in September and December of 2011 to increase federal funds spending authority by \$316,875 and \$910, respectively, from the United States Department of Education for education jobs fund payments to provide a total of \$21,835,501 in federal education jobs fund program payments.

⁴ The Legislative Assembly in 2011 appropriated \$341,790,000 from the general fund for mill levy reduction grants during the 2011 13 biennium and provided for the deposit of \$341.8 million from the state's share of oil and gas tax collections in the property tax relief sustainability fund for continuing property tax relief in the 2013-15 biennium. The 2013 15 biennium executive recommendation includes funding for property tax relief from the property tax relief sustainability fund in state school aid payments.

Wieland, Alon C.

From: Lemer, Mark <LEMER@west-fargo.k12.nd.us>
To: Friday, January 25, 2013 4:37 PM
Tp: Wieland, Alon C.
Cc: Dardis, Louise; Flowers, David; Manson, Nicole
Subject: RE: ELL

Representative Wieland:

Based on our most recent data in our student information system, we have 647 students who are identified as Limited English Proficient and eligible for some level of service from the district. Of that total, there are 135 students classified as Level 1, 138 students classified as Level 2 and 196 classified as Level 3. These are the 3 levels of proficiency that are eligible for state reimbursement. The remaining 178 fall into higher classifications of proficiency that are ineligible for funding.

The funding assumes a weight of 30% for Level 1, 20% for Level 2 and 7% for Level 3. For example, a Level 3 student who is enrolled for the full school year would generate a payment of 1.0 ADM times 7% times \$3,980 = \$278.60.

Our district has 26 full-time teachers who are serving ELL students.

Our total instructional budget for ELL is shown below:

Local Funded Expenditures	
Salaries	1,210,700.00
Benefits	558,650.00
Other	17,000.00
Total	1,786,350.00

Federally Funded Expenditures	
Salaries	45,820.00
Benefits	10,500.00
Other	82,080.00
Total	138,400.00

We do receive support from the State to assist with the program. For the 2012-2013 school year, we are eligible for \$152,593.20 to support ELL programs for students in the first three levels of proficiency. The State does not reimburse for students who are above those levels of proficiency, even though we may still be providing services to those students.

If hope that provides you with some of the basic information to answer your questions.

Let me know if we can be of additional assistance.

Mark Lemer

Business Manager

West Fargo Schools

1000 Main Ave W | West Fargo ND 58078
 P: 701-499-1004 | F: 701-356-2009

Norbeck, Lynette M.

Subject: FW: NEED INFO ASAP for Tomorrow morning budget hearing!
Attachments: YEOP 11-12 D's CampsOverallBudget.xls
Importance: High

From: Barry Striegel [mailto:ndyeep@gmail.com]
Sent: Tuesday, January 29, 2013 8:12 AM
To: Norbeck, Lynette M.
Subject: Re: NEED INFO ASAP for Tomorrow morning budget hearing!
Importance: High

Good Morning,

Here is the budget we prepared for '11 & '12. We introduced 300 kids & 22 classroom teachers to entrepreneurship during the biennium.

We ran short of funds because most communities were unable to raise the total local amount & half the kids were unable to afford the whole tuition amount, so we covered shortages with Legislative funds. There were other unexpected expenses such as higher food costs due to campuses requiring that we use campus food services rather than me going to pick up pizza, etc.

To make sure the camps happened, I had to let the Admin. Asst. go a year ago & I haven't taken a salary draw since last June. I will take a 10,000 salary cut during the next biennium because the camp facilitators will expect more than the current 15/hour I pay.

Barry Striegel, Director
ND Youth Entrepreneurship Education Program
IDEA Center
2720 East Broadway Ave.
Bismarck, ND 58501
Cell: 701-741-6985

On Jan 28, 2013, at 3:11 PM, Norbeck, Lynette M. wrote:

Barry: The Appropriations Committee is asking: The Young Entrepreneur Program – how many kids are served for the last biennium and where the money went.

Lynette Norbeck
Executive Assistant

ND Youth Entrepreneurship Education

<u>DESCRIPTION</u>			Percent	
Personnel	Project Role	Base Salary	Effort	TOTAL
<i>Barry Striegel</i>	<i>Director</i>	<i>60,000.00</i>	<i>100.0%</i>	<i>60,000.00</i>
<i>Camp Facilitators</i>	<i>Camp Facilitators</i>	<i>16,000.00</i>	<i>100.0%</i>	<i>16,000.00</i>
<i>Consultant</i>	<i>Administrative Officer</i>	<i>4,800.00</i>	<i>100.0%</i>	<i>4,800.00</i>
<i>TBA</i>	<i>TBA</i>	<i>0.00</i>	<i>0.0%</i>	<i>0.00</i>
Total Personnel Costs				80,800.00
 Other Direct Costs				
Travel (Director's travel during the year to organize camps and other meetings)				8,000.00
Travel (Director's travel for the camps)				5,600.00
Misc.				0.00
Facilitator Training				8,000.00
Camp Meals				12,000.00
Camp Supplies				3,200.00
Office Supplies				400.00
Marketing (brochures, ads, etc.)				3,200.00
Postage				400.00
Printing				800.00
Office Rent (\$400 per month X 12 months is \$4,800)				4,800.00
Teachers' Tuition (\$100/teacher)				2,400.00
Fees				0.00
Total Other Direct Costs				48,800.00
 Total Direct Costs				 129,600.00

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 attachment # 4

Each time a school is listed indicates a student registered		
2011 Close Up School Name	2012 Close Up School Name	2013 Close Up School Name
Alexander Public School	Alexander Public School	Adams Edmore
Alexander Public School	Alexander Public School	Adams-Edmore
Alexander Public School	Alexander Public School	Adams-Edmore
Alexander Public School	Beach High School	Adams-Edmore
Bottineau High School	Beach High School	Adams-Edmore
Bottineau High School	Beach High School	Adams-Edmore
Bottineau High School	Beach High School	Adams-Edmore High School
Bottineau High School	Beach High School	Alexander High School
Bottineau High School	Bottineau High School	Alexander High School
Dakota Prairie High School	Bottineau High School	Alexander High School
Dakota Prairie High School	Bottineau High School	Alexander High School
Dakota Prairie High School	Bottineau High School	Beach High School
Dakota Prairie High School	Bottineau High School	Beach High School
Dickinson High School	Bottineau High School	Bottineau High School
Dickinson High School	Bottineau High School	Bottineau High School
Dickinson High School	Bottineau High School	Bottineau High School
Dickinson High School	Bottineau High School	Bottineau High School
Dickinson High School	Bottineau High School	Dakota Prairie
Edgeley High School	Bottineau High School	Dakota Prairie
Edgeley Public School	Dakota Prairie High School	Dakota Prairie
Edgeley Public School	Dakota Prairie High School	Dakota Prairie
Edgeley Public School	Dakota Prairie High School	Edgeley
Edgeley Public School	Dakota Prairie High School	Edgeley High School
Hillsboro High School	Edgeley High School	Edgeley Public School
Hillsboro High School	Edgeley High School	Edgeley Public School
Hillsboro High School	Four Winds High School	Hillsboro High School
Hope-Page	Four Winds High School	Hillsboro High School
Hope-Page	Grenora Public School	Hillsboro Public School
Hope-Page	Hillsboro Public School	Hope High School
Hope-Page High School	Hillsboro Public School	Hope Page High School
KC Tappen	Hillsboro Public School	Hope- Page High School
KC- Tappen	Hope-Page Public School	Hope-Page High School

KC Tappen High School	Hope-Page Public School	Hope-Page High School
Larimore High School	Kidder County: Tappen School	Hope-Page High School
Larimore High School	Larimore High School	Hope-Page High School
Larimore High School	Larimore High School	Hope-Page High School
Larimore High School	Leeds High School	Hope-Page High School
Leeds	Leeds High School	Kidder County: Tappen
Leeds	Leeds High School	Kidder County: Tappen
Leeds High School	Leeds High School	Leeds
Midkota	Leeds High School	Leeds
Midkota	Leeds Public School	Leeds
Midkota	Leeds Public School	Leeds High School
New Rockford - Sheyenne	Leeds Public School	Leeds High School
New Rockford - Sheyenne	Mandan High School	Leeds High School
New Rockford - Sheyenne	Mandan High School	Leeds High School
New Rockford - Sheyenne	Mandan High School	Leeds High School
New Rockford - Sheyenne	May-Port CG High School	Leeds High School
New Rockford - Sheyenne	May-Port CG High School	Leeds High School
New Rockford-Sheyenne School	May-Port CG High School	Leeds High School
Park River High School	May-Port-CG High School	Mandan High School
Park River High School	May-Port-CG High School	Mandan high school
Park River High School	Midkota Public School	Mandan high school
Strasburg High School	Midkota Public School	Midkota High School
Strasburg High School	Midkota Public School	Midkota High School
Strasburg High School	Midkota Public School	Midkota High School
Strasburg High School	Midkota Public School	Midkota High School
Strasburg High School	New Rockford - Sheyenne HS	Midkota High School
Strasburg High School	New Rockford - Sheyenne HS	Midkota High School
Strasburg High School	New Rockford - Sheyenne HS	Strasburg Public School
Strasburg High School	New Rockford - Sheyenne HS	Strasburg Public School
Strasburg High School	New Rockford - Sheyenne HS	Strasburg Public School
Strasburg High School	New Rockford - Sheyenne HS	Strasburg Public School
Strasburg High School	New Rockford - Sheyenne HS	Strasburg Public School
Strasburg High School	New Rockford - Sheyenne HS	Strasburg Public School
Watford City High School	New Rockford - Sheyenne HS	Strasburg Public School

Watford City High School	New Rockford - Sheyenne HS	Williston High School
Watford City High School	New Rockford - Sheyenne HS	Williston High School
Watford City High School	New Rockford - Sheyenne HS	Williston High School
Watford City High School	Strasburg Public School	Williston High School
Watford City High School	Strasburg Public School	Williston High School
Watford City High School	Strasburg Public School	Williston High School
Watford City High School	Strasburg Public School	
Watford City High School	Strasburg Public School	
Watford City High School	Strasburg Public School	
Watford City High School	Strasburg Public School	
Williston High School	Strasburg Public School	
Williston High School	Watford City High School	
Williston High School	Watford City High School	
Williston High School	Williston High School	
Williston High School	Williston High School	
Williston High School	Williston High School	
Williston High School	Williston High School	
Williston High School	Williston High School	
Williston High School	Williston High School	
Williston High School	Williston High School	
Williston High School	Williston High School	
Williston High School	Williston High School	
Total 91	Total 91	Total 74

HB 1013
House appropriate Educ & Envir
January 29, 2013
Attachment # 5



NORTH DAKOTA
TEACHER
SUPPORT
SYSTEM

North Dakota Teacher Support System

Proposed Budget 2013-15 Biennium

Laurie Stenehj, Coordinator

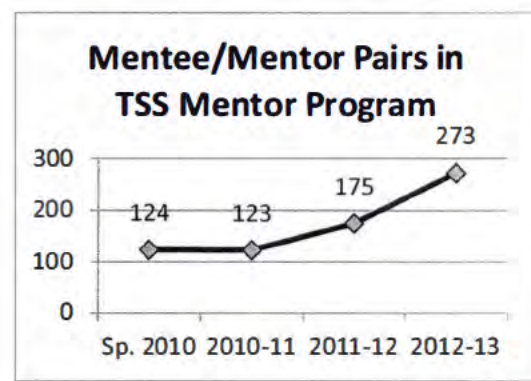
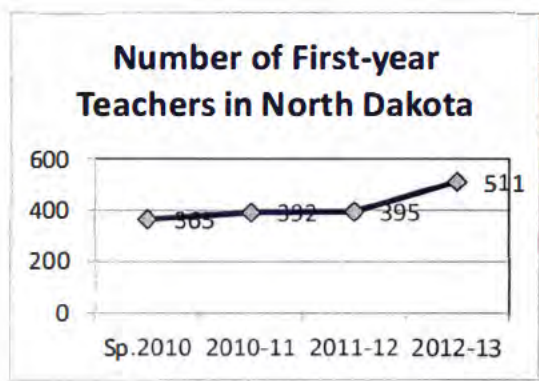
lstenehj@nd.gov 701.328.9644

HB 1013

The North Dakota Teacher Support System is a growing program. We support **first-year teachers**, their mentors and administrators, and also **instructional coaches**. We would be happy to provide you with specific and detailed information about the very positive results of our independent evaluations.

Because of **rapid growth numbers of new teachers in the state** this school year, we will require increased funding if we are to serve all who apply in the future.

- Our allocation of \$2,300,000 was based on serving 250 mentor/mentee pairs.
- We presently serve 273 (2012-13 school year).
- According to the MISO3, there are 511 first-year teachers in the state this school year.



Thus we are asking for an increase in our allocation to **\$3,361,155** to enable us to support up to 400 first year teachers each year. That would be a total cost of the program of about \$4000.00 per first year teacher (\$4000. X 800 teachers per biennium) = \$3,200,000).

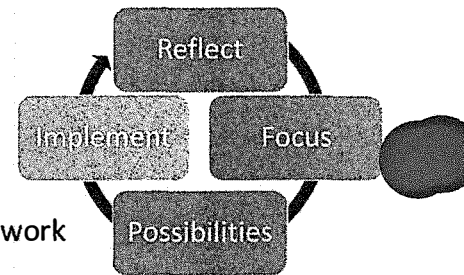
According to the attached *Making a Case for Policy Investments that Help New Teachers Succeed*, a 2007 cost benefit study showed that "every **\$1.00** spent on high quality induction provides a return on investment of **\$1.66** over a period of five years".

As the program was growing in the past, not all of the allocated funds were spent and the excess funds were returned to the state general fund.

Proposed Budget for Biennium 2013-15		
Rent		3600.00
Equipment and supplies		190,000.00
Evaluation		20,000.00
Special Projects		225,500.00
Mentor Stipends	For 400 first-year teachers	1,280,000.00
Sub Reimbursement		400,000.00
Coaches Academy		120,000.00
Seminars		27,000.00
New Teacher Center		190,000.00
Mentor Training		230,000.00
Personnel Travel		30,000.00
Program Expenses		2,716,100.00
Payroll Expenses		485,000.00
Total without Admin.		3,201,100.00
Administration	5%	160,055.00
Total		*\$3,361,155.00

Mentor Program Structure

- One-on-one conferencing following the structure shown here
- Focused observations of the new teacher by the mentor
- Videotaping of the new teacher
- Focused observations of selected teachers by the new teacher
- Based on a standard of good teaching such as Danielson's Framework
- Ongoing mentor training and support
- Administrator training



Program History

695 First-year Teachers have been supported

573 Mentors have been trained

240 Administrators have completed the online Administrator Training

101 Districts have participated

Retention Rate from 2010 school year to 2011-12 school-year

- Participants in TSS Mentoring Program = 92%
- Non-participants in TSS Mentoring Program = 84%

195 participants from 65 entities trained in Learning Forward Coaches Academy

“Teaching is virtually the only profession in which first-year professionals must meet the same professional objectives as their more experienced colleagues. Not only does this professional anomaly make teaching a daunting task, but it ignores the conventional wisdom that guides most all professions—that those new to a profession need mentoring, guidance, and regular feedback to become better professionals.”

National Governors' Association Center for Best Practices website



Components of Professional Practice

Charlotte Danielson

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"><input type="checkbox"/> Knowledge of content and the structure of the discipline<input type="checkbox"/> Knowledge of prerequisite skills<input type="checkbox"/> Knowledge of content-related pedagogy <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"><input type="checkbox"/> Knowledge of child and adolescent development<input type="checkbox"/> Knowledge of the learning process<input type="checkbox"/> Knowledge of students' skills, knowledge, and language proficiency<input type="checkbox"/> Knowledge of students' interests and cultural heritage<input type="checkbox"/> Knowledge of students' special needs <p>1c: Selecting Instructional Outcomes</p> <ul style="list-style-type: none"><input type="checkbox"/> Value, sequence, and alignment<input type="checkbox"/> Clarity<input type="checkbox"/> Balance<input type="checkbox"/> Suitability for diverse learners <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"><input type="checkbox"/> Resources for the classroom<input type="checkbox"/> Resources to extend content knowledge and pedagogy<input type="checkbox"/> Resources for students <p>1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"><input type="checkbox"/> Learning activities<input type="checkbox"/> Instructional materials and resources<input type="checkbox"/> Instructional groups<input type="checkbox"/> Lesson and unit structure <p>1f: Designing Student Assessments</p> <ul style="list-style-type: none"><input type="checkbox"/> Congruence with instructional outcomes<input type="checkbox"/> Criteria and standards<input type="checkbox"/> Design of formative assessments<input type="checkbox"/> Use for planning	<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"><input type="checkbox"/> Teacher interaction with students<input type="checkbox"/> Student interactions with other students <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"><input type="checkbox"/> Importance of the content<input type="checkbox"/> Expectations for learning and achievement<input type="checkbox"/> Student pride in work <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"><input type="checkbox"/> Management of instructional groups<input type="checkbox"/> Management of transitions<input type="checkbox"/> Managements of materials and supplies<input type="checkbox"/> Performance of non instructional duties<input type="checkbox"/> Supervision of volunteers and paraprofessionals <p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"><input type="checkbox"/> Expectations<input type="checkbox"/> Monitoring of student behavior<input type="checkbox"/> Response to student misbehavior <p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"><input type="checkbox"/> Safety and accessibility<input type="checkbox"/> Arrangement of furniture and use of physical resources
Domain 4: Professional Responsibilities	Domain 3: Instruction
<p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"><input type="checkbox"/> Accuracy<input type="checkbox"/> Use in future teaching <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"><input type="checkbox"/> Student completion of assignments<input type="checkbox"/> Student progress in learning<input type="checkbox"/> Noninstructional records <p>4c: Communicating with Families</p> <ul style="list-style-type: none"><input type="checkbox"/> Information about the instructional program<input type="checkbox"/> Information about individual students<input type="checkbox"/> Engagement of families in the instructional program <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"><input type="checkbox"/> Relationships with colleagues<input type="checkbox"/> Involvement in a culture of professional inquiry<input type="checkbox"/> Service to the school<input type="checkbox"/> Participation in school and district projects <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"><input type="checkbox"/> Enhancement of content knowledge and pedagogical skill<input type="checkbox"/> Receptivity to feedback from colleagues<input type="checkbox"/> Service to the profession <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"><input type="checkbox"/> Integrity and ethical conduct<input type="checkbox"/> Service to students<input type="checkbox"/> Advocacy<input type="checkbox"/> Decision making<input type="checkbox"/> Compliance with school and district regulations	<p>3a: Communicating with Students</p> <ul style="list-style-type: none"><input type="checkbox"/> Expectations for Learning<input type="checkbox"/> Directions and procedures<input type="checkbox"/> Explanations of content<input type="checkbox"/> Use of oral and written language <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"><input type="checkbox"/> Quality of questions<input type="checkbox"/> Discussion techniques<input type="checkbox"/> Student participation <p>3c: Engaging students in Learning</p> <ul style="list-style-type: none"><input type="checkbox"/> Activities and assignments<input type="checkbox"/> Grouping of students<input type="checkbox"/> Instructional materials and resources<input type="checkbox"/> Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"><input type="checkbox"/> Assessment criteria<input type="checkbox"/> Monitoring of student learning<input type="checkbox"/> Feedback to students<input type="checkbox"/> Student self-assessment and monitoring of progress <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"><input type="checkbox"/> Lesson adjustment<input type="checkbox"/> Response to students<input type="checkbox"/> Persistence

Making a Case for Policy Investments that Help New Teachers Succeed

Research shows that teacher quality is the single most critical factor in whether students succeed.¹ However, efforts to improve teacher quality are often thwarted by the high rates of turnover, with 40-50 percent of public school teachers leaving within the first five years², and even higher rates in schools serving less advantaged students.³ Such levels of attrition have significant consequences for our nation's schools.

The Question:

WHAT ARE THE CONSEQUENCES OF TEACHER TURNOVER?

- **Perpetuating Inequity**

New teachers are disproportionately assigned to the most challenging schools and classrooms disproportionately populated by low-income and minority students.⁴ Despite wonderful intentions, these new teachers have yet to develop their skills and knowledge. As a result, they are often less effective than experienced colleagues in helping students learn.⁵ Thus, the students most in need of the most highly accomplished teachers are more likely to be taught by the least effective ones.

- **Loss of Highest Quality Teachers**

It is not the least qualified, but the most promising teachers that usually leave the profession first. Teachers with the highest scores on certification tests are twice as likely to leave as those with the lowest scores.⁶ Without guidance and support, these promising teachers fail to reach their peak level of effectiveness and generally leave out of frustration.⁷

- **Loss of Education Dollars**

The inability to retain new teachers has a significant fiscal impact on school budgets. For example, Houston Public Schools loses \$35 million in costs related to teacher turnover, while New York City public schools lose about \$115 million each year. The National Commission on Teaching & America's Future estimates that the nation loses \$7.3 billion annually due to teacher turnover.⁸ This represents billions of lost taxpayer dollars due to inefficiencies in our system and our inability to hold onto teachers.

- **Reduced School Capacity**

A revolving door of staff inhibits the ability of schools to develop human capital, create strong instructional programs, and create educational environments where kids can thrive.⁹ While some level of attrition may be desirable, high levels of turnover among the best new teachers significantly impede our efforts to provide a high-quality education for all students.

Supporting new teachers is a critical strategy for improving retention and achieving excellence in teacher quality. High-quality mentoring and induction can reduce the rate of new teacher attrition, accelerate the professional growth of new teachers, and provide a positive return on the investment through reduced personnel costs and greater student learning gains.

The Answer:

HIGH-QUALITY INDUCTION CAN HELP PROVIDE A SOLUTION

- **Reduced New Teacher Attrition**

One of the principal benefits of high-quality teacher induction is the reduction in the rate of teacher turnover, enabling schools to hold onto their best and brightest teachers. Two studies have shown that 88% of new teachers remain in teaching after six years after participating in a support program that incorporates the key elements of effective induction. Retention rates increase to 94% when including teachers who move into school and district leadership positions.¹⁰

- **Improved Student Learning**

High-quality induction improves teacher effectiveness and contributes to greater student learning. Two studies have shown that students taught by teachers who receive comprehensive induction support for two years demonstrate significantly greater learning gains. New teachers in these programs are about as effective as their more experienced peers, despite being assigned to classrooms with more challenging students.¹¹

- **Return on Investment/Cost Savings**

An upfront investment in high-quality induction yields cost savings and improved student outcomes. A recent analysis found that, in Chicago, the cost of recruiting and training a replacement for each teacher who leaves the classroom is between \$17,000 and \$22,000.¹² New teacher support programs cut those costs dramatically by slashing attrition rates and accelerating the growth of new teacher effectiveness. A NTC cost-benefit study shows that every \$1.00 spent on high-quality induction provides a return on investment of \$1.66 over a period of five years.¹³ These potential savings make the cost of high-quality induction models a wise and affordable investment.

¹ Ronald F. Ferguson. (1991). "Paying for public education: New evidence on how and why money matters." *Harvard Journal on Legislation*: Cambridge, MA. William L. Sanders and June C. Rivers. (1996). *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. University of Tennessee Value-Added Research and Assessment Center: Knoxville, TN. Linda Darling-Hammond. (2000). "Teacher Quality and Student Achievement: A Review of State Policy Evidence." *Education Policy Analysis Archives*: Tempe, AZ.

² Richard M. Ingersoll. (2003). *Is There Really A Teacher Shortage?* Consortium for Policy Research in Education, The University of Pennsylvania: Philadelphia, PA.

³ Thomas G. Carroll. (2007). *Policy Brief—The High Cost of Teacher Turnover*. The National Commission on Teaching and America's Future (NCTAF): Washington, DC.

⁴ Linda Darling-Hammond. (1997). *Doing What Matters Most: Investing in Quality Teaching*. National Commission on Teaching and America's Future: New York, NY. Heather G. Peske and Kai Haycock. (2006). *Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality*. The Education Trust: Washington, DC.

⁵ Steven G. Rivkin, Eric A. Hanushek, and John F. Kain. (2005.) "Teachers, Schools, and Academic Achievement." *Econometrica*: Princeton, NJ.

⁶ Robin R. Henke, Xianglei Chen, Sonya Geis. (2000). *Progress Through the Teacher Pipeline: 1992-93 College Graduates and Elementary/Secondary School Teaching as of 1997*. U.S. Department of Education, National Center for Education Statistics: Washington, DC.

⁷ Susan Moore Johnson. (2007). *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*. Jossey-Bass: San Francisco, CA.

⁸ Carroll, NCTAF Policy Brief.

⁹ R. C. Floden, M. E. Goertz, and J. O'Day. (September 1995). "Capacity Building in Systemic Reform" *Phi Delta Kappan*: Bloomington, IN. Kacey Guin. (August 16, 2004). "Chronic Teacher Turnover in Urban Elementary Schools." *Education Policy Analysis Archives*: Tempe, AZ.

¹⁰ Michael Strong. (2005). *Research Brief: Mentoring New Teachers To Increase Retention*. New Teacher Center: Santa Cruz, CA. Ellen Moir and Susan Hanson. (2006). *Beyond Mentoring: The Career Paths of Mentor Teachers*. New Teacher Center: Santa Cruz, CA.

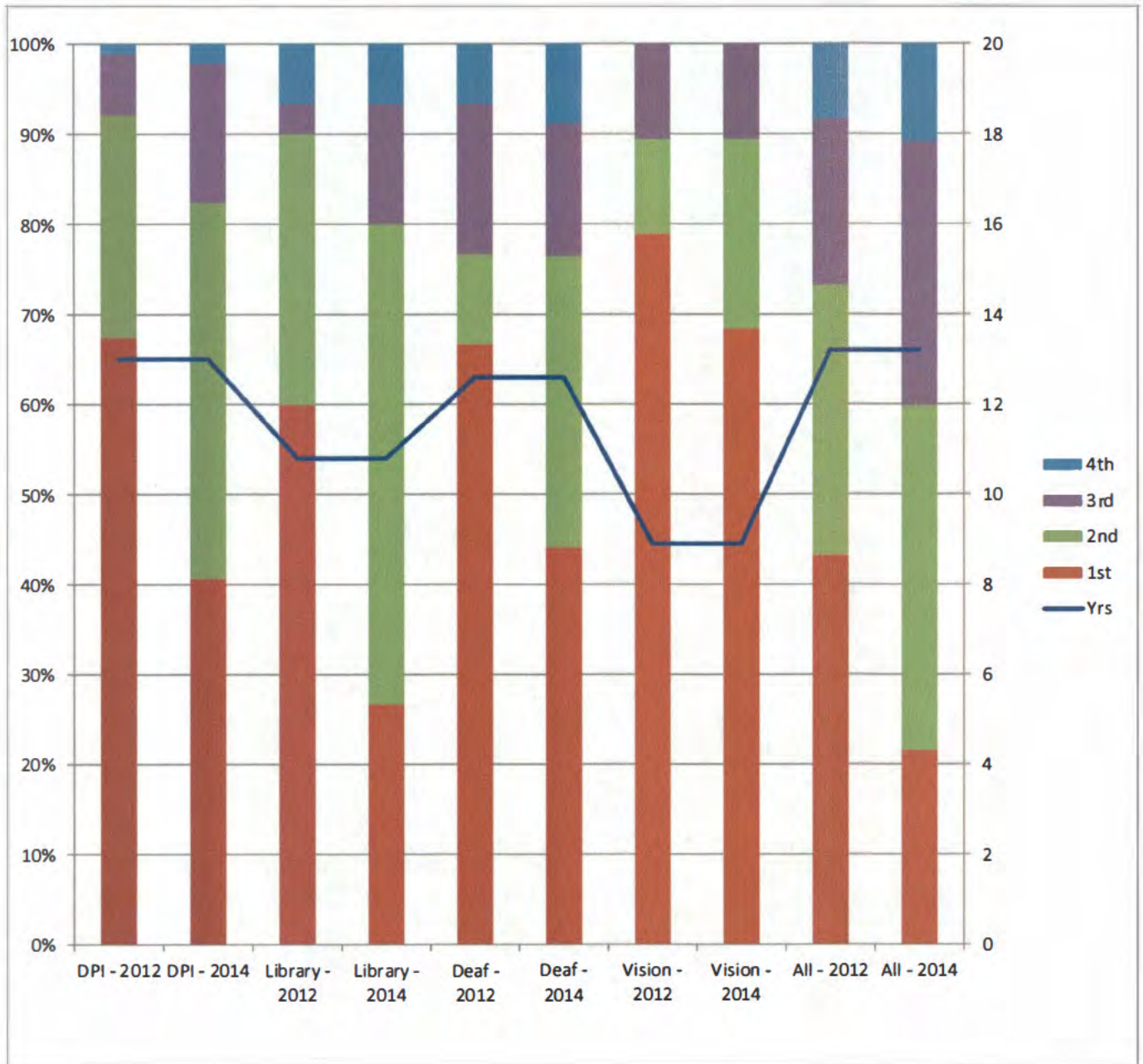
¹¹ Michael Strong. (2006.) *Research Brief: Does New Teacher Support Affect Student Achievement?* New Teacher Center: Santa Cruz, CA.

¹² "Classroom ideas that work." (February 4, 2007). A *Chicago Tribune* editorial. [Available at: http://www.chicagotribune.com/news/opinion/chi-070204edfund-story_0.5353593.full.story.]

¹³ Anthony Villar and Michael Strong. (November 2007.) "Is Mentoring Worth the Money? A Benefit-Cost Analysis and Five-year Rate of Return of a Comprehensive Mentoring Program for Beginning Teachers." *ERS Spectrum*: Alexandria, VA. In press. [Available at: http://www.newteachercenter.org/cgi-bin/nortl_area/research.cgi.]

P-14

201 - DPI - ALL - 2012-14 Quartile Charts



	Relativity to Market Policy Position *		+ Meet Standards	+ Exceed Standards
MPP + 2nd Qtl	0%		3.0%	5.0%
1st Qtl	1 - 2.0%	+	3.0%	5.0%
	2 - 4.0%			
* ALL increases contingent upon Performance Meeting Standards				

Current C/R	Projected 2013 C/R	Projected 2014 C/R
0.85	0.88	0.91

EXAMPLE

								2013						2014													
CURRENT								Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2013				Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2014			
Yrs Svc	Job Title	FTE Ann Sal	Grade	Market Policy Point	FTE	C/R (Current)	2012 Qtl	%	\$	%	\$	%	\$	2013 New Salary	New MPP (3% range increment)	2013 New C/R	2013 Qtl	%	\$	%	\$	%	\$	2014 New Salary	New MPP (3% range increment)	2014 New C/R	2014 Qtl
3.6	OFFICE ASSISTANT II	22,392	D	29,046	0.50	0.77	1	4.0%	896	3.0%	672	7.0%	1,568	23,960	29,917	0.80	1	4.0%	958	3.0%	719	7.0%	1,677	25,637	30,815	0.83	1
1.8	OFFICE ASSISTANT III	23,792	E	31,724	0.75	0.75	1	4.0%	952	5.0%	1,190	9.0%	2,142	25,934	32,676	0.79	1	4.0%	1,037	3.0%	778	7.0%	1,815	27,749	33,656	0.82	1
24.0	ADMIN ASSISTANT I	35,088	F	34,505	1.00	1.02	3	0.0%	-	3.0%	1,053	3.0%	1,053	36,141	35,540	1.02	3	0.0%	-	5.0%	1,807	5.0%	1,807	37,948	36,606	1.04	3
10.8	ADMIN ASSISTANT I	25,872	F	34,505	1.00	0.75	1	4.0%	1,035	5.0%	1,294	9.0%	2,329	28,201	35,540	0.79	1	4.0%	1,128	5.0%	1,410	9.0%	2,538	30,739	36,606	0.84	1
6.3	ADMIN ASSISTANT I	26,352	F	34,505	1.00	0.76	1	4.0%	1,054	3.0%	791	7.0%	1,845	28,197	35,540	0.79	1	4.0%	1,128	3.0%	846	7.0%	1,974	30,171	36,606	0.82	1
23.8	ADMIN ASSISTANT II	36,612	H	41,612	1.00	0.88	2	2.0%	732	5.0%	1,831	7.0%	2,563	39,175	42,860	0.91	2	2.0%	784	3.0%	1,175	5.0%	1,959	41,134	44,146	0.93	2
6.3	ADMIN ASSISTANT II	31,692	H	41,612	1.00	0.76	1	4.0%	1,268	3.0%	951	7.0%	2,219	33,911	42,860	0.79	1	4.0%	1,356	5.0%	1,696	9.0%	3,052	36,963	44,146	0.84	1
0.3	ADMIN ASSISTANT II	31,216	H	41,612	0.75	0.75	1	4.0%	1,249	5.0%	1,561	9.0%	2,810	34,026	42,860	0.79	1	4.0%	1,361	5.0%	1,701	9.0%	3,062	37,088	44,146	0.84	1
7.2	ADMIN ASSISTANT III	34,452	I	45,938	1.00	0.75	1	4.0%	1,378	3.0%	1,034	7.0%	2,412	36,864	47,316	0.78	1	4.0%	1,475	3.0%	1,106	7.0%	2,581	39,445	48,735	0.81	1
1.9	ADMIN ASSISTANT III	34,455	I	45,938	0.80	0.75	1	4.0%	1,378	5.0%	1,723	9.0%	3,101	37,556	47,316	0.79	1	4.0%	1,502	3.0%	1,127	7.0%	2,629	40,185	48,735	0.82	1
8.5	ADMIN ASSISTANT III	34,452	I	45,938	1.00	0.75	1	4.0%	1,378	3.0%	1,034	7.0%	2,412	36,864	47,316	0.78	1	4.0%	1,475	5.0%	1,843	9.0%	3,318	40,182	48,735	0.82	1
3.0	ADMIN ASSISTANT III	34,452	I	45,938	1.00	0.75	1	4.0%	1,378	5.0%	1,723	9.0%	3,101	37,553	47,316	0.79	1	4.0%	1,502	5.0%	1,878	9.0%	3,380	40,933	48,735	0.84	1
2.3	ADMIN ASSISTANT III	34,452	I	45,938	1.00	0.75	1	4.0%	1,378	3.0%	1,034	7.0%	2,412	36,864	47,316	0.78	1	4.0%	1,475	3.0%	1,106	7.0%	2,581	39,445	48,735	0.81	1
24.9	ADMIN ASSISTANT III	34,452	I	45,938	1.00	0.75	1	4.0%	1,378	5.0%	1,723	9.0%	3,101	37,553	47,316	0.79	1	4.0%	1,502	3.0%	1,127	7.0%	2,629	40,182	48,735	0.82	1
27.8	ADMIN ASSISTANT III	40,224	I	45,938	1.00	0.88	2	2.0%	804	3.0%	1,207	5.0%	2,011	42,235	47,316	0.89	2	2.0%	845	5.0%	2,112	7.0%	2,957	45,192	48,735	0.93	2
3.0	ADMIN ASSISTANT III	34,464	I	45,938	0.50	0.75	1	4.0%	1,379	5.0%	1,723	9.0%	3,102	37,566	47,316	0.79	1	4.0%	1,503	5.0%	1,878	9.0%	3,381	40,947	48,735	0.84	1
38.2	ADMIN ASSISTANT III	44,172	I	45,938	1.00	0.96	2	2.0%	883	3.0%	1,325	5.0%	2,208	46,380	47,316	0.98	2	2.0%	928	3.0%	1,391	5.0%	2,319	48,699	48,735	1.00	3
0.6	PROGRAMMER ANALYST III	49,752	M	66,332	1.00	0.75	1	4.0%	1,990	5.0%	2,488	9.0%	4,478	54,230	68,322	0.79	1	4.0%	2,169	3.0%	1,627	7.0%	3,796	58,026	70,372	0.82	1
22.4	SR PROGRAMMER ANALYST	70,608	N	73,130	1.00	0.97	2	2.0%	1,412	3.0%	2,118	5.0%	3,530	74,138	75,324	0.98	2	2.0%	1,483	5.0%	3,707	7.0%	5,190	79,328	77,584	1.02	3
12.9	SR PROGRAMMER ANALYST	62,604	N	73,130	1.00	0.86	1	4.0%	2,504	5.0%	3,130	9.0%	5,634	68,238	75,324	0.91	2	2.0%	1,365	5.0%	3,412	7.0%	4,777	73,015	77,584	0.94	2
8.8	SR PROGRAMMER ANALYST	58,908	N	73,130	1.00	0.81	1	4.0%	2,356	3.0%	1,767	7.0%	4,123	63,031	75,324	0.84	1	4.0%	2,521	3.0%	1,891	7.0%	4,412	67,443	77,584	0.87	1
41.9	DATA PROC COORD III	56,304	K	55,414	1.00	1.02	3	0.0%	-	5.0%	2,815	5.0%	2,815	59,119	57,076	1.04	3	0.0%	-	3.0%	1,774	3.0%	1,774	60,893	58,788	1.04	3
4.5	INFO TECHNOLOGY ADMIN II	74,232	N	73,130	1.00	1.02	3	0.0%	-	3.0%	2,227	3.0%	2,227	76,459	75,324	1.02	3	0.0%	-	5.0%	3,823	5.0%	3,823	80,282	77,584	1.03	3
8.8	COMPUTER & NETWK SPEC II	42,396	J	50,985	1.00	0.83	1	4.0%	1,696	5.0%	2,120	9.0%	3,816	46,212	52,515	0.88	2	2.0%	924	5.0%	2,311	7.0%	3,235	49,447	54,090	0.91	2
10.6	ACCOUNTING/BUDGET SPEC I	38,244	J	50,985	1.00	0.75	1	4.0%	1,530	3.0%	1,147	7.0%	2,677	40,921	52,515	0.78	1	4.0%	1,637	3.0%	1,228	7.0%	2,865	43,786	54,090	0.81	1
27.7	ACCOUNTING MANAGER II	74,064	P	85,799	1.00	0.86	1	4.0%	2,963	5.0%	3,703	9.0%	6,666	80,730	88,373	0.91	2	2.0%	1,615	3.0%	2,422	5.0%	4,037	84,767	91,024	0.93	2
23.5	DIR, FINANCIAL MGMT DIV	84,888	R	98,159	1.00	0.86	1	4.0%	3,396	3.0%	2,547	7.0%	5,943	90,831	101,104	0.90	2	2.0%	1,817	5.0%	4,542	7.0%	6,359	97,190	104,137	0.93	2
19.8	PURCHASING AGENT I	42,948	K	55,414	1.00	0.78	1	4.0%	1,718	5.0%	2,147	9.0%	3,865	46,813	57,076	0.82	1	4.0%	1,873	5.0%	2,341	9.0%	4,214	51,027	58,788	0.87	1
10.3	HUMAN RESOURCE TECH II	36,228	H	41,612	1.00	0.87	1	4.0%	1,449	3.0%	1,087	7.0%	2,536	38,764	42,860	0.90	2	2.0%	775	3.0%	1,163	5.0%	1,938	40,702	44,146	0.92	2
16.0	BUSINESS COMM SPECIALIST	41,568	K	55,414	0.75	0.75	1	4.0%	1,663	5.0%	2,078	9.0%	3,741	45,309	57,076	0.79	1	4.0%	1,812	3.0%	1,359	7.0%	3,171	48,480	58,788	0.82	1
38.7	EXECUTIVE STAFF OFFICER	65,160	M	66,332	1.00	0.98	2	2.0%	1,303	3.0%	1,955	5.0%	3,258	68,418	68,322	1.00	3	0.0%	-	5.0%	3,421	5.0%	3,421	71,839	70,372	1.02	3
21.3	MULTI-MEDIA DEVELOPER I	50,208	J	50,985	1.00	0.98	2	2.0%	1,004	5.0%	2,510	7.0%	3,514	53,722	52,515	1.02	3	0.0%	-	5.0%	2,686	5.0%	2,686	56,408	54,090	1.04	3
23.1	RESEARCH TECHNICIAN	35,196	H	41,612	1.00	0.85	1	4.0%	1,408	3.0%	1,056	7.0%	2,464	37,660	42,860	0.88	2	2.0%	753	3.0%	1,130	5.0%	1,883	39,543	44,146	0.90	2
11.4	RESEARCH ANALYST II	46,307	K	55,414	0.90	0.84	1	4.0%	1,852	5.0%	2,315	9.0%	4,167	50,474	57,076	0.88	2	2.0%	1,009	3.0%	1,514	5.0%	2,523	52,997	58,788	0.90	2
18.3	EDUCATION INFO PROCESS ANALYST	57,348	L	60,564	1.00	0.95	2	2.0%	1,147	3.0%	1,720	5.0%	2,867	60,215	62,381	0.97	2	2.0%	1,204	5.0%	3,011	7.0%	4,215	64,430	64,252	1.00	3
5.6	EDUCATION INFO PROCESS ANALYST	48,708	L	60,564	1.00	0.80	1	4.0%	1,948	5.0%	2,435	9.0%	4,383	53,091	62,381	0.85	1	4.0%	2,124	5.0%	2,655	9.0%	4,779	57,870	64,252	0.90	2
27.9	ADMIN STAFF OFFICER I	44,196	J	50,985	1.00	0.87	1	4.0%	1,768	3.0%	1,326	7.0%	3,094	47,290	52,515	0.90	2	2.0%	946	3.0%	1,419	5.0%	2,365	49,655	54,090	0.92	2
15.0	ADMIN STAFF OFFICER I	38,724	J	50,985	1.00	0.76	1	4.0%	1,549	5.0%	1,936	9.0%	3,485	42,209	52,515	0.80	1	4.0%	1,688	3.0%	1,266	7.0%	2,954	45,163	54,090	0.83	1
19.8	ADMIN STAFF OFFICER I	40,080	J	50,985	1.00	0.79	1	4.0%	1,603	3.0%	1,202	7.0%	2,805	42,885	52,515	0.82	1	4.0%	1,715	5.0%	2,144	9.0%	3,859	46,744	54,090	0.86	1

* ALL increases contingent upon Performance Meeting Standards								2013												2014											
		CURRENT						Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2013				Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2014							
Yrs Svc	Job Title	FTE	Ann Sal	Grade	Market Point	FTE	C/R (Current)	2012 Qtr	%	\$	%	\$	%	\$	2013 New Salary	New MPP (3% range increment)	2013 New C/R	2013 Qtr	%	\$	%	\$	%	\$	2014 New Salary	New MPP (3% range increment)	2014 New C/R	2014 Qtr			
29.0	ADMIN STAFF OFFICER I	42,156	J	50,985	1.00	0.83	1	4.0%	1,686	5.0%	2,108	9.0%	3,794	45,950	52,515	0.87	1	4.0%	1,838	5.0%	2,298	9.0%	4,136	50,086	54,090	0.93	2				
7.7	ADMIN STAFF OFFICER I	38,244	J	50,985	1.00	0.75	1	4.0%	1,530	3.0%	1,147	7.0%	2,677	40,921	52,515	0.78	1	4.0%	1,637	3.0%	1,228	7.0%	2,865	43,786	54,090	0.81	1				
8.9	ADMIN STAFF OFFICER I	38,244	J	50,985	1.00	0.75	1	4.0%	1,530	5.0%	1,912	9.0%	3,442	41,686	52,515	0.79	1	4.0%	1,667	3.0%	1,251	7.0%	2,918	44,604	54,090	0.82	1				
11.6	ADMIN STAFF OFFICER I	38,244	J	50,985	1.00	0.75	1	4.0%	1,530	3.0%	1,147	7.0%	2,677	40,921	52,515	0.78	1	4.0%	1,637	5.0%	2,046	9.0%	3,683	44,604	54,090	0.82	1				
36.8	ADMIN STAFF OFFICER I	46,656	J	50,985	1.00	0.92	2	2.0%	933	5.0%	2,333	7.0%	3,266	49,922	52,515	0.95	2	2.0%	998	5.0%	2,496	7.0%	3,494	53,416	54,090	0.99	2				
24.1	ADMIN STAFF OFFICER I	43,392	J	50,985	1.00	0.85	1	4.0%	1,736	3.0%	1,302	7.0%	3,038	46,430	52,515	0.88	2	2.0%	929	3.0%	1,393	5.0%	2,322	48,752	54,090	0.90	2				
21.4	ADMIN STAFF OFFICER I	38,532	J	50,985	1.00	0.76	1	4.0%	1,541	5.0%	1,927	9.0%	3,468	42,000	52,515	0.80	1	4.0%	1,680	3.0%	1,260	7.0%	2,940	44,940	54,090	0.83	1				
6.1	ADMIN STAFF OFFICER II	42,204	K	55,414	1.00	0.76	1	4.0%	1,688	3.0%	1,266	7.0%	2,954	45,158	57,076	0.79	1	4.0%	1,806	5.0%	2,258	9.0%	4,064	49,222	58,788	0.84	1				
38.1	ADMIN STAFF OFFICER II	49,476	K	55,414	1.00	0.89	2	2.0%	990	5.0%	2,474	7.0%	3,464	52,940	57,076	0.93	2	2.0%	1,059	5.0%	2,647	7.0%	3,706	56,646	58,788	0.96	2				
4.4	ADMIN STAFF OFFICER II	41,892	K	55,414	1.00	0.76	1	4.0%	1,676	3.0%	1,257	7.0%	2,933	44,825	57,076	0.79	1	4.0%	1,793	3.0%	1,345	7.0%	3,138	47,963	58,788	0.82	1				
5.2	ADMIN STAFF OFFICER III	45,420	L	60,564	1.00	0.75	1	4.0%	1,817	5.0%	2,271	9.0%	4,088	49,508	62,381	0.79	1	4.0%	1,980	3.0%	1,485	7.0%	3,465	52,973	64,252	0.82	1				
25.0	EDUCATION PROGRAM ADM I	46,476	J	50,985	1.00	0.91	2	2.0%	930	3.0%	1,394	5.0%	2,324	48,800	52,515	0.93	2	2.0%	976	5.0%	2,440	7.0%	3,416	52,216	54,090	0.97	2				
0.2	EDUCATION PROGRAM ADM II	41,568	K	55,414	1.00	0.75	1	4.0%	1,663	5.0%	2,078	9.0%	3,741	45,309	57,076	0.79	1	4.0%	1,812	5.0%	2,265	9.0%	4,077	49,386	58,788	0.84	1				
8.2	EDUCATION PROGRAM ADM II	41,568	K	55,414	1.00	0.75	1	4.0%	1,663	3.0%	1,247	7.0%	2,910	44,478	57,076	0.78	1	4.0%	1,779	3.0%	1,334	7.0%	3,113	47,591	58,788	0.81	1				
30.9	EDUCATION PROGRAM ADM II	61,524	K	55,414	1.00	1.11	3	0.0%	-	5.0%	3,076	5.0%	3,076	64,600	57,076	1.13	4	0.0%	-	3.0%	1,938	3.0%	1,938	66,538	58,788	1.13	4				
0.2	EDUCATION PROGRAM ADM II	41,560	K	55,414	0.60	0.75	1	4.0%	1,662	3.0%	1,247	7.0%	2,909	44,469	57,076	0.78	1	4.0%	1,779	5.0%	2,223	9.0%	4,002	48,471	58,788	0.82	1				
1.0	EDUCATION PROGRAM ADM III	45,900	L	60,564	1.00	0.76	1	4.0%	1,836	5.0%	2,295	9.0%	4,131	50,031	62,381	0.80	1	4.0%	2,001	5.0%	2,502	9.0%	4,503	54,534	64,252	0.85	1				
6.3	EDUCATION PROGRAM ADM III	45,420	L	60,564	1.00	0.75	1	4.0%	1,817	3.0%	1,363	7.0%	3,180	48,600	62,381	0.78	1	4.0%	1,944	3.0%	1,458	7.0%	3,402	52,002	64,252	0.81	1				
1.3	EDUCATION PROGRAM ADM III	45,420	L	60,564	1.00	0.75	1	4.0%	1,817	5.0%	2,271	9.0%	4,088	49,508	62,381	0.79	1	4.0%	1,980	3.0%	1,485	7.0%	3,465	52,973	64,252	0.82	1				
3.6	EDUCATION PROGRAM ADM III	45,420	L	60,564	1.00	0.75	1	4.0%	1,817	3.0%	1,363	7.0%	3,180	48,600	62,381	0.78	1	4.0%	1,944	5.0%	2,430	9.0%	4,374	52,974	64,252	0.82	1				
14.7	EDUCATION PROGRAM ADM III	45,756	L	60,564	1.00	0.76	1	4.0%	1,830	5.0%	2,288	9.0%	4,118	49,874	62,381	0.80	1	4.0%	1,995	5.0%	2,494	9.0%	4,489	54,363	64,252	0.85	1				
16.6	EDUCATION PROGRAM ADM III	55,428	L	60,564	1.00	0.92	2	2.0%	1,109	3.0%	1,663	5.0%	2,772	58,200	62,381	0.93	2	2.0%	1,164	3.0%	1,746	5.0%	2,910	61,110	64,252	0.95	2				
8.8	EDUCATION PROGRAM ADM III	45,420	L	60,564	1.00	0.75	1	4.0%	1,817	5.0%	2,271	9.0%	4,088	49,508	62,381	0.79	1	4.0%	1,980	3.0%	1,485	7.0%	3,465	52,973	64,252	0.82	1				
10.3	ASST DIR, P/S EDUC PRGMS	58,680	M	66,332	1.00	0.88	2	2.0%	1,174	3.0%	1,760	5.0%	2,934	61,614	68,322	0.90	2	2.0%	1,232	5.0%	3,081	7.0%	4,313	65,927	70,372	0.94	2				
12.2	ASST DIR, P/S EDUC PRGMS	64,272	M	66,332	1.00	0.97	2	2.0%	1,285	5.0%	3,214	7.0%	4,499	68,771	68,322	1.01	3	0.0%	-	5.0%	3,439	5.0%	3,439	72,210	70,372	1.03	3				
14.2	ASST DIR, P/S EDUC PRGMS	63,600	M	66,332	1.00	0.96	2	2.0%	1,272	3.0%	1,908	5.0%	3,180	66,780	68,322	0.98	2	2.0%	1,336	3.0%	2,003	5.0%	3,339	70,119	70,372	1.00	3				
3.2	ASST DIR, P/S EDUC PRGMS	56,220	M	66,332	1.00	0.85	1	4.0%	2,249	5.0%	2,811	9.0%	5,060	61,280	68,322	0.90	2	2.0%	1,226	3.0%	1,838	5.0%	3,064	64,344	70,372	0.91	2				
3.8	ASST DIR, P/S EDUC PRGMS	56,220	M	66,332	1.00	0.85	1	4.0%	2,249	3.0%	1,687	7.0%	3,936	60,156	68,322	0.88	2	2.0%	1,203	5.0%	3,008	7.0%	4,211	64,367	70,372	0.91	2				
2.8	ASST DIR, P/S EDUC PRGMS	56,220	M	66,332	1.00	0.85	1	4.0%	2,249	5.0%	2,811	9.0%	5,060	61,280	68,322	0.90	2	2.0%	1,226	5.0%	3,064	7.0%	4,290	65,570	70,372	0.93	2				
2.2	ASST DIR, P/S EDUC PRGMS	56,220	M	66,332	1.00	0.85	1	4.0%	2,249	5.0%	2,811	9.0%	5,060	61,280	68,322	0.90	2	2.0%	1,226	3.0%	1,838	5.0%	3,064	64,344	70,372	0.91	2				
3.2	ASST DIR, P/S EDUC PRGMS	57,792	M	66,332	1.00	0.87	1	4.0%	2,312	5.0%	2,890	9.0%	5,202	62,994	68,322	0.92	2	2.0%	1,260	3.0%	1,890	5.0%	3,150	66,144	70,372	0.94	2				
2.3	ASST DIR, P/S EDUC PRGMS	54,108	M	66,332	1.00	0.82	1	4.0%	2,164	3.0%	1,623	7.0%	3,787	57,895	68,322	0.85	1	4.0%	2,316	3.0%	1,737	7.0%	4,053	61,948	70,372	0.88	2				
6.8	ASST DIR, P/S EDUC PRGMS	50,544	M	66,332	1.00	0.76	1	4.0%	2,022	5.0%	2,527	9.0%	4,549	55,093	68,322	0.81	1	4.0%	2,204	5.0%	2,755	9.0%	4,959	60,052	70,372	0.85	1				
0.3	ASST DIR, P/S EDUC PRGMS	56,700	M	66,332	1.00	0.85	1	4.0%	2,268	3.0%	1,701	7.0%	3,969	60,669	68,322	0.89	2	2.0%	1,213	3.0%	1,820	5.0%	3,033	63,702	70,372	0.91	2				
4.0	ASST DIR, P/S EDUC PRGMS	56,224	M	66,332	0.75	0.85	1	4.0%	2,249	5.0%	2,811	9.0%	5,060	61,284	68,322	0.90	2	2.0%	1,226	3.0%	1,839	5.0%	3,065	64,349	70,372	0.91	2				
3.4	DIRECTOR, P/S EDUC PRGMS	79,992	P	85,799	1.00	0.93	2	2.0%	1,600	3.0%	2,400	5.0%	4,000	83,992	88,373	0.95	2	2.0%	1,680	5.0%	4,200	7.0%	5,880	89,872	91,024	0.99	2				
8.2	DIRECTOR, P/S EDUC PRGMS	72,720	P	85,799	1.00	0.85	1	4.0%	2,909	5.0%	3,636	9.0%	6,545	79,265	88,373	0.90	2	2.0%	1,585	5.0%	3,963	7.0%	5,548	84,813	91,024	0.93	2				
23.0	DIRECTOR, P/S EDUC PRGMS	77,916	P	85,799	1.00	0.91	2	2.0%	1,558	3.0%	2,337	5.0%	3,895	81,811	88,373	0.93	2	2.0%	1,636	3.0%	2,454	5.0%	4,090	85,901	91,024	0.94	2				
19.1	DIRECTOR, P/S EDUC PRGMS	76,080	P	85,799	1.00	0.89	2	2.0%	1,522	5.0%	3,804	7.0%	5,326	81,406	88,373	0.92	2	2.0%	1,628	3.0%	2,442	5.0%	4,070	85,476	91,024	0.94	2				
0.2	DIRECTOR, P/S EDUC PRGMS	72,720	P	85,799	1.00	0.85	1	4.0%	2,909	3.0%	2,182	7.0%	5,091	77,811	88,373	0.88	2	2.0%	1,556	5.0%	3,891	7.0%	5,447	83,258	91,024	0.91	2				
18.4	DIRECTOR, P/S EDUC PRGMS	75,132	P	85,799	1.00	0.88	2	2.0%	1,503	5.0%	3,757	7.0%	5,260	80,392	88,373	0.91	2	2.0%	1,608	5.0%	4,020	7.0%	5,628	86,020	91,024	0.95	2				
4.8	SPEC EDUC REGIONAL COORD II	70,296	M	66,332	1.00	1.06	3	0.0%	-	3.0%	2,109	3.0%	2,109	72,405	68,322	1.06	3	0.0%	-	3.0%	2,172	3.0%	2,172	74,577	70,372	1.06	3				
3.8	SPEC EDUC REGIONAL COORD II	56,220	M	66,332	1.00	0.85	1	4.0%	2,249	5.0%	2,811	9.0%	5,060	61,280	68,322	0.90	2	2.0%	1,226	3.0%	1,838	5.0%	3,064	64,344	70,372	0.91	2				
2.8	SPEC EDUC REGIONAL COORD II	61,092	M	66,332	1.00	0.92	2	2.0%	1,222	3.0%	1,833	5.0%	3,055	64,147	68,322	0.94	2	2.0%	1,283	5.0%	3,207	7.0%	4,490	68,637	70,372	0.98	2				
24.8	SPEC EDUC REGIONAL COORD II	71,472	M	66,332	1.00	1.08	3	0.0%	-	5.0%	3,574	5.0%	3,574	75,046	68,322	1.10	3	0.0%	-	5.0%	3,752	5.0%	3,752	78,798	70,372	1.12	3				

...L increases contingent upon Performance Meeting Standards

								2013								2014											
		CURRENT						Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2013				Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2014			
Yrs Svc	Job Title	FTE Ann Sal	Grade	Market Policy Point	FTE	C/R (Current)	2012 Qtr	%	\$\$	%	\$\$	%	\$\$	2013 New Salary	New MPP (3% range increment)	2013 New C/R	2013 Qtr	%	\$\$	%	\$\$	%	\$\$	2014 New Salary	New MPP (3% range increment)	2014 New C/R	2014 Qtr
18.1	SPEC EDUC REGIONAL COORD II	77,556	M	66,332	1.00	1.17	4	0.0%	-	3.0%	2,327	3.0%	2,327	79,883	68,322	1.17	4	0.0%	-	3.0%	2,396	3.0%	2,396	82,279	70,372	1.17	4
14.9	ASST DIR, CHILD NUTN PRGM	54,072	M	66,332	1.00	0.82	1	4.0%	2,163	5.0%	2,704	9.0%	4,867	58,939	68,322	0.86	1	4.0%	2,358	3.0%	1,768	7.0%	4,126	63,065	70,372	0.90	2
15.9	DIR, CHILD NTN & FD DIST	68,040	P	85,799	1.00	0.79	1	4.0%	2,722	3.0%	2,041	7.0%	4,763	72,803	88,373	0.82	1	4.0%	2,912	5.0%	3,640	9.0%	6,552	79,355	91,024	0.87	1
3.9	EDUCATION GRANTS MANAGER I	48,960	L	60,564	1.00	0.81	1	4.0%	1,958	5.0%	2,448	9.0%	4,406	53,366	62,381	0.86	1	4.0%	2,135	3.0%	1,601	7.0%	3,736	57,102	64,252	0.89	2
5.3	EDUCATION GRANTS MANAGER I	50,844	L	60,564	1.00	0.84	1	4.0%	2,034	3.0%	1,525	7.0%	3,559	54,403	62,381	0.87	1	4.0%	2,176	3.0%	1,632	7.0%	3,808	58,211	64,252	0.91	2
22.2	EDUCATION GRANTS MANAGER II	65,664	M	66,332	1.00	0.99	2	2.0%	1,313	5.0%	3,283	7.0%	4,596	70,260	68,322	1.03	3	0.0%	-	3.0%	2,108	3.0%	2,108	72,368	70,372	1.03	3
4.2	DIVISION MANAGER, DPI	88,380	Q	91,567	1.00	0.97	2	2.0%	1,768	3.0%	2,651	5.0%	4,419	92,799	94,314	0.98	2	2.0%	1,856	5.0%	4,640	7.0%	6,496	99,295	97,143	1.02	3
12.6		4,597,138				0.85		3.2%	140,569	4.0%	183,374	7.2%	323,943			0.88		2.7%	123,074	3.9%	196,089	6.7%	319,163			0.91	

EXAMPLE

		relativity to Market Policy Position *		+ Meet Standards	+ Exceed Standards			Current C/R	Projected 2013 C/R	Projected 2014 C/R																					
MPP + 2nd Qtl		0%						0.87	0.90	0.93	2013						2014														
1st Qtl		1 - 2.0%		+	3.0%							Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2013				Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2014			
Yrs Svc	Job Title	FTE Ann Sal	Grade	Market Policy Point	FTE	C/R (Current)	2012 Qtl	%	\$	%	\$	%	\$	2013 New Salary	New MPP (3% range increment)	2013 New C/R	2013 Qtl	%	\$	%	\$	%	\$	2014 New Salary	New MPP (3% range increment)	2014 New C/R	2014 Qtl				
4.1	ADMIN ASSISTANT I	25,872	F	34,505	1.00	0.75	1	4.0%	1,035	3.0%	776	7.0%	1,811	27,683	35,540	0.78	1	4.0%	1,107	5.0%	1,384	9.0%	2,491	30,174	36,606	0.82	1				
15.6	ADMIN ASSISTANT II	31,212	H	41,612	1.00	0.75	1	4.0%	1,248	5.0%	1,561	9.0%	2,809	34,021	42,860	0.79	1	4.0%	1,361	3.0%	1,021	7.0%	2,382	36,403	44,146	0.82	1				
0.4	DATA PROC COORD II	37,080	I	45,938	1.00	0.81	1	4.0%	1,483	3.0%	1,112	7.0%	2,595	39,675	47,316	0.84	1	4.0%	1,587	5.0%	1,984	9.0%	3,571	43,246	48,735	0.89	2				
6.9	PUBLIC INFO SPEC II	41,568	K	55,414	1.00	0.75	1	4.0%	1,663	5.0%	2,078	9.0%	3,741	45,309	57,076	0.79	1	4.0%	1,812	5.0%	2,265	9.0%	4,077	49,386	58,788	0.84	1				
11.8	LIBRARY ASSOCIATE I	24,216	D	29,046	1.00	0.83	1	4.0%	969	3.0%	726	7.0%	1,695	25,911	29,917	0.87	1	4.0%	1,036	3.0%	777	7.0%	1,813	27,724	30,815	0.90	2				
15.2	LIBRARY ASSOCIATE I	25,584	D	29,046	1.00	0.88	2	2.0%	512	5.0%	1,279	7.0%	1,791	27,375	29,917	0.92	2	2.0%	548	3.0%	821	5.0%	1,369	28,744	30,815	0.93	2				
5.0	LIBRARY ASSOCIATE I	23,316	D	29,046	1.00	0.80	1	4.0%	933	3.0%	699	7.0%	1,632	24,948	29,917	0.83	1	4.0%	998	5.0%	1,247	9.0%	2,245	27,193	30,815	0.88	2				
13.9	LIBRARY ASSOCIATE I	25,164	D	29,046	1.00	0.87	1	4.0%	1,007	5.0%	1,258	9.0%	2,265	27,429	29,917	0.92	2	2.0%	549	5.0%	1,371	7.0%	1,920	29,349	30,815	0.95	2				
3.1	LIBRARY ASSOCIATE I	22,572	D	29,046	1.00	0.78	1	4.0%	903	3.0%	677	7.0%	1,580	24,152	29,917	0.81	1	4.0%	966	3.0%	725	7.0%	1,691	25,843	30,815	0.84	1				
18.1	LIBRARY ASSOCIATE I	27,360	D	29,046	1.00	0.94	2	2.0%	547	5.0%	1,368	7.0%	1,915	29,275	29,917	0.98	2	2.0%	586	3.0%	878	5.0%	1,464	30,739	30,815	1.00	3				
10.8	LIBRARY ASSOCIATE I	24,852	D	29,046	1.00	0.86	1	4.0%	994	3.0%	746	7.0%	1,740	26,592	29,917	0.89	2	2.0%	532	5.0%	1,330	7.0%	1,862	28,454	30,815	0.92	2				
0.9	LIBRARY ASSOCIATE I	22,332	D	29,046	1.00	0.77	1	4.0%	893	5.0%	1,117	9.0%	2,010	24,342	29,917	0.81	1	4.0%	974	5.0%	1,217	9.0%	2,191	26,533	30,815	0.86	1				
9.6	LIBRARY ASSOCIATE I	24,768	D	29,046	1.00	0.85	1	4.0%	991	3.0%	743	7.0%	1,734	26,502	29,917	0.89	2	2.0%	530	3.0%	795	5.0%	1,325	27,827	30,815	0.90	2				
11.2	LIBRARY ASSOCIATE II	29,688	E	31,724	1.00	0.94	2	2.0%	594	5.0%	1,484	7.0%	2,078	31,766	32,676	0.97	2	2.0%	635	3.0%	953	5.0%	1,588	33,354	33,656	0.99	2				
4.8	LIBRARY ASSOCIATE II	27,276	E	31,724	1.00	0.86	1	4.0%	1,091	3.0%	818	7.0%	1,909	29,185	32,676	0.89	2	2.0%	584	5.0%	1,459	7.0%	2,043	31,228	33,656	0.93	2				
32.2	LIBRARY ASSOCIATE II	38,376	E	31,724	1.00	1.21	4	0.0%	-	5.0%	1,919	5.0%	1,919	40,295	32,676	1.23	4	0.0%	-	5.0%	2,015	5.0%	2,015	42,310	33,656	1.26	4				
32.7	LIBRARY ASSOCIATE II	33,510	E	31,724	0.80	1.06	3	0.0%	-	3.0%	1,005	3.0%	1,005	34,515	32,676	1.06	3	0.0%	-	3.0%	1,035	3.0%	1,035	35,550	33,656	1.06	3				
3.3	LIBRARIAN I	38,244	J	50,985	1.00	0.75	1	4.0%	1,530	3.0%	1,147	7.0%	2,677	40,921	52,515	0.78	1	4.0%	1,637	3.0%	1,228	7.0%	2,865	43,786	54,090	0.81	1				
6.6	LIBRARIAN I	38,244	J	50,985	1.00	0.75	1	4.0%	1,530	3.0%	1,147	7.0%	2,677	40,921	52,515	0.78	1	4.0%	1,637	5.0%	2,046	9.0%	3,683	44,604	54,090	0.82	1				
4.6	LIBRARIAN II	43,680	K	55,414	1.00	0.79	1	4.0%	1,747	5.0%	2,184	9.0%	3,931	47,611	57,076	0.83	1	4.0%	1,904	5.0%	2,381	9.0%	4,285	51,896	58,788	0.88	2				
7.7	LIBRARIAN II	45,420	K	55,414	1.00	0.82	1	4.0%	1,817	3.0%	1,363	7.0%	3,180	48,600	57,076	0.85	1	4.0%	1,944	3.0%	1,458	7.0%	3,402	52,002	58,788	0.88	2				
16.5	LIBRARIAN II	48,708	K	55,414	1.00	0.88	2	2.0%	974	5.0%	2,435	7.0%	3,409	52,117	57,076	0.91	2	2.0%	1,042	3.0%	1,564	5.0%	2,606	54,723	58,788	0.93	2				
12.3	LIBRARIAN III	53,580	L	60,564	1.00	0.88	2	2.0%	1,072	3.0%	1,607	5.0%	2,679	56,259	62,381	0.90	2	2.0%	1,125	5.0%	2,813	7.0%	3,938	60,197	64,252	0.94	2				
9.6	LIBRARIAN III	53,580	L	60,564	1.00	0.88	2	2.0%	1,072	5.0%	2,679	7.0%	3,751	57,331	62,381	0.92	2	2.0%	1,147	5.0%	2,867	7.0%	4,014	61,345	64,252	0.95	2				
8.3	LIBRARIAN III	60,756	L	60,564	1.00	1.00	3	0.0%	-	3.0%	1,823	3.0%	1,823	62,579	62,381	1.00	3	0.0%	-	3.0%	1,877	3.0%	1,877	64,456	64,252	1.00	3				
6.3	LIBRARIAN III	51,912	L	60,564	1.00	0.86	1	4.0%	2,076	5.0%	2,596	9.0%	4,672	56,584	62,381	0.91	2	2.0%	1,132	3.0%	1,698	5.0%	2,830	59,414	64,252	0.92	2				
13.2	LIBRARIAN III	49,632	L	60,564	1.00	0.82	1	4.0%	1,985	3.0%	1,489	7.0%	3,474	53,106	62,381	0.85	1	4.0%	2,124	5.0%	2,655	9.0%	4,779	57,885	64,252	0.90	2				
12.2	LIBRARIAN III	53,580	L	60,564	1.00	0.88	2	2.0%	1,072	5.0%	2,679	7.0%	3,751	57,331	62,381	0.92	2	2.0%	1,147	5.0%	2,867	7.0%	4,014	61,345	64,252	0.95	2				
32.4	ASST DIR, STATE LIBRARY	84,264	N	73,130	1.00	1.15	4	0.0%	-	3.0%	2,528	3.0%	2,528	86,792	75,324	1.15	4	0.0%	-	3.0%	2,604	3.0%	2,604	89,396	77,584	1.15	4				
1.8	STATE LIBRARIAN	84,276	P	85,799	1.00	0.98	2	2.0%	1,686	5.0%	4,214	7.0%	5,900	90,176	88,373	1.02	3	0.0%	-	3.0%	2,705	3.0%	2,705	92,881	91,024	1.02	3				
11.0		1,190,622				0.87		2.9%	31,424	3.9%	47,257	6.9%	78,681			0.90		2.5%	28,644	4.0%	50,040	6.5%	78,684			0.93					

EXAMPLE

		Relativity to Market Policy Position *				+ Meet Standards		+ Exceed Standards				Current C/R		Projected 2013 C/R		Projected 2014 C/R																																									
MPP + 2nd Qtl		0%				3.0%		5.0%				0.86		0.89		0.93																																									
1st Qtl		1 - 2.0%		+		3.0%		5.0%										2013					2014																																		
		2 - 4.0%																Market Policy Position Increase					Performance Increase					Total Increase					After July 1, 2013					Market Policy Position Increase					Performance Increase					Total Increase					After July 1, 2014				
Yrs Svc	Job Title	FTE Ann Sal	Grade	Market Policy Point	FTE	C/R (Current)	2012 Qtl	%	\$	%	\$	%	\$	2013 New Salary	New MPP (3% range increment)	2013 New C/R	2013 Qtl	%	\$	%	\$	%	\$	2014 New Salary	New MPP (3% range increment)	2014 New C/R	2014 Qtl																														
16.3	ADMIN ASSISTANT II	33,204	H	41,612	1.00	0.80	1	4.0%	1,328	3.0%	996	7.0%	2,324	35,528	42,860	0.83	1	4.0%	1,421	3.0%	1,066	7.0%	2,487	38,015	44,146	0.86	1																														
32.3	COMPUTER & NETWK SPEC III	53,280	L	60,564	1.00	0.88	2	2.0%	1,066	5.0%	2,664	7.0%	3,730	57,010	62,381	0.91	2	2.0%	1,140	3.0%	1,710	5.0%	2,850	59,860	64,252	0.93	2																														
2.2	ACCOUNT TECHNICIAN II	29,784	G	37,801	1.00	0.79	1	4.0%	1,191	3.0%	894	7.0%	2,085	31,869	38,935	0.82	1	4.0%	1,275	5.0%	1,593	9.0%	2,868	34,737	40,103	0.87	1																														
9.0	ACCOUNT TECHNICIAN II	28,368	G	37,801	1.00	0.75	1	4.0%	1,135	5.0%	1,418	9.0%	2,553	30,921	38,935	0.79	1	4.0%	1,237	5.0%	1,546	9.0%	2,783	33,704	40,103	0.84	1																														
4.2	BUSINESS MANAGER II	54,852	N	73,130	1.00	0.75	1	4.0%	2,194	3.0%	1,646	7.0%	3,840	58,692	75,324	0.78	1	4.0%	2,348	3.0%	1,761	7.0%	4,109	62,801	77,584	0.81	1																														
18.2	SIGN LANGUAGE COMM FACILITATOR	42,889	G	37,801	1.00	1.13	4	0.0%	-	5.0%	2,144	5.0%	2,144	45,033	38,935	1.16	4	0.0%	-	3.0%	1,351	3.0%	1,351	46,384	40,103	1.16	4																														
1.8	SIGN LANGUAGE COMM FACILITATOR	31,137	G	37,801	1.00	0.82	1	4.0%	1,245	3.0%	934	7.0%	2,179	33,316	38,935	0.86	1	4.0%	1,333	5.0%	1,666	9.0%	2,999	36,315	40,103	0.91	2																														
28.6	SIGN LANGUAGE COMM FACILITATOR	41,183	G	37,801	1.00	1.09	3	0.0%	-	5.0%	2,059	5.0%	2,059	43,242	38,935	1.11	3	0.0%	-	5.0%	2,162	5.0%	2,162	45,404	40,103	1.13	4																														
10.3	SIGN LANG INTERPRETER	31,450	H	41,612	1.00	0.76	1	4.0%	1,258	3.0%	944	7.0%	2,202	33,652	42,860	0.79	1	4.0%	1,346	3.0%	1,010	7.0%	2,356	36,008	44,146	0.82	1																														
2.7	SIGN LANG INTERPRETER	31,220	H	41,612	1.00	0.75	1	4.0%	1,249	5.0%	1,561	9.0%	2,810	34,030	42,860	0.79	1	4.0%	1,361	3.0%	1,021	7.0%	2,382	36,412	44,146	0.82	1																														
18.2	SIGN LANG INTERPRETER	45,252	H	41,612	1.00	1.09	3	0.0%	-	3.0%	1,358	3.0%	1,358	46,610	42,860	1.09	3	0.0%	-	5.0%	2,331	5.0%	2,331	48,941	44,146	1.11	3																														
1.9	VISION/HEARING OUTREACH SPEC	38,244	J	50,985	1.00	0.75	1	4.0%	1,530	5.0%	1,912	9.0%	3,442	41,686	52,515	0.79	1	4.0%	1,667	5.0%	2,084	9.0%	3,751	45,437	54,090	0.84	1																														
26.9	EDUCATION PROGRAMS COORD	54,420	L	60,564	1.00	0.90	2	2.0%	1,088	3.0%	1,633	5.0%	2,721	57,141	62,381	0.92	2	2.0%	1,143	3.0%	1,714	5.0%	2,857	59,998	64,252	0.93	2																														
22.6	ASST DIR, P/S EDUC PRGMS	62,004	M	66,332	1.00	0.93	2	2.0%	1,240	5.0%	3,100	7.0%	4,340	66,344	68,322	0.97	2	2.0%	1,327	3.0%	1,990	5.0%	3,317	69,661	70,372	0.99	2																														
5.1	LICENSED PRACTICAL NURSE II	34,465	I	45,938	0.75	0.75	1	4.0%	1,379	3.0%	1,034	7.0%	2,413	36,878	47,316	0.78	1	4.0%	1,475	5.0%	1,844	9.0%	3,319	40,197	48,735	0.82	1																														
6.0	REGISTERED NURSE III	49,752	M	66,332	1.00	0.75	1	4.0%	1,990	5.0%	2,488	9.0%	4,478	54,230	68,322	0.79	1	4.0%	2,169	5.0%	2,712	9.0%	4,881	59,111	70,372	0.84	1																														
8.6	HEALTH/HUMAN SVC PRGM ADM III	54,723	L	60,564	0.83	0.90	2	2.0%	1,094	3.0%	1,642	5.0%	2,736	57,459	62,381	0.92	2	2.0%	1,149	3.0%	1,724	5.0%	2,873	60,332	64,252	0.94	2																														
3.8	DORMITORY COUNSELOR I	34,500	F	34,505	0.75	1.00	3	0.0%	-	5.0%	1,725	5.0%	1,725	36,225	35,540	1.02	3	0.0%	-	3.0%	1,087	3.0%	1,087	37,312	36,606	1.02	3																														
9.6	DORMITORY COUNSELOR II	31,782	G	37,801	1.00	0.84	1	4.0%	1,271	3.0%	953	7.0%	2,224	34,006	38,935	0.87	1	4.0%	1,360	5.0%	1,700	9.0%	3,060	37,066	40,103	0.92	2																														
9.6	DORMITORY COUNSELOR II	31,761	G	37,801	0.80	0.84	1	4.0%	1,270	5.0%	1,588	9.0%	2,858	34,619	38,935	0.89	2	2.0%	692	5.0%	1,731	7.0%	2,423	37,042	40,103	0.92	2																														
31.4	DIRECT CARE ASSOCIATE I	33,342	D	29,046	0.79	1.15	4	0.0%	-	3.0%	1,000	3.0%	1,000	34,342	29,917	1.15	4	0.0%	-	3.0%	1,030	3.0%	1,030	35,372	30,815	1.15	4																														
0.1	DIRECT CARE ASSOCIATE I	21,798	D	29,046	0.79	0.75	1	4.0%	872	5.0%	1,090	9.0%	1,962	23,760	29,917	0.79	1	4.0%	950	3.0%	713	7.0%	1,663	25,423	30,815	0.83	1																														
7.7	CUSTODIAN	22,272	C	26,986	1.00	0.83	1	4.0%	891	3.0%	668	7.0%	1,559	23,831	27,796	0.86	1	4.0%	953	5.0%	1,192	9.0%	2,145	25,976	28,630	0.91	2																														
29.1	CUSTODIAN	30,252	C	26,986	1.00	1.12	3	0.0%	-	5.0%	1,513	5.0%	1,513	31,765	27,796	1.14	4	0.0%	-	5.0%	1,588	5.0%	1,588	33,353	28,630	1.16	4																														
22.2	CUSTODIAN	27,744	C	26,986	1.00	1.03	3	0.0%	-	3.0%	832	3.0%	832	28,576	27,796	1.03	3	0.0%	-	3.0%	857	3.0%	857	29,433	28,630	1.03	3																														
5.8	FOOD SERVICE ASSISTANT	20,259	C	26,986	0.76	0.75	1	4.0%	810	5.0%	1,013	9.0%	1,823	22,082	27,796	0.79	1	4.0%	883	3.0%	662	7.0%	1,545	23,627	28,630	0.83	1																														
3.1	FOOD SERVICE ASSISTANT	20,259	C	26,986	0.75	0.75	1	4.0%	810	3.0%	608	7.0%	1,418	21,677	27,796	0.78	1	4.0%	867	5.0%	1,084	9.0%	1,951	23,628	28,630	0.83	1																														
8.1	COOK I	24,003	D	29,046	0.77	0.83	1	4.0%	960	5.0%	1,200	9.0%	2,160	26,163	29,917	0.87	1	4.0%	1,047	5.0%	1,308	9.0%	2,355	28,518	30,815	0.93	2																														
4.2	COOK I	25,272	D	29,046	0.78	0.87	1	4.0%	1,011	3.0%	758	7.0%	1,769	27,041	29,917	0.90	2	2.0%	541	3.0%	811	5.0%	1,352	28,393	30,815	0.92	2																														
19.8	FOOD SERVICE DIRECTOR I	41,568	K	55,414	1.00	0.75	1	4.0%	1,663	5.0%	2,078	9.0%	3,741	45,309	57,076	0.79	1	4.0%	1,812	3.0%	1,359	7.0%	3,171	48,480	58,788	0.82	1																														
4.2	PHYSICAL PLANT DIR I	47,688	L	60,564	1.00	0.79	1	4.0%	1,908	3.0%	1,431	7.0%	3,339	51,027	62,381	0.82	1	4.0%	2,041	5.0%	2,551	9.0%	4,592	55,619	64,252	0.87	1																														
0.2	GEN TRADES MAINT WKR I	31,212	H	41,612	1.00	0.75	1	4.0%	1,248	5.0%	1,561	9.0%	2,809	34,021	42,860	0.79	1	4.0%	1,361	5.0%	1,701	9.0%	3,062	37,083	44,146	0.84	1																														
4.2	GEN TRADES MAINT WKR II	34,920	I	45,938	1.00	0.76	1	4.0%	1,397	3.0%	1,048	7.0%	2,445	37,365	47,316	0.79	1	4.0%	1,495	3.0%	1,121	7.0%	2,616	39,981	48,735	0.82	1																														
17.4	GEN TRADES MAINT WKR II	45,420	I	45,938	1.00	0.99	2	2.0%	908	5.0%	2,271	7.0%	3,179	48,599	47,316	1.03	3	0.0%	-	5.0%	2,430	5.0%	2,430	51,029	48,735	1.05	3																														
11.6		1,240,279				0.86		2.9%	34,006	4.0%	49,764	6.9%	83,770			0.89		2.7%	34,393	4.0%	52,210	6.7%	86,603			0.93																															

EXAMPLE

Relativity to Market Policy Position *								+ Meet Standards		+ Exceed Standards		Current C/R	Projected 2013 C/R	Projected 2014 C/R																	
MPP + 2nd Qtl		0%		1 - 2.0%		+		3.0%		5.0%		0.80	0.83	0.87	2013						2014										
1st Qtl		2 - 4.0%														Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2013		Market Policy Position Increase		Performance Increase		Total Increase		After July 1, 2014	
Yrs Svc	Job Title	FTE Ann Sal	Grade	Market Policy Point	FTE	C/R (Current)	2012 Qtl	%	\$	%	\$	%	\$	2013 New Salary	New MPP (3% range increment)	2013 C/R	2013 Qtl	%	\$	%	\$	%	\$	2014 New Salary	New MPP (3% range increment)	2014 C/R	2014 Qtl				
4.4	OFFICE ASSISTANT III	25,251	E	31,724	0.75	0.80	1	4.0%	1,010	3.0%	758	7.0%	1,768	27,019	32,676	0.83	1	4.0%	1,081	3.0%	811	7.0%	1,892	28,911	33,656	0.86	1				
8.1	ADMIN ASSISTANT I	27,960	F	34,505	1.00	0.81	1	4.0%	1,118	5.0%	1,398	9.0%	2,516	30,476	35,540	0.86	1	4.0%	1,219	3.0%	914	7.0%	2,133	32,609	36,606	0.89	2				
6.1	ADMIN ASSISTANT I	26,712	F	34,505	1.00	0.77	1	4.0%	1,068	5.0%	1,336	9.0%	2,404	29,116	35,540	0.82	1	4.0%	1,165	5.0%	1,456	9.0%	2,621	31,737	36,606	0.87	1				
21.3	ADMIN ASSISTANT II	31,212	H	41,612	1.00	0.75	1	4.0%	1,248	5.0%	1,561	9.0%	2,809	34,021	42,860	0.79	1	4.0%	1,361	5.0%	1,701	9.0%	3,062	37,083	44,146	0.84	1				
4.3	ADMIN ASSISTANT II	31,212	H	41,612	1.00	0.75	1	4.0%	1,248	3.0%	936	7.0%	2,184	33,396	42,860	0.78	1	4.0%	1,336	3.0%	1,002	7.0%	2,338	35,734	44,146	0.81	1				
16.8	COMPUTER & NETWK SPEC III	55,236	L	60,564	1.00	0.91	2	2.0%	1,105	5.0%	2,762	7.0%	3,867	59,103	62,381	0.95	2	2.0%	1,182	3.0%	1,773	5.0%	2,955	62,058	64,252	0.97	2				
12.2	BUSINESS MANAGER II	54,852	N	73,130	1.00	0.75	1	4.0%	2,194	3.0%	1,646	7.0%	3,840	58,692	75,324	0.78	1	4.0%	2,348	5.0%	2,935	9.0%	5,283	63,975	77,584	0.82	1				
21.4	DIR OF EDUCATION - NDVS/SB	73,500	N	73,130	1.00	1.01	3	0.0%	-	5.0%	3,675	5.0%	3,675	77,175	75,324	1.02	3	0.0%	-	5.0%	3,859	5.0%	3,859	81,034	77,584	1.04	3				
0.6	BRAILLIST	31,212	H	41,612	1.00	0.75	1	4.0%	1,248	3.0%	936	7.0%	2,184	33,396	42,860	0.78	1	4.0%	1,336	3.0%	1,002	7.0%	2,338	35,734	44,146	0.81	1				
4.1	VISION/HEARING OUTREACH SPEC	39,888	J	50,985	0.50	0.78	1	4.0%	1,596	5.0%	1,994	9.0%	3,590	43,478	52,515	0.83	1	4.0%	1,739	3.0%	1,304	7.0%	3,043	46,521	54,090	0.86	1				
21.2	SUPT-SCHOOL FOR BLIND	94,752	Q	91,567	1.00	1.03	3	0.0%	-	3.0%	2,843	3.0%	2,843	97,595	94,314	1.03	3	0.0%	-	5.0%	4,880	5.0%	4,880	102,475	97,143	1.05	3				
7.1	ACTIVITY ASSISTANT II	24,585	E	31,724	1.00	0.77	1	4.0%	983	5.0%	1,229	9.0%	2,212	26,797	32,676	0.82	1	4.0%	1,072	5.0%	1,340	9.0%	2,412	29,209	33,656	0.87	1				
5.0	VISION REHAB SPECIALIST II	42,132	K	55,414	1.00	0.76	1	4.0%	1,685	3.0%	1,264	7.0%	2,949	45,081	57,076	0.79	1	4.0%	1,803	3.0%	1,352	7.0%	3,155	48,236	58,788	0.82	1				
3.2	VISION REHAB SPECIALIST II	41,568	K	55,414	0.50	0.75	1	4.0%	1,663	5.0%	2,078	9.0%	3,741	45,309	57,076	0.79	1	4.0%	1,812	3.0%	1,359	7.0%	3,171	48,480	58,788	0.82	1				
11.3	VISION REHAB SPECIALIST II	38,244	K	55,414	1.00	0.69	1	4.0%	1,530	3.0%	1,147	7.0%	2,677	40,921	57,076	0.72	1	4.0%	1,637	5.0%	2,046	9.0%	3,683	44,604	58,788	0.76	1				
6.4	MAINTENANCE WORKER I	25,488	E	31,724	1.00	0.80	1	4.0%	1,020	5.0%	1,274	9.0%	2,294	27,782	32,676	0.85	1	4.0%	1,111	5.0%	1,389	9.0%	2,500	30,282	33,656	0.90	2				
1.8	MAINTENANCE WORKER II	28,350	G	37,801	1.00	0.75	1	4.0%	1,134	3.0%	851	7.0%	1,985	30,335	38,935	0.78	1	4.0%	1,213	3.0%	910	7.0%	2,123	32,458	40,103	0.81	1				
0.7	MAINTENANCE WORKER II	28,356	G	37,801	1.00	0.75	1	4.0%	1,134	5.0%	1,418	9.0%	2,552	30,908	38,935	0.79	1	4.0%	1,236	3.0%	927	7.0%	2,163	33,071	40,103	0.82	1				
3.6	MAINTENANCE SUPV II	41,568	K	55,414	1.00	0.75	1	4.0%	1,663	3.0%	1,247	7.0%	2,910	44,478	57,076	0.78	1	4.0%	1,779	5.0%	2,224	9.0%	4,003	48,481	58,788	0.82	1				
8.4		762,078				0.80		3.5%	22,647	4.1%	30,353	7.5%	53,000			0.83		3.5%	24,430	3.9%	33,184	7.4%	57,614			0.87					

NDSB and NDSB Capital Project Analysis

Agency	Project	Estimated Cost	Approximate Rental Square Feet	Additional Expenses Required	Estimated Rental Rate Per Sq Ft	Potential Biennial Income
NDSB	Accessible entry building \1	\$1,845,000	16,154	yes \1	\$6 \3	\$193,848
NDSB	Elevator \2	\$230,000	2,200	no \2	\$12 \4	\$52,800

- \1 Accessible entry building - This proposed project would consist of a two-story building of approximately 2,900 square feet per floor, built between the Spears Building and the Trades Building. The Spears building is currently rented by the Devils Lake Head Start program. The Trades Building is mostly unused. Neither building has appropriate handicap access to the second floor. The Accessible Entry Building would contain an elevator, stairs, and ADA restrooms. In addition, approximately 1,300 square feet of rental space would be contained on each floor of the new structure. The Trades Building consists of approximately 6,800 square feet on each floor. Electrical, plumbing, heating, and HVAC systems would likely need updating and the space would require remodeling to convert it from its configuration as classroom space.
- \2 Elevator - The North Dakota University System currently leases all of the second floor of the South Wing, which consists of 4,431 square feet. If the elevator is approved, the agency intends to utilize some of the vacated space for offices in order to free up ground floor space in the East Wing for instructional and program use. However, the agency intends to make at least half of the space available for rental. It is currently configured as office space and would require little renovation to continue in that use.
- \3 Approximate rental rate assuming the lessee pays all build out costs and ongoing operating expenses.
- \4 Approximate rental rate assuming the lessor pays all utilities and operating costs.

Attachment 2
Feb 6, 2013
DPI

Handout 3
2/6/13
1613

Gearing Up for Kindergarten

Follow Up to Hearing on January 16th and question from Representative Skarpol

■ Targeting At-Risk Children or Targeting All Children

Most schools adopt this program with the intent to target at-risk students. It takes time for a school to develop a system that enables those with most need to be included in the program and each school district has developed its own approach to this issue. Some concern was expressed during the hearing that “these programs lead to wanting everyone involved” and there are a few key points to remember when addressing this concern. First, the Gearing Up for Kindergarten program does target “at-risk” families because it is designed to help children and their families have a smooth transition and require less remedial help upon entering school. However, it is also very beneficial to have a mixture of low, medium, and high income families as well as low, medium, and high ability students, in each of the classes. Research on how children and adults learn indicates there is power in learning from behaviors modeled by others in the environment, and this is a key factor for school readiness. In the end, all participants learn very much from each other, and the idea of only including the most at-risk students/families would be counterproductive.

■ Love of Learning

During the testimony on January 16th, students testifying discussed the school learning environment and the question was asked, “How can we make school more fun/engaging?” The Gearing Up for Kindergarten program was designed to incorporate methods for engaging the student and the parent, right from the first day. The program provides young children with a positive early learning experience so that when they start school, they are familiar with the school setting. It sets the stage for kindergarten and future learning.

■ Optimal Learning Age

The optimal learning age for basic school readiness skills is 3-5 years old. Seventy-five percent of brain growth and 85% of intellect, personality and social skills develop before age five—in the first 2,000 days of life—so it is imperative that we invest in our youngest children long before they enter school. Most people immediately think about a learning environment where children participate in literacy and math skill-building, but we now know that the social-emotional skills are the real target for early learners. If the social-emotional skills are developed, the academic skills follow and children are more likely to succeed in all their years in school.

The Gearing Up for Kindergarten program has a significant amount of research to demonstrate the program’s effectiveness. Most important, the research has been done in North Dakota and we do not have to rely on interpretations of other state research. When determining what is most important for a child to be successful in school the research is solid- early learning experiences have a profound impact on the development of children’s brains, and the cognitive, social, emotional and physical foundations of their lives. And all of this learning is done with the parent at their side, so the parent better understands the school readiness connections and how to promote them throughout their school years. The majority of school readiness programs in the US do not have the parent involvement component as integral as the Gearing Up for Kindergarten curriculum outlines. This sets it apart from many others and is a key component of the excellent outcomes.

■ **Parent Involvement and Participation Rates**

The participation rates for any given program serve as a great indicator of whether the participants find value in the program. The participation rates for the Gearing Up for Kindergarten program are extremely high (85%) which demonstrates that both the students and the parents find the program a beneficial use of their time. Most notable is that the participation rate of fathers is unusually higher for Gearing Up than most other parent education programs. This has been attributed to the interactive/experiential design. Fathers want to be engaged with their children instead of sitting at a meeting for an hour and taking notes. It is also a factor related to the enthusiasm of the child. Fathers report that their child insists that they must 'go to school' with them and their high-energy is contagious.

■ **Statewide Impact**

The Gearing Up for Kindergarten program can be offered statewide across North Dakota in both rural and urban areas. Please see the attached map of current Gearing Up for Kindergarten locations. The program has the capacity to impact a significant number of North Dakota schools and with current funding levels the program was able to reach about 17% of all Kindergarten students and families in North Dakota. The proposed funding level would increase that percentage served. It has been estimated that nearly half of all students struggle with school readiness issues. This program is the first of its kind in the state and data will be monitored for long-term outcomes as well as immediate outcomes.

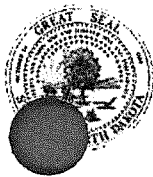
Gearing Up for Kindergarten Sites 2011-2013

As of 1/11/13



- Single Gearing Up for Kindergarten Classroom
- Multiple Gearing Up for Kindergarten Classrooms/Sites

- ❖ Locations that offer 16 session format are underlined
- ❖ All other locations are 10 session format



Department of Public Instruction

600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
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<http://www.dpi.state.nd.us>

*Review Rescued
February 8, 2013
Attachment 1*

Kirsten Baesler
State Superintendent
Robert J. Christman
Deputy Superintendent

To: Representatives Skarphol and Streyle
From: Department of Public Instruction and Information Technology Department
Subject: Possible overlap in duties

4-Feb-13

1. We were asked to look at overlap between the Management Information System (MIS) unit of the Department of Public Instruction (DPI) and the Information Technology Department (ITD). The intent of this request was to increase efficiencies and decrease duplication of effort. As we began discussions, we expanded our purview to include EduTech to truly achieve the intent of the request.
2. We performed a cursory examination of EduTech and the MIS unit. Initial examinations yielded the following areas of interest:
 - a. Improved customer care – each entity maintains a separate data system, each with a distinct purpose; the student information system (PowerSchool) and the State Automated Reporting System (STARS). These unique systems share a common customer base and have a growing link. As the systems get tied closer together, there are opportunities for improved customer care by providing consolidated help desk services to ensure issues and questions are routed and resolved efficiently and effectively.
 - b. Web development – each entity has a website with the same intended audience and each has a web developer.
 - c. Training – each entity provides training to the same audience on varying subject areas. The training for DPI data systems and EduTech data systems overlap on some topics, a trend that is likely to increase during the next few years.
3. We feel this warrants further examination and request the ability to fully explore the possibilities during the 2013-2015 biennium. We will establish a team consisting of members from EduTech, Education Technology Council, Center for Distance Education, DPI and ITD. At the conclusion, the team will provide a report of our findings and recommended changes that will create potential efficiencies for both the state and the stakeholders.
4. Please refer any questions to Steve Snow; Director MIS (328-2189) or fsnow@nd.gov.

Kirsten Baesler
Superintendent

Lisa Feldner
State CIO

Mathematics Gap Analysis

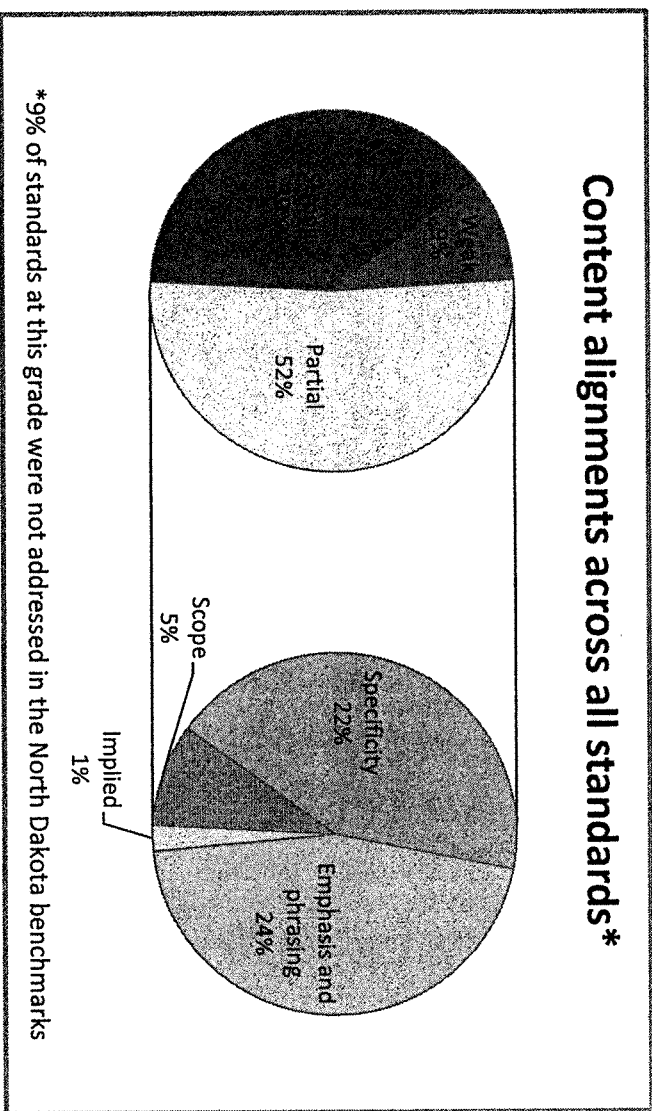
Common Core Standards	Content Alignment	More Rigor*	Comments	North Dakota Content Standards
Kindergarten				
Counting and Cardinality				
Know number names and the count sequence.				
K.CC.1	Count to 100 by ones and by tens.	Strong	CC CC is more difficult.	K.1.1. Count to 20
			CC CC content is in Kindergarten. ND content is in grade 1.	1.1.1. Count and order numbers to 100
			CC content is in Kindergarten. ND content is in grade 1. ND is more difficult.	1.1.4. Count by 2's to 20, and 10's to 100
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Not addressed		
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Strong	CC CC is more difficult. CC content is in Kindergarten. ND content is in grade 1. ND is more difficult. CC content is in Kindergarten. ND content is in grade 1. ND is more difficult. CC content is in Kindergarten. ND content is in grade 2. ND is more difficult.	K.1.5. Identify and write numerals to 10 1.1.2. Identify and write numerals to 100 1.1.7. Connect number words and numerals to the quantities they represent (0 - 10) 2.1.5. Connect number words and numerals to the quantities they represent up to 100

* Rigor: CC: Common Core standards are more rigorous; ND: North Dakota standards are more rigorous.

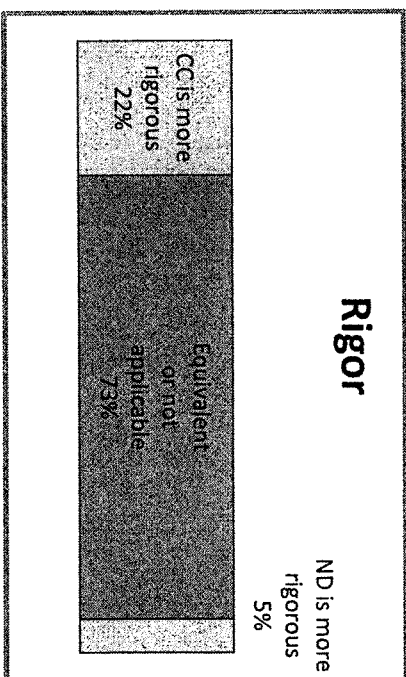
English Language Arts Gap Analysis

Kindergarten, Common Core Compared to North Dakota

How well the Common Core English language arts content is addressed in the North Dakota standards at this grade is summarized in two categories, content alignment and rigor. The findings are depicted in the graphs below. **Content alignment** characterizes the nature of the content match between the Common Core and North Dakota standards. A *Strong* match indicates North Dakota fully addresses the content of the Common Core benchmark. A *Partial* match is assigned when the North Dakota benchmark either does not offer the same level of *Specificity* as the Common Core content, does not cover the complete *Scope* of the Common Core, differs importantly in its *Emphasis and Phrasing*, or provides only an *Implied* coverage of the content. If more than one of the issues just described characterizes the coverage of Common Core content by North Dakota, the alignment is identified as *Weak*. Finally, if content in the Common Core could not be aligned to North Dakota benchmarks, it is marked as *Not Addressed*. The standards were also compared to identify relative **Rigor**. A benchmark was counted more rigorous over the other when higher demands are made of students, either because mastery of content is expected at an earlier grade, or the expectations regarding the content are significantly more challenging, or both.



A summary of how well North Dakota addressed content found in the Common Core standards. See above for a discussion about the alignment categories.



Content in the documents was compared for the relative demands placed on students. The graph displays the percentage of benchmarks that were more rigorous, by document. A significant percentage of the content was either equivalent in rigor between the two standards, or could not be rated for rigor (e.g., when content was not addressed by both documents). See discussion above for more information.

English Language Arts Gap Analysis

Common Core Standards	Content Alignment	More Rigor*	Comments	North Dakota Content Standards
Kindergarten				
Reading Standards for Literature (RL)				
Key Ideas and Details				
K.RL.1	With prompting and support, ask and answer questions about key details in a text.	Partial (emphasis and phrasing)	Content is similar, with some difference in emphasis. CC content is in Kindergarten. ND content is in grade 1. CC is less difficult because students are provided support.	1.2.13. Locate the main idea and identify supporting details of a text
K.RL.2	With prompting and support, retell familiar stories, including key details.	Partial (emphasis and phrasing)	ND Content is similar, with some difference in emphasis and phrasing. CC is less difficult because students are provided support.	K.2.18. Recall/retell information in sequence
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	Strong Weak	ND CC is less difficult because students are provided support. Content is similar, but there are significant differences in emphasis and phrasing.	K.2.2. Identify the elements of a fiction text i.e., character, setting, events, and ending K.2.17. Make and confirm/disconfirm predictions about what will happen in a story
Craft and Structure				
K.RL.4	Ask and answer questions about unknown words in a text.	Partial (specificity)	CC CC specifies questioning as a vocabulary strategy. CC content is in Kindergarten. ND content is in grade 1.	1.2.14. Read a variety of vocabulary embedded in authentic text
K.RL.5	Recognize common types of texts (e.g., storybooks, poems).	Strong		K.2.1. Recognize a variety of genres i.e., fiction, nonfiction, fairy tales,

* Rigor: CC: Common Core standards are more rigorous; ND: North Dakota standards are more rigorous.

DPI Salary Line Breakdown		
2011-2013 Legislative Appropriation	\$	14,384,300.00
2013-2015 Recommendation	\$	16,611,338.00
Difference:	\$	2,227,038.00
General Funds		
Cost to Continue FY 2013 3% Salary Increase	\$	158,289.00
Executive Compensation Package	\$	402,651.00
Executive Compensation Benefits	\$	101,914.00
Additional Funding for Deputy	\$	54,223.00
Additional Temporary Salary	\$	200,000.00
Total	\$	917,077.00
Federal Funds		
Cost to Continue FY 2013 3% Salary Increase	\$	155,439.00
Executive Compensation Package	\$	896,225.00
Executive Compensation Benefits	\$	231,716.00
Salary Transfer from line 20175	\$	25,000.00
Total	\$	1,308,380.00
Special Funds		
Cost to Continue FY 2013 3% Salary Increase	\$	1,493.00
Executive Compensation Benefits	\$	88.00
Total	\$	1,581.00
Total Salary Line Changes	\$	2,227,038.00

The General Funds Total would be considered new money for the 2013-2015 biennium

- 1 Cost to Continue FY 2013 3% Salary Increase is \$ 315,221.00
- 2 Executive Compensation Package Total is \$ 1,298,876.00
- 3 Executive Compensation Benefits Total is \$ 333,718.00

For questions, please contact:

Bonnie Miller, Administrative Services Director at 328-2346 or bmiller@nd.gov

Stephanie Gullickson, Assistant Director of Fiscal Management at 328-2176 or sgullickson@nd.gov

DPI Operating Line Breakdown	
2011-2013 Legislative Appropriation	\$ 29,683,187.00
2013-2015 Recommendation	\$ 30,149,802.00
Difference:	\$ 466,615.00
General Funds	
Operating Increase Requested	\$ 61,550.00
MIS Increase Requested	\$ 719,000.00
ACT Testing Increase Requested	\$ 188,900.00
Remove 1 time MIS from prior biennium	\$ (384,000.00)
Remove Early Childhood Council Costs	\$ (20,000.00)
Total	\$ 565,450.00
Federal Funds	
Operating Increases	\$ 32,265.00
Professional Fees Increase	\$ 183,900.00
Total	\$ 216,165.00
Special Funds (Remove National Board Certification Fund)	
Remove ITD Costs (ESPB)	\$ (200,000.00)
Remove ACT Testing (Prof Fees)	\$ (115,000.00)
Total	\$ (315,000.00)
Total Operating Line Changes	\$ 466,615.00

The General Funds Total would be considered new money for the 2013-2015 biennium

For questions, please contact:

Bonnie Miller, Administrative Services Director at 328-2346 or bmiller@nd.gov

Stephanie Gullickson, Assistant Director of Fiscal Management at 328-2176 or sgullickson@nd.gov

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 4, after line 29, insert:

"SECTION 3. APPROPRIATION - SPECIAL EDUCATION SUPPORT

GRANTS. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$131,188, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing special education support grants, for the biennium beginning July 1, 2013, and ending June 30, 2015.

1. The superintendent of public instruction shall award one or more grants under this section to persons in this state providing services to help the parents of children with special needs:
 - a. Understand the applicability of the Individuals with Disabilities Education Act and other federal laws;
 - b. Prepare for meetings regarding individual education program plans;
 - c. Resolve disputes regarding individual education program plans; and
 - d. Understand diagnoses and identify strategies for effective parenting.
2. A grant recipient also may commit to serve as a resource for parents of children with special needs."

Re-number accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment provides \$131,188 from the general fund to the Superintendent of Public Instruction for special education support grants and provides for the distribution of the grants.

HB 1013

Z-25-13 attachment 1.

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment

February 14, 2013

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total	
1 Adds a funding pool line item for STARS maintenance and development and information technology, common core state standards, teacher/principal evaluation systems, Safe and Drug Free salary funds, statewide accreditation system, and a business managers' training program		\$2,500,000		\$2,500,000	Pass
2 Removes funding for information technology funding maintenance to update STARS (\$529,000) and the federal grants management system (\$190,000) from the operating expenses line item because it is provided in the funding pool		(\$719,000)		(\$719,000)	Pass
3 Removes funding for common core state standards (\$500,000) and teacher/principal evaluation systems (\$400,000) from the other grants line item because it is provided in the funding pool		(\$900,000)		(\$900,000)	Pass
4 Reduces the other grants line item for increases in pass through grants provided in the executive recommendation including North Central Council for School Television (\$50,000), Rural art outreach project (\$35,000), national writing projects (\$15,000), and Gearing Up for Kindergarten (\$190,000)		(\$290,000)		(\$290,000)	Pass
5 Reduces funding in the other grants line item for the teacher support program (teacher mentoring) to provide a total of \$1,300,000 from the general fund		(\$1,000,000)		(\$1,000,000)	Pass
6 Removes base funding for the Gearing up for Kindergarten program from the other grants line item		(\$625,000)		(\$625,000)	Pass
7 Increases funding in the other grants line item for the Atlantik Brucke (Global Bridges) program to provide a total of \$150,000 from the general fund		\$45,000		\$45,000	Pass
8 Adjusts the funding source for integrated formula payments for state school aid from the property tax relief sustainability fund to the general fund to provide \$1.647 billion from the general fund and \$140.3 million from the state tuition fund for integrated formula state school aid		\$714,173,838	(\$714,173,838)	\$0	Pass
9 Transfers 6 information technology full-time equivalent (FTE) positions to ITD (Reduce salaries and increase operating) DPI to provide amounts	(6.00)			\$0	Pass
10 Removes the increase in transportation grants included in the executive recommendation to provide a total of \$48.5 million from the general fund		(\$5,000,000)		(\$5,000,000)	Pass
11 Increases funding due to a calculation error in the executive recommendation		\$2,944	\$6,554	\$9,498	

February 14, 2013

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

	FTE	General Fund	Special Funds	Total
12 Adjusts the state employee compensation and benefits package		(\$215,375)	(\$480,988)	(\$696,363)
13 Transfers \$322,068, of which \$104,350 is from the general fund, from the salaries and wages line item to an accrued leave payments line item				\$0
14				\$0
Total proposed funding changes	(6.00)	\$707,972,407	(\$714,648,272)	(\$6,675,865)

Other proposed changes:

- | | |
|---|------|
| 1 Add intent language to allow school districts to participate in Gearing up for Kindergarten if approved by the local school district | Pass |
| 2 Add language to update the transportation reimbursement rates based on 2011 dollars, if the transportation formula is not addressed in the policy bill | Pass |
| 3 Provide that the department develop a format for reporting on the outcomes and cost per participant of the pass-through grants | Pass |
| 4 Provide for a transfer \$714,173,838 from the property tax sustainability fund to the general fund | Pass |
| 5 Provide that the transfer of the information technology FTE may be completed during the second year of the biennium and allow the department to request Budget Section approval for an extension of the deadline if both the department and ITD determine the deadline can't be met | Pass |
| 6 Provide legislative intent the department study the costs and benefits of accepting federal funds and the consequences of declining federal funds. | Hold |
| 7 Add legislative intent to provide the department transfer funds from the funding pool line item to the appropriate line items when uses of the funding pool have been determined. | |
| 8 Add a section to provide 6 FTE and funding to ITD | |

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - State Library

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total	
1 Removes one-time funding for library repair and maintenance grants included in the executive recommendation		(\$275,000)		(\$275,000)	Pass
2 Removes increase in state aid to libraries included in the executive recommendation to provide a total of \$1,500,000 from the general fund		(\$266,500)		(\$266,500)	Pass
3 Increases funding due to a calculation error in the executive recommendation		\$0	\$0	\$0	
4 Adjusts the state employee compensation and benefits package		(\$139,437)	(\$12,688)	(\$152,125)	
5 Transfers \$75,354, of which \$66,251 is from the general fund, from the salaries and wages line item to an accrued leave payments line item					
Total proposed funding changes		<u>(\$680,937)</u>	<u>(\$12,688)</u>	<u>(\$693,625)</u>	

Other proposed changes:

- 1
- 2
- 3
- 4

February 14, 2013

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - School for the Deaf

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total	
1 Removes increase in funding for professional development included in the executive recommendation		(\$16,299)		(\$16,299)	Pass
2 Increases funding due to a calculation error in the executive recommendation		\$0	\$0	\$0	
3 Adjusts the state employee compensation and benefits package		(\$225,345)	(\$9,085)	(\$234,430)	
4 Transfers \$134,846, of which \$128,980 is from the general fund, from the salaries and wages line item to an accrued leave payments line item				\$0	
5					
Total proposed funding changes		<u>(\$241,644)</u>	<u>(\$9,085)</u>	<u>(\$250,729)</u>	

Other proposed changes:

- 1
- 2
- 3
- 4

February 14, 2013

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Vision Services - School for the Blind

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total
1 Increases funding due to a calculation error in the executive recommendation		\$0	\$0	\$0
2 Adjusts the state employee compensation and benefits package		(\$163,911)	(\$9,571)	(\$173,482)
3 Transfers \$87,463, of which \$81,113 is from the general fund, from the salaries and wages line item to an accrued leave payments line item				\$0
4				
5				
Total proposed funding changes		<u>(\$163,911)</u>	<u>(\$9,571)</u>	<u>(\$173,482)</u>

Other proposed changes:

- 1
- 2
- 3
- 4

HB 1013
2-25-13 attachment 2

HB 1319	Exec Rec	Introduced	House Education	House Appropriations	
		13.0278.02000	13.0278.03000	13.0278.0x000	
General Fund	932,900,162	932,900,162	932,900,162	932,900,162	16,750,000
Tuition Fund	140,326,000	140,326,000	140,326,000	140,326,000	
Property Tax Sustainability	714,173,838	714,173,838	714,173,838	714,173,838	(119,600,000)
Total Appropriations	1,787,400,000	1,787,400,000	1,787,400,000	1,787,400,000	

Sped factor		5,500,000	5,500,000	5,500,000	
\$2 million in-lieu exclusion		9,000,000			
REA factor			(3,700,000)	(3,700,000)	
Isolated eligibility			1,300,000	1,300,000	
District size factor			7,750,000	7,750,000	
Other In-lieu revenue		(2,900,000)	(2,900,000)	(2,900,000)	
Baseline funding			4,800,000	4,800,000	
Budget corrections			4,000,000	4,000,000	
70 mill Local Contribution Rate		-	-	(119,600,000)	
Total Expenditures	1,787,400,000	1,799,000,000	1,804,150,000	1,684,550,000	

Expenditures By Source

General Fund	932,900,162	944,500,162	949,650,162	949,650,162	
Other Funds	854,499,838	854,499,838	854,499,838	734,899,838	
Total Expenditures	1,787,400,000	1,799,000,000	1,804,150,000	1,684,550,000	
Over/Under		11,600,000	16,750,000	(102,850,000)	

Expenditures for School Districts		1,073,226,162	1,073,226,162	1,089,976,162	
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13.0278.030000x000

Expenditures 949,650,162 ~~854,499,838~~ 734,899,838

Appropriations 932,900,162 854,499,838

2a. House Bill 1319 is the integrated K-12 formula plan implementing the Executive Budget recommendation to deliver both expanded property tax relief and adequacy-based education funding.

2b.

The bill implements a fundamental change in the K-12 school funding formula. It is based on the premise that the state will determine the base level of support necessary to educate its students to state standards and provide that level of support to school districts through a combination of state and local tax sources. It repeals the current mill levy reduction grant program.

The state taxes will fund a larger share of the cost of education accomplished through increased state funding for the new integrated formula. The local funding requirement will be set at 50-70 mills and 75% of other in-lieu of property tax dollars, reducing local support for ~~schools~~ the cost of education from 35% to 21-27% statewide. In exchange for increased state funding through the adequacy formula, school district levy authority is rewritten to reduce the general fund mill levy cap to 60-80 mills and to consolidate the numerous special purpose levies into a miscellaneous 12 mill authority under the control of the local school board. Levies for capital purposes and reserve funds are maintained.

Major impact on school district budgets is minimized through baseline adjustments. A baseline rate per weighted student unit is calculated for each school district. The baseline rate is determined by dividing the revenue generated during the 2012-13 school year from state school aid formula funding, mill levy reduction grants, general fund, technology and alternative education levies, and 75% of identified local in-lieu of property tax sources. The formula payment is adjusted to minimum and maximum baseline funding on a weighted student unit basis.

The initial K-12 funding proposal provides d an increase of \$527.2 million accounted for as follows:

State Cost to Continue	\$27.7 million
Cost of Projected Student Growth	\$53.5 million
Increase in Per Student Payment	\$73.6 million
Increase in Property Tax Relief	\$372.4 million

Changes in HB 1319 with fiscal impact that are not reflected in the Executive Budget recommendation:

Section 9 Weighted average daily membership:

- The special education factor is increased from .079 to .082. This change adds 612 weighted student units. The estimated additional cost is \$5.5 million.
- Changes REA factor from .004 to .002. This change decreases weighted student units by 405. The estimated savings in the formula is \$3.7 million.

- Changes the ADM eligibility criteria for isolated schools from 100 to 125. This change adds 125 weighted student units. The estimated cost is \$1.3 million.

Section 10 School district size weighting factor – Weighted student units:

- Extends the school district size weighting factor schedule down to 125 students. This change adds 850 weighted student units. The estimated cost is \$7,750,000.

Section 10 State aid determination:

- Include revenue received by the school district from payments in-lieu of taxes and state reimbursement of the homestead credit and disabled veterans’ credit in the local contribution requirement in the formula. The estimated savings in the formula is \$2.9 million.

Section 11 Baseline funding – Establishment – Determination of state aid.

- Changes in the methodology for calculating baseline adjustments from a state funding focus to a state and local funding focus. The estimated cost is \$4.8 million.
- Changes the mill rate for the local contribution from property taxes from 50 mills to 70 mills. The estimated savings in the formula is \$119.6 million.

Section 15 Annual Salary Minimum amount:

This section raises the minimum salary amount for a full-time teacher, under contract for a period of nine months, to \$27,500 from \$22,500. The impact will be on local school districts. Salary data identified 25 teachers teaching 100% of the time with salaries between \$22,500 and \$27,500 in 2011-12. Increasing those salaries to the new minimum would cost local school districts \$42,000.

Expenditures include an additional \$4.0 million for revised budget estimates.

C. The funding for this bill is in HB 1013.

Appropriation:

Integrated Formula Payments	1,787,400,000
Grants – Mill Levy Reduction	0
Grants – State School Aid	0

Funding:

General fund	932,900,162
General fund (transferred from property tax fund)	0
Tuition fund	140,326,000
Property tax relief sustainability fund	714,173,838

13.8142.01002
Title.

HIB 1013
2-25-13
Prepared by the Legislative Council staff for *attachment*
Representative Hawken
February 12, 2013 3.

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 5, after line 2, insert:

"SECTION 4. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$200,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of conducting an early childhood care and education study, for the biennium beginning July 1, 2013, and ending June 30, 2015."

Page 10, line 18, replace "16" with "17"

Renumber accordingly

13.8142.01007
Title.

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment Division
February 26, 2013

Fiscal No. 1

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, after the semicolon insert "to provide for a transfer to the general fund;"

Page 1, line 6, after the first semicolon insert "to provide exemptions; to provide legislative intent;"

Page 1, replace lines 19 and 20 with:

"Salaries and wages	\$14,409,300	\$1,193,105	\$15,602,405
Accrued leave payments	0	322,068	322,068
Operating expenses	29,099,187	531,615	29,630,802
Funding pool for initiatives	0	2,500,000	2,500,000"

Page 1, replace line 22 with:

"Integrated formula payments	0	1,684,550,000	1,684,550,000"
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Page 1, remove line 24

Page 2, replace line 1 with:

"Grants - transportation	48,500,000	0	48,500,000
Grants - other grants	304,609,393	(33,969,238)	270,640,155"

Page 2, replace lines 6 through 8 with:

"Total all funds	\$1,678,082,358	\$407,313,072	\$2,085,395,430
Less estimated income	<u>434,485,707</u>	<u>2,277,454</u>	<u>436,763,161</u>
Total general fund	\$1,243,596,651	\$405,035,618	\$1,648,632,269"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$3,450,359	\$254,868	\$3,705,227
Accrued leave payments	0	75,354	75,354
Operating expenses	1,695,726	200,000	1,895,726
Grants	<u>2,252,500</u>	<u>0</u>	<u>2,252,500</u>
Total all funds	\$7,398,585	\$530,222	\$7,928,807
Less estimated income	<u>2,134,610</u>	<u>253,549</u>	<u>2,388,159</u>
Total general fund	\$5,263,975	\$276,673	\$5,540,648"

Page 2, remove lines 25 through 30

Page 3, replace line 1 with:

"Salaries and wages	\$5,932,638	\$742,929	\$6,675,567
Accrued leave payments	0	134,846	134,846
Operating expenses	1,633,911	258,584	1,892,495
Capital assets	41,700	1,152,321	1,194,021
Grants	<u>200,000</u>	<u>0</u>	<u>200,000</u>
Total all funds	\$7,808,249	\$2,288,680	\$10,096,929

Less estimated income	<u>1,193,277</u>	<u>1,373,306</u>	<u>2,566,583</u>
Total general fund	\$6,614,972	\$915,374	\$7,530,346"

Page 3, replace line 7 with:

"Salaries and wages	\$3,815,825	\$375,245	\$4,191,070
Accrued leave payments	0	87,463	87,463"

Page 3, replace lines 10 through 12 with:

"Total all funds	\$4,562,331	\$999,408	\$5,561,739
Less estimated income	<u>835,091</u>	<u>14,693</u>	<u>849,784</u>
Total general fund	\$3,727,240	\$984,715	\$4,711,955"

Page 3, replace lines 18 through 20 with:

"Grand total general fund	\$1,259,202,838	\$407,212,380	\$1,666,415,218
Grand total special funds	<u>438,648,685</u>	<u>4,799,955</u>	<u>443,448,640</u>
Grand total all funds	\$1,697,851,523	\$412,012,335	\$2,109,863,858"

Page 4, remove lines 2 through 6

Page 4, replace lines 22 through 24 with:

"Grand total - all funds		\$23,170,246	\$1,543,088
Grand total - estimated income		<u>22,612,446</u>	<u>1,112,588</u>
Grand total - general fund		\$557,800	\$430,500"

Page 5, after line 8, insert:

"SECTION 5. TRANSFER - PROPERTY TAX RELIEF SUSTAINABILITY FUND TO THE GENERAL FUND. The office of management and budget shall transfer the sum of \$341,790,000 from the property tax relief sustainability fund to the general fund, for the biennium beginning July 1, 2013, and ending June 30, 2015.

SECTION 6. INFORMATION TECHNOLOGY FULL-TIME EQUIVALENT POSITION TRANSFER - BUDGET SECTION APPROVAL - LINE ITEM TRANSFER - EMERGENCY COMMISSION APPROVAL. The superintendent of public instruction shall transfer six full-time equivalent information technology positions to the information technology department by September 30, 2014. If the superintendent of public instruction and the chief information officer of the information technology department choose not to transfer these positions by September 30, 2014, the superintendent of public instruction may request budget section approval for an extension of the transfer deadline. After the positions are transferred, the department of public instruction may seek emergency commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for information technology services provided by the information technology department.

SECTION 7. APPROPRIATION - INFORMATION TECHNOLOGY DEPARTMENT. There is appropriated from special funds derived from other income, the sum of \$880,953, or so much of the sum as may be necessary, to the information technology department for the purpose of defraying the expenses of six full-time equivalent information technology positions transferred from the department of public instruction, for the biennium beginning July 1, 2013, and ending June 30, 2015. The information technology department is authorized six full-time equivalent positions."

Page 5, remove lines 9 through 14

Page 6, after line 18, insert:

"SECTION 11. TRANSPORTATION GRANTS - DISTRIBUTION.

1. During each year of the 2013-15 biennium, the superintendent of public instruction shall calculate the payment to which each school district is entitled based on the state transportation formula as it existed on June 30, 2001, except that the superintendent shall provide reimbursement at the rate of:
 - a. One dollar and three cents per mile for schoolbuses having a capacity of ten or more passengers;
 - b. Forty-six cents per mile for vehicles having a capacity of nine or fewer passengers;
 - c. Forty-six cents per mile, provided:
 - (1) The student being transported is a student with a disability, as defined in chapter 15.1-32;
 - (2) The student's individualized education program plan requires that the student attend a public or a nonpublic school located outside the student's school district of residence;
 - (3) The student is transported by an adult member of the student's family;
 - (4) The student is transported in a vehicle furnished by the student's parents;
 - (5) The student's transportation is paid for by the student's parents; and
 - (6) The reimbursement does not exceed two round trips daily between the student's home and school;
 - d. Forty-six cents per mile, one way, provided:
 - (1) The student being transported resides more than two miles from the public school that the student attends;
 - (2) The student is transported by an adult member of the student's family;
 - (3) The student is transported in a vehicle furnished by the student's parents; and
 - (4) The student's transportation is paid for by the student's parents; and
 - e. Twenty-six cents per student for each one-way trip.
2. The superintendent of public instruction shall use the latest available student enrollment count in each school district in applying the provisions of subsection 1.

3. If any moneys provided for transportation payments in the grants - transportation line item in subdivision 1 of section 1 of this Act, remain after application of the formula provided for in this section, the superintendent of public instruction shall prorate the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.
4. This section does not authorize the reimbursement of any costs incurred in providing transportation for student attendance at extracurricular activities or events."

Page 7, after line 9, insert:

"SECTION 14. EXEMPTION - FUNDING POOL FOR INITIATIVES - LINE ITEM TRANSFER. Notwithstanding the provisions of section 54-16-04, the superintendent of public instruction shall transfer funding from the funding pool for initiatives line item in subdivision 1 of section 1 of this Act, to the extent necessary, to the appropriate line item for expending the funds for each initiative. The superintendent of public instruction shall report to the office of management and budget regarding all transfers from the funding pool for initiatives line item.

SECTION 15. OTHER GRANTS - REPORTING. The superintendent of public instruction shall develop a format for reporting on the cost per participant and the outcomes of other grants and report to the sixty-fourth legislative assembly regarding participation, cost and outcomes of these grants.

SECTION 16. DEPARTMENT OF PUBLIC INSTRUCTION STUDY - FEDERAL FUNDING. The superintendent of public instruction shall study the costs and benefits of accepting federal funds and the consequences of declining federal funds and report its findings to the sixty-fourth legislative assembly.

SECTION 17. LEGISLATIVE INTENT - GEARING UP FOR KINDERGARTEN. It is the intent of the sixty-third legislative assembly that school districts may participate in the gearing up for kindergarten program if approved by the school board of the local school district."

Page 7, line 11, replace "\$1,766,500" with "\$1,500,000"

Page 7, remove lines 13 through 19

Page 8, line 19, replace "ten" with "nine"

Page 8, line 20, replace "ninety-two" with "thirty-three"

Page 8, line 21, replace "fourteen" with "twelve"

Page 8, line 21, replace "six" with "four"

Page 8, line 21, after "fifty-four" insert "seven"

Page 10, line 18, replace "16" with "22"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	Executive Budget	House Changes	House Version
Information Technology Department			
Total all funds	\$0	\$880,953	\$880,953
Less estimated income	0	880,953	880,953
General fund	\$0	\$0	\$0
Department of Public Instruction			
Total all funds	\$2,194,721,295	(\$109,325,865)	\$2,085,395,430
Less estimated income	1,151,411,433	(714,648,272)	436,763,161
General fund	\$1,043,309,862	\$605,322,407	\$1,648,632,269
State Library			
Total all funds	\$8,622,432	(\$693,625)	\$7,928,807
Less estimated income	2,400,847	(12,688)	2,388,159
General fund	\$6,221,585	(\$680,937)	\$5,540,648
School for the Deaf			
Total all funds	\$10,347,658	(\$250,729)	\$10,096,929
Less estimated income	2,575,668	(9,085)	2,566,583
General fund	\$7,771,990	(\$241,644)	\$7,530,346
Vision Services - School for the Blind			
Total all funds	\$5,735,221	(\$173,482)	\$5,561,739
Less estimated income	859,355	(9,571)	849,784
General fund	\$4,875,866	(\$163,911)	\$4,711,955
Bill total			
Total all funds	\$2,219,426,606	(\$109,562,748)	\$2,109,863,858
Less estimated income	1,157,247,303	(713,798,663)	443,448,640
General fund	\$1,062,179,303	\$604,235,915	\$1,666,415,218

House Bill No. 1013 - Information Technology Department - House Action

	Executive Budget	House Changes	House Version
Salaries and wages		\$880,953	\$880,953
Total all funds	\$0	\$880,953	\$880,953
Less estimated income	0	880,953	880,953
General fund	\$0	\$0	\$0
FTE	0.00	6.00	6.00

Department No. 112 - Information Technology Department - Detail of House Changes

	Transfers FTE from the Department of Public Instruction ¹	Total House Changes
Salaries and wages	\$880,953	\$880,953
Total all funds	\$880,953	\$880,953
Less estimated income	880,953	880,953
General fund	\$0	\$0
FTE	6.00	6.00

¹This amendment adds a section to the bill to authorize 6 FTE positions and appropriates \$880,953 from special funds derived from other income to the Information Technology Department for the positions to be transferred from the Department of Public Instruction.

House Bill No. 1013 - Department of Public Instruction - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$16,611,338	(\$1,008,933)	\$15,602,405
Operating expenses	30,149,802	(519,000)	29,630,802
Integrated formula payments	1,787,400,000	(102,850,000)	1,684,550,000

Grants - Special education contracts	16,500,000		16,500,000
Grants - Transportation	53,500,000	(5,000,000)	48,500,000
Grants - Other grants	273,410,155	(2,770,000)	270,640,155
Rapid enrollment grants	17,000,000		17,000,000
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000
Accrued leave payments		322,068	322,068
Funding pool for initiatives		2,500,000	2,500,000
Total all funds	\$2,194,721,295	(\$109,325,865)	\$2,085,395,430
Less estimated income	1,151,411,433	(714,648,272)	436,763,161
General fund	\$1,043,309,862	\$605,322,407	\$1,648,632,269
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Corrects Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Provides Separate Line Item for Accrued Leave Payments ³	Adds Funding Pool for Initiatives ⁴	Decreases Funding for Passthrough Grants ⁵	Decreases Funding for Teacher Mentoring Program ⁶
Salaries and wages	\$9,498	(\$696,363)	(\$322,068)			
Operating expenses				(719,000)		
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants				(900,000)	(290,000)	(1,000,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments			322,068			
Funding pool for initiatives				2,500,000		
Total all funds	\$9,498	(\$696,363)	\$0	\$881,000	(\$290,000)	(\$1,000,000)
Less estimated income	6,554	(480,988)	0	0	0	0
General fund	\$2,944	(\$215,375)	\$0	\$881,000	(\$290,000)	(\$1,000,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes Funding for Gearing Up for Kindergarten ⁷	Increases Funding for the Global Bridges Program ⁸	Adjusts the Funding Source for State School Aid ⁹	Decreases Funding for Transportation Grants ¹⁰	Increases Funding Related to Special Education Factor ¹¹	Decreases Funding Related to Regional Education Association Factor ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments					5,500,000	(3,700,000)
Grants - Special education contracts						
Grants - Transportation				(5,000,000)		
Grants - Other grants	(625,000)	45,000				
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives						
Total all funds	(\$625,000)	\$45,000	\$0	(\$5,000,000)	\$5,500,000	(\$3,700,000)
Less estimated income	0	0	(714,173,838)	0	0	0
General fund	(\$625,000)	\$45,000	\$714,173,838	(\$5,000,000)	\$5,500,000	(\$3,700,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding Related to Isolated Schools ¹³	Increases Funding Related to the School District Size Weighting Factor ¹⁴	Decreases Funding Due to Change in Local Revenue Calculation ¹⁵	Increases Funding for Baseline Adjustments ¹⁶	Increases Funding Due to Budget Estimate Revisions ¹⁷	Decreases Funding Related to an Increase in the Local Tax Contribution ¹⁸
Salaries and wages						
Operating expenses						
Integrated formula payments	1,300,000	7,750,000	(2,900,000)	4,800,000	4,000,000	(119,600,000)
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
Funding pool for initiatives						
Total all funds	\$1,300,000	\$7,750,000	(\$2,900,000)	\$4,800,000	\$4,000,000	(\$119,600,000)
Less estimated income	0	0	0	0	0	0
General fund	\$1,300,000	\$7,750,000	(\$2,900,000)	\$4,800,000	\$4,000,000	(\$119,600,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

		Adds Funding for Early Childhood Care and Education Study ¹⁹	Total House Changes
Salaries and wages			(\$1,008,933)
Operating expenses		200,000	(519,000)
Integrated formula payments			(102,850,000)
Grants - Special education contracts			
Grants - Transportation			(5,000,000)
Grants - Other grants			(2,770,000)
Rapid enrollment grants			
Transportation efficiency			
National board certification			
Accrued leave payments			322,068
Funding pool for initiatives			2,500,000
Total all funds		\$200,000	(\$109,325,865)
Less estimated income		0	(714,648,272)
General fund		\$200,000	\$605,322,407
FTE		0.00	0.00

¹Funding is added due to a calculation error in the executive compensation package.

²This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

³A portion of salaries and wages funding from the general fund (\$104,350) and from other funds (\$217,718) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

⁴This amendment provides a flexible funding pool of \$2,500,000 for the following items that were **not** included in the executive recommendation:

- Management information systems - Website updates.
- Safe and drug-free schools salary funding.
- Statewide accreditation system.
- Business manager training program.

This amendment also provides for the following items totaling \$1,619,000 included in the executive recommendation:

- Management information systems - STARS maintenance and development (\$719,000).
- Common core state standards (\$500,000).
- Teacher and principal evaluation systems (\$400,000).

The increase in funding for the Superintendent's initiatives funding pool is offset by funding reductions in line items related to the initiatives included in the executive recommendation, for a net increase in funding of \$881,000 from the general fund.

⁵This amendment reduces the other grants line item to remove funding increases recommended in the executive budget for the following passthrough grants:

- North Central Council for School Television (\$50,000).
- Rural art outreach project (\$35,000).
- National writing projects (\$15,000).
- Gearing Up for Kindergarten (\$190,000).

⁶This amendment reduces funding for the teacher mentoring program to provide a total of \$1,300,000 from the general fund.

⁷This amendment removes funding included in the department's base budget for the Gearing Up for Kindergarten program.

⁸Funding is increased for the Atlantik-Brücke (Global Bridges) program to provide a total of \$150,000 from the general fund.

⁹This amendment adjusts the funding source for integrated formula payments from the property tax relief sustainability fund to the general fund.

¹⁰This amendment removes the recommended increase in transportation grants included in the executive budget to provide a total of \$48.5 million from the general fund, the same as the 2011-13 biennium.

¹¹Integrated formula payments are increased due to an increase in the special education factor from .079 to .082.

¹²Integrated formula payments are decreased due to a decrease in the regional education association factor from .004 to .002.

¹³ Integrated formula payments are increased due to a change in the average daily membership eligibility criteria for isolated schools from 100 students to 125 students.

¹⁴Integrated formula payments are increased due to an extension of increasing school district size weighting factors to schools districts with 125 students. The extension results in an increase in the weighted student units for school districts with enrollment below 185 students.

¹⁵Funding for integrated payments is reduced as a result of including payments in lieu of taxes and state reimbursement of the homestead property tax credit and disabled veterans' property tax credit in the local contribution requirement of the integrated formula payment.

¹⁶Funding is increased due to a change in the method of calculating baseline adjustments.

¹⁷Funding for integrated formula payments is increased due to revisions in the department's budget estimates.

¹⁸Funding for integrated formula payments is reduced due to an increase in the local contribution from 50 mills to 70 mills.

¹⁹This amendment provides funding for the Superintendent of Public Instruction to conduct the early childhood care and education study required in House Bill No. 1356.

This amendment also:

- Adds a section of legislative intent allowing school districts to participate in the Gearing Up for Kindergarten program if approved by the school board of the local school district.
- Adds a section to provide for the distribution of transportation grants to school districts.
- Adds a section requiring the Department of Public Instruction develop a format for reporting the cost per participant and the outcomes of other grants provided by the department.
- Adds a section to provide for a transfer of \$341,790,000 from the property tax relief sustainability fund to the general fund.
- Adds a section requiring the Department of Public Instruction to study the costs and benefits of accepting federal funds and the consequences of declining federal funds.
- Adds an exemption to Section 54-16-04, relating to line item transfers, to provide the Department of Public Instruction transfer funding, to the extent necessary, from the funding pool for initiatives line item to the appropriate line item for expending the funds for each initiative. The Superintendent of Public Instruction shall report to the Office of Management and Budget regarding all transfers from the funding pool for initiatives.
- Requires the Superintendent of Public Instruction to transfer 6 FTE information technology positions to the Information Technology Department by September 30, 2014, or request Budget Section approval for an extension of the deadline. The section also provides the department may seek Emergency Commission approval to transfer funding from the salaries and wages line item to the operating expenses line item to pay for the services provided by the Information Technology Department.
- Removes Section 5 related to funding for integrated formula payments from the property tax relief sustainability fund.
- Changes the section of the bill related to the salary of the Superintendent of Public Instruction to make the statutory changes necessary to provide a salary increase of 3 percent effective July 1, 2013, and 3 percent effective July 1, 2014. The executive recommendation included increases of 4 percent each year of the 2013-15 biennium.

House Bill No. 1013 - State Library - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$3,932,706	(\$227,479)	\$3,705,227
Operating expenses	1,895,726		1,895,726
Grants	2,794,000	(541,500)	2,252,500
Accrued leave payments		75,354	75,354
Total all funds	\$8,622,432	(\$693,625)	\$7,928,807
Less estimated income	2,400,847	(12,688)	2,388,159
General fund	\$6,221,585	(\$680,937)	\$5,540,648
FTE	29.75	0.00	29.75

Department No. 250 - State Library - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Removes One-time Funding for Library Repair and Maintenance Grants ³	Decreases State Aid to Libraries ⁴	Total House Changes
Salaries and wages	(\$152,125)	(\$75,354)			(\$227,479)
Operating expenses					
Grants			(275,000)	(266,500)	(541,500)
Accrued leave payments		75,354			75,354
Total all funds	(\$152,125)	\$0	(\$275,000)	(\$266,500)	(\$693,625)
Less estimated income	(12,688)	0	0	0	(12,688)
General fund	(\$139,437)	\$0	(\$275,000)	(\$266,500)	(\$680,937)

FTE	0.00	0.00	0.00	0.00	0.00
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¹This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

²A portion of salaries and wages funding from the general fund (\$66,251) and from other funds (\$9,103) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

³This amendment removes one-time funding for library repair and maintenance grants included in the executive recommendation.

⁴This amendment removes the increase in state aid to libraries included in the executive recommendation to provide a total of \$1,500,000 from the general fund.

In addition, this amendment removes a section of the bill related to library renovation and repair grants and amends a section related to the distribution of state aid to public libraries.

House Bill No. 1013 - School for the Deaf - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$7,044,843	(\$369,276)	\$6,675,567
Operating expenses	1,908,794	(16,299)	1,892,495
Capital assets	1,194,021		1,194,021
Grants	200,000		200,000
Accrued leave payments		134,846	134,846
Total all funds	\$10,347,658	(\$250,729)	\$10,096,929
Less estimated income	2,575,668	(9,085)	2,566,583
General fund	\$7,771,990	(\$241,644)	\$7,530,346
FTE	44.61	0.00	44.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Decreases Funding for Professional Development ³	Total House Changes
Salaries and wages	(\$234,430)	(\$134,846)		(\$369,276)
Operating expenses			(16,299)	(16,299)
Capital assets				
Grants				
Accrued leave payments		134,846		134,846
Total all funds	(\$234,430)	\$0	(\$16,299)	(\$250,729)
Less estimated income	(9,085)	0	0	(9,085)
General fund	(\$225,345)	\$0	(\$16,299)	(\$241,644)
FTE	0.00	0.00	0.00	0.00

¹This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.

- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

²A portion of salaries and wages funding from the general fund (\$128,980) and from other funds (\$5,866) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

³This amendment removes an increase in funding for professional development included in the executive recommendation.

House Bill No. 1013 - Vision Services - School for the Blind - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	\$4,452,015	(\$260,945)	\$4,191,070
Operating expenses	720,806		720,806
Capital assets	562,400		562,400
Accrued leave payments		87,463	87,463
Total all funds	\$5,735,221	(\$173,482)	\$5,561,739
Less estimated income	859,355	(9,571)	849,784
General fund	\$4,875,866	(\$163,911)	\$4,711,955
FTE	29.50	0.00	29.50

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package ¹	Provides Separate Line Item for Accrued Leave Payments ²	Total House Changes
Salaries and wages	(\$173,482)	(\$87,463)	(\$260,945)
Operating expenses			
Capital assets			
Accrued leave payments		87,463	87,463
Total all funds	(\$173,482)	\$0	(\$173,482)
Less estimated income	(9,571)	0	(9,571)
General fund	(\$163,911)	\$0	(\$163,911)
FTE	0.00	0.00	0.00

¹This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

²A portion of salaries and wages funding from the general fund (\$81,113) and from other funds (\$6,350) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
MARCH 18, 2013
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Holmberg and Members of the Committee:

I am Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to offer information and testify in support of the Department of Public Instruction's requested optional requests.

The Superintendent of Public Instruction by the Constitution of North Dakota and the North Dakota Legislative Assembly is required to enforce all state statutes and federal regulations pertaining to the establishment and maintenance of public schools and related programs.

The Agency's mission states: "DPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success."

The strategic plan for the Department of Public Instruction outlines initiatives that focus on student achievement, community involvement, operational excellence and support.

Six priorities have recently been established to provide us with a roadmap to success:

- Provide superior customer service and support.
- Attract and retain quality staff.
- Support school climate and academics.
- Provide effective communication.
- Provide high-quality professional development and technical assistance.
- Engage in collaborative data-driven decision making.

Some of the department's major accomplishments of the past biennium include:

- The delivery of over 4,100 North Dakota Academic Scholarships or Career and Technical Education Scholarships.
- Provided four scholarships for graduate level Speech Language Pathologists to combat the shortage of these employees in our school districts.
- Continuous revision and improvement of the dual credit application and approval process.
- Involvement in the growth of the North Dakota Science, Technology, Engineering and Mathematics (STEM) Network.
- Coordination with the Department of Health in the publishing and dissemination of two key documents, *School Health Guidelines* and *School Emergency Guidelines*.
- The gathering of exemplary school improvement practices and strategies.

- The creation of a series of recorded WebEx trainings so educators and school leaders can access training at their convenience.
- Submitted and awarded \$2.5 million from the U.S. Department of Education (USDE) to fund schools for improvement.
- Created adult education satellite programs.
- Developed and conducted a statewide survey of effective teacher and principal evaluation practices in preparation for establishing uniform evaluation guidelines for adoption by local school districts.
- Adopted the new Common Core State Standards in Math and English Language Arts.
- Participated in several multi-state consortia to assist in developing national, high-quality summative assessments based on the Common Core State Standards.
- Performed a major revision of all Fiscal and Human Resource forms for internal and external customers resulting in a more efficient system and greater clarification.
- In conjunction with the ND Leadership and Educational Administration Development Center (LEAD) and the State Longitudinal Data System (SLDS) committee, began the roll-out of SLDS and began tracking information from local school districts on their technological preparedness

for administering online assessments as part of the National Common Core State Standards.

The Superintendent of Public Instruction is also responsible for the supervision of the operation of the North Dakota School for the Blind and Vision Services in Grand Forks, the North Dakota School for the Deaf and Resource Center for the Deaf and Hard of Hearing in Devils Lake, and the North Dakota State Library.

Mr. Chairman, this concludes my introductory remarks. I will turn the podium over to Stephanie Gullickson at this time to provide testimony on the Department of Public Instruction's administrative funding requests. After Ms. Gullickson speaks I will return to testify in support of the Department's optional budget requests which were not included in the Governor's Executive Budget.

HB 1013 #2

3-18-13
AM.

North Dakota Department of Public Instruction

Kirsten Baesler
State Superintendent

Testimony to the Senate Appropriations Committee



March 2013

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
<http://www.dpi.state.nd.us>

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
March 18, 2013

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Opening Remarks – *State Superintendent Kirsten Baesler*

Administrative Funding – *Steph Gullickson*

Optional Adjustments (Part I) – *State Superintendent Kirsten Baesler*

Resource Contacts

- (1) **General Fund Salary** *Addy Schmaltz*
- (2) **General Fund Operating** *Steph Gullickson*
- (3) **MIS – STARS Maintenance/Development** – *Steve Snow*
- (4) **Common Core State Standards** – *Greg Gallagher*
- (5) **Teacher/Principal Evaluation Systems** *Greg Gallagher*
- (6) **ACT Testing** *Matt Strinden*
- (7) **Safe & Drug Free Salary Funds** – *Valerie Fischer*
- (8) **Title 1 – School Program Improvement** – *Laurie Matzke*
- (9) **Continuing Education Grants** – *Gwyn Marback*
- (10) **Statewide Accreditation System** – *Matt Strinden*

Vision Services/School for the Blind – *Carmen Grove Suminski, Tami Purcell, & Dr. Larry Nybladh, Superintendent, Grand Forks Public Schools*

School for the Deaf – *Carmen Grove Suminski, Michael Loff, & Alex Schweitzer, North Dakota Department of Human Services*

State Library *Hulen Bivins & Cindy Clairmont-Schmidt*

Resources

Special Education Services *Gerry Teevens*

Demographics & School Organization Update – *Jerry Coleman*

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
March, 2013

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Pass-Through Grants (Part II) – *Bonnie Miller*

- (11) North Dakota Museum of Art – *Matt Wallace***
- (12) Red River Valley Writing Project – *Kim Donehower***
- (13) We the People Program – *Donna Person***
- (14) Young Entrepreneur Education Program – *Barry Striegel***
- (15) North Central Council of School Television – *Bev Pearson***
- (16) Governor’s School – *Lonnie Hass***
- (17) Northern Plains Writing Project – *Ron Fischer***
- (18) Teacher Center Network – *Jennifer Carlson***
- (19) Education Standards & Practices Board – *Janet Welk***
- (20) Education Standards & Practices Board – *Janet Welk***
- (21) Education Standards & Practices Board – *Janet Welk***
- (22) ND LEAD Consortium – *Jim Stenhjem***
- (23) Global Bridges (Atlantik-Brucke) – *Jon Martinson***
- (24) Gearing Up For Kindergarten – *Deb Gebeke***

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
March, 2013

DEPARTMENT OF PUBLIC INSTRUCTION

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**Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee**

March 2013

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	2011-2013 LEGISLATIVE APPROPRIATION	2011-2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013-2015 EXECUTIVE RECOMMENDATION	2013-2015 RECOMMENDATION TO 2011-2013 APPROPRIATION VARIANCE	
1 FTE Employees	99.75	99.75	99.75	99.75	99.75	
Administration:						
2 Salaries & Wages	\$ 14,384,300.00	\$ 14,384,300.00	\$ -	\$ 16,611,338.00	\$ 2,227,038.00	1
3 Operating Expenses	\$ 29,683,187.00	\$ 29,683,187.00	\$ -	\$ 30,149,802.00	\$ 466,615.00	2
4 Capital Assets	\$ -	\$ -	\$ -	\$ -	\$ -	
Total	\$ 44,067,487.00	\$ 44,067,487.00		\$ 46,761,140.00	\$ 2,693,653.00	
Grants:						
7 State School Aid	\$ 927,459,478.00	\$ 927,459,478.00	\$ -	\$ -	\$ (927,459,478.00)	3
Funding: General	\$ 825,821,478.00	\$ 825,821,478.00		\$ -	\$ (825,821,478.00)	
Special	\$ 101,638,000.00	\$ 101,638,000.00		\$ -	\$ (101,638,000.00)	
8 Integrated Formula Payment	\$ -	\$ -	\$ -	\$ 1,787,400,000.00	\$ 1,787,400,000.00	
Funding: General				\$ 932,900,162.00	\$ 932,900,162.00	
Special				\$ 854,499,838.00	\$ 854,499,838.00	
9 Special Education	\$ 16,000,000.00	\$ 16,000,000.00		\$ 16,500,000.00	\$ 500,000.00	
10 Transportation	\$ 48,500,000.00	\$ 48,500,000.00		\$ 53,500,000.00	\$ 5,000,000.00	
11 Mill Levy Reduction	\$ 341,790,000.00	\$ 341,790,000.00		\$ -	\$ (341,790,000.00)	
12 Rapid Enrollment	\$ -	\$ -		\$ 17,000,000.00	\$ 17,000,000.00	
13 Grants - Other Grants						
14 Rapid Enrollment Grants	\$ 5,000,000.00	\$ 5,000,000.00		\$ -	\$ (5,000,000.00)	
15 Continuing Ed Grants for Pre-School	\$ 150,000.00	\$ 150,000.00	\$ -	\$ 150,000.00	\$ -	
16 Grants for Pre-Kindergarten Space	\$ 125,000.00	\$ 125,000.00	\$ -	\$ 125,000.00	\$ -	
17 Continuing Ed Grants for Counselor	\$ 100,000.00	\$ 100,000.00		\$ 150,000.00	\$ 50,000.00	
18 Curriculum Alignment Grants	\$ 100,000.00	\$ 100,000.00	\$ -	\$ 100,000.00	\$ -	
19 Middle School Alternative Education	\$ 300,000.00	\$ 300,000.00		\$ -	\$ (300,000.00)	

**Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee**

March 2013

	1	2	3	4	5	
	2011-2013 LEGISLATIVE APPROPRIATION	2011-2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013-2015 EXECUTIVE RECOMMENDATION	2013-2015 RECOMMENDATION TO 2011-2013 APPROPRIATION VARIANCE	
20 Displaced Homemaker Program	\$ 250,000.00	\$ 250,000.00	\$ -	\$ 225,000.00	\$ (25,000.00)	
21 Teacher Principal Evaluation System	\$ -	\$ -	\$ -	\$ 400,000.00	\$ 400,000.00	
22 Common Core Standards	\$ -	\$ -	\$ -	\$ 500,000.00	\$ 500,000.00	
23 Governor's School	\$ 460,000.00	\$ 460,000.00	\$ -	\$ 460,000.00	\$ -	
24 LEAD Consortium	\$ 260,000.00	\$ 260,000.00	\$ -	\$ 260,000.00	\$ -	
25 Teacher Center Network	\$ 360,000.00	\$ 360,000.00	\$ -	\$ 360,000.00	\$ -	
26 Adult Education Matching Funds	\$ 3,610,411.00	\$ 3,610,411.00	\$ -	\$ 3,110,411.00	\$ (500,000.00)	4
27 School Lunch Matching Funds	\$ 1,380,000.00	\$ 1,380,000.00	\$ -	\$ 1,380,000.00	\$ -	
28 North Dakota Museum of Art	\$ 380,000.00	\$ 380,000.00	\$ -	\$ 415,000.00	\$ 35,000.00	
29 Northern Plains Writing Project	\$ 83,000.00	\$ 83,000.00	\$ -	\$ 83,000.00	\$ -	
30 Red River Writing Project	\$ 75,000.00	\$ 75,000.00	\$ -	\$ 90,000.00	\$ 15,000.00	
31 North Central Council for School Television	\$ 485,000.00	\$ 485,000.00	\$ -	\$ 535,000.00	\$ 50,000.00	
32 Atlantic Brucke Teacher Exchange	\$ 105,000.00	\$ 105,000.00	\$ -	\$ 105,000.00	\$ -	
33 We the People	\$ 22,000.00	\$ 22,000.00	\$ -	\$ 20,000.00	\$ (2,000.00)	
34 Young Entrepreneur Education Program	\$ 120,000.00	\$ 120,000.00	\$ -	\$ 120,000.00	\$ -	
35 Gearing Up for Kindergarten	\$ 625,000.00	\$ 625,000.00	\$ -	\$ 815,000.00	\$ 190,000.00	
36 Teacher Support System (ESPB)	\$ 2,300,000.00	\$ 2,300,000.00	\$ -	\$ 2,300,000.00	\$ -	
37 Federal Program Grants	\$ 293,818,982.00	\$ 293,818,982.00	\$ -	\$ 261,706,744.00	\$ (32,112,238.00)	
Special Line Items:					\$ -	
38 National Board Certification (ESPB)	\$ 185,000.00	\$ 185,000.00	\$ -	\$ 120,000.00	\$ (65,000.00)	
39 Transportation Efficiency	\$ 30,000.00	\$ 30,000.00	\$ -	\$ 30,000.00	\$ -	
40 Education Jobs Fund	\$ 9,310,921.00	\$ 9,310,921.00	\$ -	\$ -	\$ (9,310,921.00)	
Department Wide Funding Sources:						
41 General Fund	\$ 1,253,480,651	\$ 1,253,480,651	\$ -	\$ 1,043,309,862	\$ (210,170,789) -16.8%	
42 Federal Funds	\$ 335,437,019	\$ 335,437,019	\$ -	\$ 295,538,405	\$ (39,898,614) -11.9%	
43 Special Funds	\$ 108,534,609	\$ 108,534,609	\$ -	\$ 855,873,028	\$ 747,338,419 688.6%	
44 Total Department Funding Source	\$1,697,452,279	\$1,697,452,279	\$ -	\$ 2,194,721,295	\$ 497,269,016 29.30%	

**Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee**

March 2013

1	2	3	4	5
2011-2013 LEGISLATIVE APPROPRIATION	2011-2013 ESTIMATED EXPENDITURES	2011-2013 EXPENDITURES TO APPROPRIATION VARIANCE	2013-2015 EXECUTIVE RECOMMENDATION	2013-2015 RECOMMENDATION TO 2011-2013 APPROPRIATION VARIANCE

Column 3 - Variance between 2011-2013 appropriation and the 2011-2013 estimated expenditures:
None - All appropriations are estimated to be expended.

Column 5 - Variance between 2013-2015 recommendation and 2011-2013 appropriation

- 1 Provides employee salary equity increases.
- 2 Removes one time funding items & provides funding for ITD increases & other inflationary increases.
- 3 Includes \$9,000,000 in authorized carryover pursuant to SB2013, Sec. 19
- 4 Removes one time funding from SB2013 , Sec. 10

Current FTEs
December 2012

Superintendent

2.00 The Superintendent and an executive assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.

Human Resources

3.75 Staff are responsible for human resource administration and internal operational functions, including: reception duties, processing of all internal and outgoing mail distribution; payroll and employee benefit administration; administers the department's Workforce Safety and Insurance functions; acts as the superintendent's liaison for employment-related issues to the School for the Deaf, Vision Services/School for the Blind and the State Library.

Fiscal Management

1.00 Full time division manager supervises all operational activities, including fiscal, grants management, the preparation and submission of the biennial budget, printing, human resources, business communications, procurement and administers the department.

4.50 Fiscal Management personnel are responsible for management of general administrative and fiscal functions, including, internal accounting, preparation of financial statements and various fiscal reports; purchasing, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts and other sub-recipient audits.

3.00 Grants Management positions are assigned to Special Education, Child Nutrition, and Federal Title programs.

1.00 The purchasing/procurement officer has been assigned to the fiscal office.

.75 Business Communications Specialist provides quality control for multi-media communications, web documents, and the design and format of documents within state guidelines.

School Finance

2.50 School Finance personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical support and assistance on open enrollment; non-resident tuition, supervises the school bus transportation program; approve school construction and manage school construction loan programs; and provides legislative committees and the office of the governor updated demographic information, enrollment projections and budget forecasts.

School Organization & Special Projects

2.50 Personnel provide technical assistance to schools regarding annexation, reorganization and dissolution procedures; provide administrative support to the State Board for Public School Education; serves as liaison to the Regional Education Service Agencies; and foster relationships designed to enhance opportunities for Native American Students.

One of the FTEs serves as the Assistant Superintendent of Educational Success & Improvement Division.

Title I

14.50 This unit provides financial assistance to state and local educational agencies to meet the needs of educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This unit also supports the activities of Even Start, 21st Century Learning Centers, the Learn and Serve Grants, State Improvement Grant (SIG stimulus grant), Early Reading First, Migrant Program, Homeless and the American Recovery and Reinvestment Act (ARRA). Language acquisition and programs for immigration are also administered through this unit.

Standards and Achievement

8.25 Standards and Achievement personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the coordination of department conferences related to educational improvement; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind" federal legislation. Technology has been assigned to this unit.

1.00 Staff member administers federal NAEP testing program.

Teacher & School Effectiveness

9.50 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, and library media. Develop professional development systems, curriculum, and instructional support to assist all ND teachers improve classroom instruction; and provide effective instructional practices and access to current research through NDMILE model for school improvement planning. School counselor program with an emphasis on career planning; personnel and also administer the 504 program in this unit. Staff also administer the ACT/ student scholarship program.

1.00 FTE serves as the Assistance Superintendent of the Education & Community Support Division.

Special Education

12.75 Staff members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities. This unit also manages the traineeship grants which are awarded to ND teachers wishing to pursue graduate level retraining in the field of special education. This unit also includes one assistant director to administer the SPD Grant.

Management Information Systems

9.00 Management Information Systems staff provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. Personnel are also assigned to work on the development of the K-12 Longitudinal Education Data System. This unit also provides application development and consulting services.
4.00 Positions conduct research and provide data analysis services.

Adult Education and Coordinated School Health

6.00 FTEs support the activities of Adult Education and GED Program, and Coordinated School Health. These grants support twenty-two GED testing sites, seventeen adult learning centers and also help provide a safe and healthy learning environment for students and faculty.

Child Nutrition and Food Distribution

12.75 Child Nutrition and Food Distribution personnel are responsible for the administration of ten USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

DEPARTMENT OF PUBLIC INSTRUCTION
Federal Grant Information ¹
2013-2015 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	9,698,410	
10.555	National School Lunch Program	Agriculture	37,083,674	
10.556	Special Milk Program for Children	Agriculture	30,000	
10.558	Child & Adult Care Food Program	Agriculture	22,791,053	461,395
10.559	Summer Food Service for Children	Agriculture	1,164,772	83,613
10.560	State Administrative Expense for Child Nutrition	Agriculture		1,941,752
10.565	Commodity Supplemental Food Program	Agriculture	189,800	175,200
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,967,663	268,318
10.568	Temporary Emergency Food Assistance	Agriculture	87,387	125,751
10.582	Fresh Fruit and Vegetable Program	Agriculture	4,024,832	419,892
84.002	Adult Basic Education	Education	1,911,640	230,000
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	80,937,305	1,123,528
84.011	Title I Migrant Education	Education	668,347	259,294
84.013	Title I Neglected & Delinquent Children & Youth	Education	154,422	
84.326	Services for Children with Deaf - Blindness	Education	130,000	
84.027	Special Education - IDEA, Part B	Education	62,115,833	5,460,596
84.173	Special Education IDEA - Preschool Program	Education	1,560,083	88,857
84.196	Title I Education for Homeless Children	Education	224,234	148,548
84.323	State Personnel Development Grant	Education	1,357,900	300,000

Catalog #	Title	U.S. Dept.	Grants	Admin
84.287	Title IV 21 ST Century Community Learning Centers	Education	10,722,078	594,320
84.358	Title VI Part B Rural and Low-Income Schools	Education	95,000	8,548
84.365	Title III English Language Acquisition	Education	731,850	307,500
84.366	Title II Part B Math & Science Partnerships	Education	1,691,786	93,417
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	21,294,375	1,102,873
84.369	Title VI Part A State Assessment Program	Education		7,657,021
99.003	Nat Coop Educational Statistics (NCES)	Education		94,122
93.576	Refugee Children School Impact Grant	LSS	299,300	30,586
84.372	State Longitudinal State System	Education		6,942,322
93.938	School Health Programs	Center for Disease	375,000	1,203,769
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		3,582,498
Total			\$261,306,744	\$32,703,720

¹ Estimated federal funding

**DEPARTMENT OF PUBLIC INSTRUCTION
FEDERAL GRANTS TO SCHOOLS AND OTHER ENTITIES
DESCRIPTION OF PROGRAMS**

<u>CATALOG #</u>	<u>TITLE</u>	<u>US DEPT</u>
<u>10.550</u>	<u>Food Distribution – Food Donation Program</u>	<u>Agriculture</u>

Food is available for distribution to qualifying agencies such as food banks, schools, child and adult care centers. USDA provides funding to DPI for storage and delivery of food products valued at approximately, \$8,630,000 per year. No cash grants are made to participating outlets.

<u>10.553</u>	<u>School Breakfast</u>	<u>Agriculture</u>
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Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

<u>10.555</u>	<u>National School Lunch Program</u>	<u>Agriculture</u>
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Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

<u>10.556</u>	<u>Special Milk Program for Children</u>	<u>Agriculture</u>
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The objective is to encourage the consumption of milk by children. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school, and to summer camps.

<u>10.558</u>	<u>Child & Adult Care Food Program</u>	<u>Agriculture</u>
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Funds are available to eligible institutions to reimburse costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally, the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

<u>10.559</u>	<u>Summer Food Service for Children</u>	<u>Agriculture</u>
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Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

10.560**State Administrative
Expenses for Child Nutrition****Agriculture**

These funds are provided to state agencies for its administrative expenses in supervising and giving technical assistance to local schools, school districts and institutions in their conduct of Child Nutrition Programs. State agencies that administer the distribution of USDA donated commodities to schools or child or adult care institutions are also provided with State Administrative Expense funds.

10.565**Commodity Supplemental
Food Program****Agriculture**

Food distribution for individuals and households that meet income eligibility guidelines. This is a program that provides nutritious commodities to supplement other foods available to participants, primarily the elderly.

10.567**Food Distribution Program
on Indian Reservations****Agriculture**

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568**Emergency Food Assistance
Program****Agriculture**

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

10.582**Fresh Fruit and Vegetable
Program****Agriculture**

Funds are available to reimburse selected low-income public and nonprofit private elementary schools for free fresh fruits and vegetables served to all enrolled children outside of the lunch or breakfast food service periods.

84.002**Adult Basic Education****Education**

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the federal monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.010

Title I Basic Grants
Improving the Academic
Achievement of the
Disadvantaged

Education

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the State's challenging performance standards. Two percent of the State allocation must be set aside for schools that are identified as needing program improvement, of which 95% is distributed to school districts, and 5% may be used for administration. Two percent of the difference between the 2013-2014 and 2012-2013 Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, fosters count and census data.

Also, funds are distributed to local school districts for neglected and delinquent students. The method for allocating funds for neglected students is based on free meal counts and enrollment. The method for allocating funds for delinquent students is based on a competitive application process.

84.011

Title I
Migrant Education

Education

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the funds received, 71 percent is distributed to school districts, 20 percent is for service agreements to provide health services to migrant students, to participate in consortia that benefit the migrant students, and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Nine percent of the funds are for administration. The method for allocation of funds is a weighted formula based on number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

84.013

Title I
Neglected & Delinquent
Children & Youth

Education

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

84.326

**Services for Children with
Deaf-Blindness**

Education

Funds are used to provide technical assistance and support to parents, families and service providers of children with deaf-blindness

84.027

**Special Education Act
(IDEA), Part B**

Education

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more in thirteen categories. Allocations are made to special education units based on 75% of the amount received for FFY 1999 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.173

**Special Education
IDEA Preschool Program**

Education

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on 75% of the amount received for fiscal year 1997 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.196

**Title I
Education for Homeless
Children and Youth**

Education

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received, 50% is distributed to school districts, 33% is awarded to local shelters and agencies serving homeless children, and 17% is for administration. The method for allocation of funds is based on a competitive application process.

84.287

**Title IV
21ST Century Community
Learning Centers**

Education

The 21st Century Community Learning Centers Program is to establish or expand community-learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers, provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on

science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. Programs can be located in public elementary or secondary schools or other similarly accessible facilities. Centers must provide academic enrichment activities to students that attend high-poverty (at least 40% free or reduced lunch) or Title I school wide schools to help them meet state and local standards in core subjects especially reading, and mathematics. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

84.323

**State Personnel
Development Grant**

Education

Funds to assist the State in implementing and scaling-up a Multi Tier System of Support (MTSS) professional development for personnel and families of students with disabilities. Grants offers professional development to personnel on creating a multi-tiered system of support, develops a professional development system and develops a field experience program that allows pre-service undergraduates and personnel enrolled in graduate programs to experience model MTSS sites.

84.358

**Title VI Part B
Rural and Low-Income
Schools**

Education

Funds are provided to eligible school districts to address the needs of rural, low-income schools for teacher recruitment and retention, teacher professional development, educational technology, parental involvement, or authorized activities under Title IV Part A, Title I Part A, or Title III. Of these monies, 95% is distributed to school districts, and 5% is for administration. The method of allocation is based on a competitive application process.

84.365

**Title III
English Language
Acquisition**

Education

Funds to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

84.366

**Title II Part B
Math and Science
Partnerships**

Education

Funds are intended to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. A partnership between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty is the conduit used to reach these goals.

84.367

**Title II Part A
Teacher and Principal
Training and Recruiting**

Education

Funds are made available to school districts and state agencies for higher education to support

class size reduction and professional development activities to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and high qualified principals and assistant principals in schools and to hold local educational agencies and schools accountable for improvements in student academic achievement. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received, 95% is distributed to school districts, and 2-1/2% is for higher education projects, 2-1/2% is for statewide projects, and 1% is for administration. The method for allocation of funds is based on the previous year's Title II and Class-Size Reduction allocations and on school enrollment and Title I low-income units.

84.369

Title VI Part A
State Assessment Program

Education

Funds are provided to the State to supplement the development and implementation of statewide assessments that advance the State's uniform accountability system, as required under the NCLBA. Appropriate activities supported with Title VI funds include the development and implementation of the following: State content standards; State achievement standards; State assessment replacement test items; State assessment validity studies; the expansion of the State assessment into grades 3-8 and 12 in math and reading/English language arts; the roll out of new science assessments; accountability reporting at the district and state level; and the analysis of student achievement and well being data. The State is to maintain its current funding commitments for the State Assessment and its supporting reports."

93.576

Refugee Children School
Impact Grant

Lutheran Social Services

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

93.938

School Health Programs

Ctr for Disease

The purpose of the School Health programs agreement with Centers for Disease Control is to support the development and implementation of school health programs to prevent serious health problems for youth. Of the monies received, approximately 13% is distributed to Teacher Centers for providing statewide training programs. In addition, contractors are hired on a competitive application process to fulfill other objectives of this award.

84.372

State Longitudinal Data
System

Education

The P-20W State Longitudinal Data System (SLDS) grant was initiated to support the development and linkage of postsecondary and/or workforce data with the State's K-12 data system. In order to achieve a data rich system capable of answering policy and research questions the current SLDS will be expanded by adding NDUS postsecondary data that will strengthen data-informed decisions for education policy and practice in North Dakota by

developing and implementing an innovative feedback system linking postsecondary and K-12 education, as well as postsecondary and workforce data.



**DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY**

1	2	3	4	5	6	7	8
PRIORITY	DEPARTMENT DESCRIPTION	2011 13 DEPARTMENT APPROPRIATION (Base Budget)	2013 15 DEPARTMENT REQUESTED INCREASE	2013 15 TOTAL REQUESTED BUDGET	2013-15 EXECUTIVE RECOMMENDED INCREASE	2013 15 TOTAL EXECUTIVE RECOMMENDATION	2013 15 DEPARTMENT REQUEST
1	General Fund Salary	\$4,663,202	\$281,360	\$4,944,562	\$758,788	\$5,421,990	\$5,421,990
2	General Fund Operating	\$5,409,849	\$61,550	\$5,471,399	\$61,550	\$5,471,399	\$5,471,399
3	MIS - STARS Maintenance / Development	\$384,000	¹ \$893,000	\$893,000	\$719,000	\$719,000	\$893,000
4	Common Core State Standards	\$0	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
5	Teacher/Principal Evaluation Systems	\$0	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000
6	ACT Testing	\$778,400	² \$188,900	\$867,300	\$188,900	\$867,300	\$867,300
7	Safe & Drug Free Salary Funds	\$23,112	\$209,621	\$232,733	\$0	\$0	\$232,733
8	Title 1 - School Program Improvement	\$0	\$7,500,000	\$7,500,000	\$0	\$0	\$7,500,000
9	Continuing Education Grants	\$100,000	\$50,000	\$150,000	\$50,000	\$150,000	\$150,000
10	Statewide Accreditation System	\$0	\$606,250	\$606,250	\$0	\$0	\$606,250
A	Business Manager Cerrification Program	\$0	\$150,000	\$150,000	\$0	\$0	\$150,000
	TOTAL GENERAL FUNDS	\$11,358,563	\$10,840,681	\$21,715,244	\$2,678,238	\$13,529,689	\$22,192,672

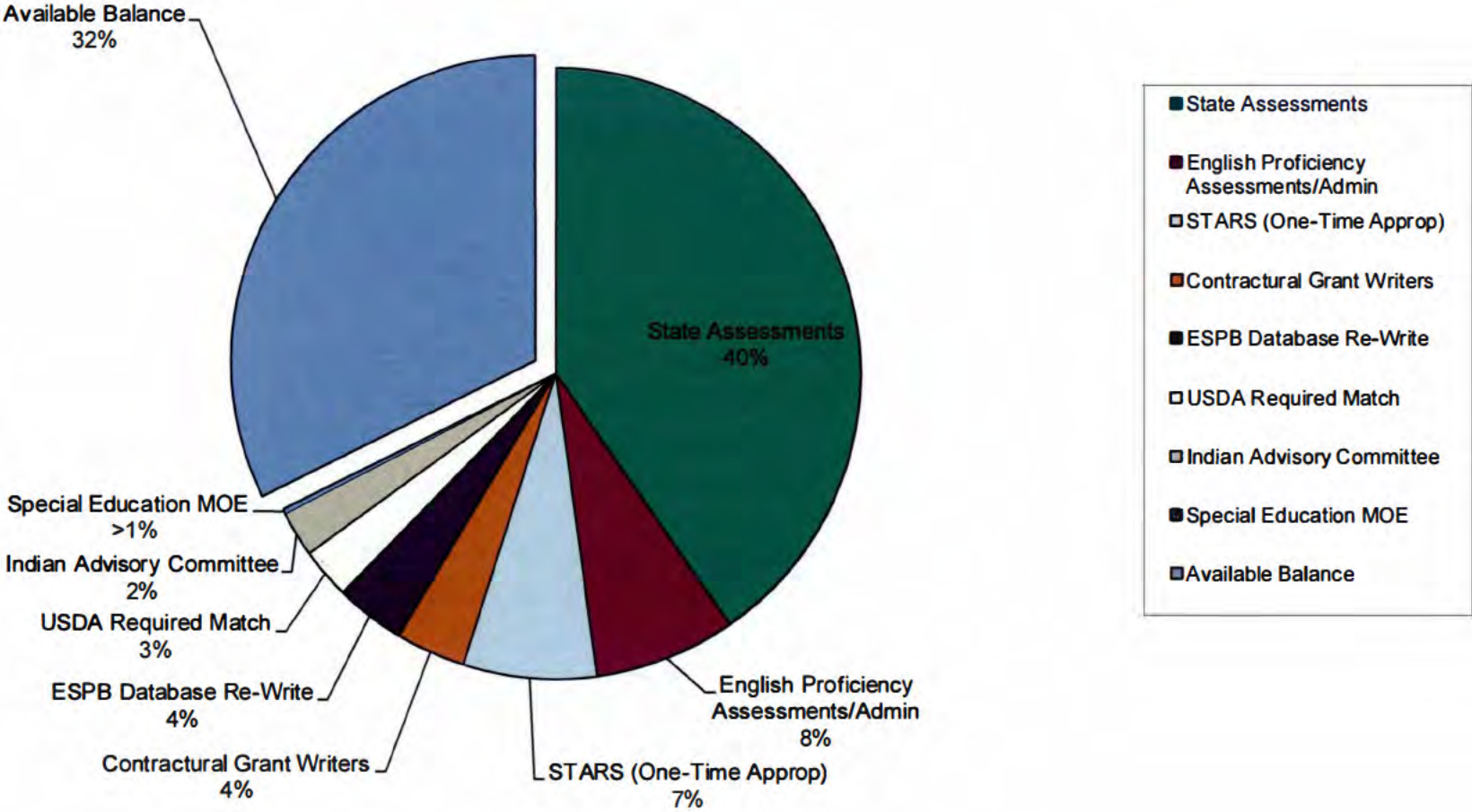
¹ \$384,000 - One-Time Funding - S.B. No. 2013, Page 2, Section 2

² \$100,000 - One Time Funding - National Board Certification Fund

Requesting Full Funding For Department Requests In Column 8

DPI General Operating Fund Obligations 2011-2013

Total Available \$ 5,409,849.



* Available Balance is used for state expenditures including data processing, travel, phone, printing, postage, supplies, etc.

DPI 2013-2015 Biennial Budget Optional Requests

1. General Fund Salary Equity Increases

Hiring individuals for our education classifications continues to be our most difficult area of recruitment, especially positions that require a master's degree in education and three to five years of administrative experience. Because we are an education agency, we must compete with the same pool of candidates as do school districts. Not only are we not competitive with the regional market for educators, we are substantially behind in the area of market and our salaries fall below the average state compensation ratio. HRMS has conducted a study which indicated DPI employees are the second lowest paid employees in relative range position among state agencies coming in with an overall .84 comp-ratio range. Overall, DPI's compensation ratio to other employees in state government with comparable years of experience, our salaries continue to fall, on average, six percent below other state employees in similar grades and positions.

To date this biennium we have had twenty positions vacated. Four staff members left due to retirement, ten employees found higher paying positions in other state agencies or the private sector, and six individuals left for internal promotions. We have experienced a continuous round of recruitment and training, both of which can be costly in areas of time and money and at the expense of efficiency. We anticipate several retirements this biennium which can be costly when paying out annual and sick leave balances. Because of compression, equity and lack of budget dollars, we offer salaries starting at the minimum of the grade which makes recruitment and retention difficult if not impossible.

The department has twenty-four employees who could possibly meet the Rule of 85 or reach the retirement age of 62 within the next one to three years. These individuals contain the long term memory and history of ND education. They are individuals that legislators, schools and other education constituents rely on for their knowledge and training. We need to be able to provide valuable, long term employees by providing incentives to remain and assist us in succession planning. Accumulated leave pay outs are not part of the agency pay plan. We have already been leaving positions vacant to try to meet the demands of the new pay ranges and so therefore, keeping more positions vacant is not a good business practice as all positions are critical to the operation of the agency.

These are a few reasons that we are requesting \$281,360 in general fund monies and an additional increase of \$597,889 (total of \$879,249) to our salary appropriation line to address inequities among both state employees of other state agencies and area markets. Federal dollars are available to fund equity adjustments for federal supported employees.

The Department hereby requests an additional \$ 281,360.00 in General Fund Salaries.

2. General Fund Operating Increase

The Department of Public Instruction is seeking a General Fund increase in the operating line to cover the rising costs of travel, ITD charges and other inflationary items.

The cost of travel has increased over the last couple of years which impacts the Department's budget. The state rate for mileage reimbursement increased as well as the charges for state fleet vehicles. However, the largest increase in travel expenses has been for hotel rooms. The hotel rates vary across the state but remain higher than the state rate in the western and northwestern portion of the state. It has become necessary to request a waiver from the Office of Management and Budget to exceed the state rate of reimbursement for hotel stays so as to not require our employees and contracted personnel to pay out of pocket to travel for their work related trips. Department staff members are advised to try to secure hotel rooms for state rates but there are areas of the state and certain times during the year that this has proven extremely difficult. The travel expenses are charged to the various federal and state programs; however, the estimated state portion of increased travel for the Department is \$14,000.

ITD has projected an increase in the rates for their professional staff, general hosting & networking rates along with the ConnectND fee. Based on DPI's current usage, the ITD charges will increase by approximately \$ 78,715 for the 2013-2015 biennium. Because a portion of these costs will be covered by federal funding sources, we are not requesting the full amount as an increase in our budget; instead we are requesting approximately 35% of the cost or \$ 27,550.

In addition, the Department is also seeking a general operating increase for other items that we have been notified will also increase. The costs to utilize Central Supply and Central Duplicating is slated to increase by approximately 3% each year of the biennium. Finally, the costs of contracting for summer school monitors and professional development will also increase. For these costs, the Department is seeking an additional \$ 20,000 in general funds.

The Department hereby requests an additional \$ 61,550.00 in General Fund Operating.

3. MIS STARS Maintenance

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to

schools totaling \$1.2 billion over the 2011-2012 biennium and pass-through state and federal grants. The state also maintains a web-based teacher licensure and approval system. All data systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data. STARS is also the primary source for collecting federal ED Facts reporting data. There continues to be a federal push to collect and report more data through the ED Facts system. This federally reported data is used to calculate much of the federal education funding received by the state. There is also a need to make enhancements to STARS in order to collect data from non-PowerSchool data sources and supply to the SLDS. These data sources include the non-public student information systems and the data from public districts not contained in PowerSchool. Based on the previous biennium, we estimate this will total **\$529K**.

In order to continue providing outstanding customer support to the public, DPI needs to make updates to its website. DPI needs to shift to a more 'customer centric' website based on the role of the site visitor. Changes will also be made to underlying structure of the site making it easier to maintain and update. There is also a need for DPI to more mobile while still being able to access and share data among multiple users, often not physically located together. Due to the sensitive nature of much of the data used by DPI, normal 'cloud based' solutions do not provide adequate security. We estimate this will total **\$174K**

We are also completing two federally funded system upgrades. The first is an older Adult Education grant management system. The other is an automated system used to review and generate federal reports. The federal dollars didn't completely cover the entire system development. We estimate this will total **\$190K**

The Department hereby requests an additional \$ 893,000.00 in General Funds for STARS Maintenance.

4. Statewide Implementation of the Common Core State Standards

Following discussions with statewide committees of curriculum development specialists and state advisory committees, the Department of Public Instruction requests the investment of \$500,000 into the statewide implementation of the Common Core State Standards for all schools. These standards are based on the Common Core Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. The Department of Public Instruction would issue \$500,000 in grants with appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the Regional Education Associations, and the State University System) to prepare and conduct various activities that support the longer term roll out and implementation of the state's new content standards.

The Department hereby requests an additional \$ 500,000.00 in General Funds for Common Core Standards.

5. Statewide Teacher and Principal Evaluation System

Following discussions within the State ESEA Reauthorization Planning Committee, the Department of Public Instruction requests the investment of \$400,000 to provide statewide training and support implementation activities to advance the deployment of new teacher and principal evaluation programs for all districts. The Department would issue grants with appropriate external associations (e.g., the LEAD Center, the North Dakota Curriculum Initiative, and selective leadership districts) to conduct training implementation activities, with the guidance and assistance of the Department.

The Department hereby requests an additional \$ 400,000.00 in General Funds for the Teacher and Principal Evaluation System.

6. ACT Testing

NDCC 15.1-21-19 and NDCC 15.1-21-20 requires the Superintendent of Public Instruction administer and finance the ACT or WorkKeys test for each junior enrolled in a high school in North Dakota. The ACT and WorkKeys were administered in the 2009-10 and 2010-11 school years. The 2011 Legislative Assembly amended the law to include the writing portion of the ACT. The ACT + Writing and the WorkKeys were administered in the 2011-12 school year and will be administered in future years. Below is an estimate of the cost of the testing for the 2013-14 and 2014-15 school years.

2013-14 Estimate of cost for ACT + Writing and WorkKeys

ACT	7600 students x \$49 per test	\$ 372,400
WorkKeys	600 students x \$18 for 3 tests	<u>\$ 10,800</u>
		\$ 383,200
	Estimated Program management fee	\$ 50,000
	Total estimated contract:	\$ 433,200

2014-15 Estimate of cost for ACT + Writing and WorkKeys

ACT	7700 students x \$49 per test	\$ 373,300
WorkKeys	600 students x \$18 for 3 tests	<u>\$ 10,800</u>
		\$ 384,100
	Estimated Program management fee	\$ 50,000
	Total estimated contract:	\$ 434,100

Total estimate for the biennium: \$867,300

With \$678,400 allocated for the testing, a difference of \$188,900 is requested to ensure full funding for the legislative mandate for testing.

The Department hereby requests an additional \$188,900.00 in General Funds for ACT Testing.

7. Safe & Drug Free Salary Funds

In the 2007 legislative session, the Department was appropriated \$23,112/biennium to offset 20% of one (1) FTE for addressing the 11 health related requirements in the NDCC and assuring compliance.

Since that time, the Department's Safe & Healthy Schools unit has responded to the demands of LEAs in addressing the ever increasing risk behaviors of students and schools. Specifically, the Department Safe & Healthy Schools unit has responsibilities for resources, technical assistance, professional development and guidance as it relates to the issues of: *alcohol and drugs; tobacco; violence and weapons; suspension/expulsion and truancy; drop-out prevention; bullying and discipline; general student health issues; physical activity; crisis management; school climate; school safety; health education; the Youth Risk Behavior Survey (YRBS); and HIV/AIDS prevention education.* In 2007, there were 11 related references in NDCC; prior to the 2013 legislative session, there were 23 references. Additionally, the Safe & Healthy Schools unit is called upon daily by schools for assistance in general health related issues/concerns of students.

In 2011, the US Dept of Education eliminated state funding for the Safe & Drug Free Schools program, however, multiple unfunded federal mandates (gun free schools, suspension, expulsion and truancy, persistently dangerous status) and associated reporting continue to exist which requires staff time with no federal compensation.

No longer can the Department put the state demands upon federal funded employees with other responsibilities. In the last 12 months, the average time per week spent in the area of health and safety was 27 hours (68%), triple since 2007. Having designated staff will allow the agency the opportunity to actively coordinate a strong School Health program grounded in prevention and interventions, rather than just respond in a 'knee jerk' fashion. State funds should support a position within DPI to coordinate this critical and growing effort.

DPI has the requested FTE's; only funding and related costs are being requested to meet the growing demands placed upon the agency to provide districts with professional development, current resources, research based/best practice curricular resources, technical assistance, and material dissemination. Additionally, LEAs look to the

Department to be current and knowledgeable about national laws, practices and curriculums as it relates to risk behaviors and prevention strategies/interventions, as well as fulfilling the NDCC requirements for related health issues.

Biennial Funding

Ed Program Administrator III	\$ 129,647. (salary & fringe)
Administrative Assistant (.5FTE)	\$ 58,474. (salary & fringe)
Rent, phone, IT	\$ 7,500.
In state travel (provide PD, presentations, etc)	\$ 4,000.
Material development, resources	\$ 5,000.
Other / misc	\$ 5,000.
TOTAL BIENNIAL REQUEST	<u>\$ 209,621.</u>

The Department hereby requests an additional \$ 209,621.00 in General Funds for Safe & Drug Free Schools.

8. Title I School Program Improvement

Under the federal No Child Left Behind Act (NCLB), the North Dakota Department of Public Instruction (NDDPI) is required to review state assessment results and identify schools that have not reached established proficiency targets for improvement. The proficiency requirements are increased each year and subsequently, we are seeing a dramatic increase in the number of schools identified for improvement. At the onset of NCLB we had 14 schools identified for improvement while in the 2012-2013 school year there will be approximately 120 schools identified. This number will increase for the 2013-2014 school year.

Once identified, schools have the opportunity to apply for additional federal funding to assist them in making improvements and implement innovative practices to help address students' individual needs. In the beginning we had sufficient funding to help all identified schools. However, the past several years the process has become much more competitive and there simply isn't enough funding to assist all schools identified for improvement.

The NDDPI is requesting funding to help North Dakota schools identified for improvement to implement innovative practices directly impacting students statewide. In an ideal situation, every school identified for improvement would receive a grant. An appropriation of approximately \$7.5 million would allow each school identified for improvement to receive an approximate \$50,000 grant to implement evidence based practices. Then the minimal federal funding (our annual grant is approximately \$1.3 million) could provide supplemental grants to high need schools.

The Department hereby requests an additional \$ 7,500,000.00 in General Fund Grants for Schools Identified for Improvement.

9. Continuing Education Grants

The 61st Legislative Assembly authorizing the Department of Public Instruction to award grants in amounts up to \$1200 for the purpose of providing continuing education grants. North Dakota residents may receive a \$1200 grant if the eligible recipient is enrolled in a Master of Education program or Specialist Diploma in Education Leadership or is pursuing a Career Development Certification or School Counselor Credential. The initial provision provided for funding of continuing education grants for the biennium beginning July 1, 2009, and ending June 30, 2011. Approval for continuation of the grant program was authorized by the 62nd Legislative Assembly, permitting funding of the program through June 30, 2013. The total amount allocated for the Continuing Education Grant Program each biennium was \$100,000.

In the initial-funded biennium, the entire \$100,000 was dispersed. The allocated amount was not sufficient to cover payments to all applicants. The total possible disbursement exceeded the allocated amount by \$800.

In the current biennium, \$76,000 was dispersed during 2011-12, the first year of the biennium, leaving \$24,000 for the entire second year of the biennium. Once the \$100,000 is disbursed, application requests for funding will be denied. It is estimated that requests will surpass the allocation by \$50,000.

To ensure adequate funding for the Continuing Education Grant Program, an allocation for the 2013-15 biennium is requested in the amount of \$150,000.

The Department hereby requests an additional \$ 50,000.00 in General Funds for Continuing Education Grants.

10. Statewide Accreditation System

Estimated Cost Detail Outlined Below

Year	<u>2013-14</u>	<u>2014-15</u>
Annual Fees	\$271,875	\$271,875
Visit Support	\$ 18,750	\$ 18,750
Start-Up	\$ 25,000	N/A
Total	\$315,625	\$290,625

Annual Fee per Public School

375 Public Schools @ \$725 per school \$271,875

**DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY**

1	2	3	4	5	6	7
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2011-13 APPROPRIATION (Base Budget)	2013-15 REQUESTED INCREASE/DECREASE	TOTAL REQUESTED BUDGET	EXECUTIVE RECOMMENDED INCREASE	TOTAL EXECUTIVE RECOMMENDATION
11	North Dakota Museum of Art	\$380,000	\$35,000	\$415,000	\$35,000	\$415,000
12	Red River Writing Project	\$75,000	\$15,000	\$90,000	\$15,000	\$90,000
13	We The People Program	\$22,000	(\$2,000)	\$20,000	(\$2,000)	\$20,000
14	Young Entrepreneur Education Program	\$120,000	\$80,000	\$200,000	\$0	\$120,000
15	North Central Council of School Television	\$485,000	\$50,000	\$535,000	\$50,000	\$535,000
16	North Dakota Governor's School	\$460,000	\$150,000	\$610,000	\$0	\$460,000
17	Northern Plains Writing Project	\$83,000	\$35,000	\$118,000	\$0	\$83,000
18	North Dakota Teacher Center Network	\$360,000	\$45,000	\$405,000	\$0	\$360,000
19	ESPB - Teacher Support Program	\$2,300,000	\$0	\$2,300,000	\$0	\$2,300,000
20	ESPB - National Board Certification	\$0 ¹	(\$65,000)	\$120,000	\$0	\$120,000
21	ESPB - Mainframe Shared Data Costs	\$0 ¹	\$200,000	\$200,000	\$0	\$0
22	North Dakota LEAD Center	\$260,000	\$20,000	\$280,000	\$0	\$260,000
23	Atlantik-Brucke (NDSB)	\$105,000 ²	\$0	\$105,000	\$0	\$105,000
24	Gearing Up For Kindergarten	\$625,000	\$365,000	\$990,000	\$190,000	\$815,000
TOTAL GENERAL FUNDS		\$5,275,000	\$928,000	\$6,388,000	\$288,000	\$5,683,000

¹ \$185,000 & \$200,000 - One-Time Funding - National Board Certification Fund

² Continued Funding/No Increase Requested

In essence, this means that the RRVWP competes for federal funding only for our intensive summer institute; all our other efforts at teacher development, including other summer workshops and any programming during the school year, must be covered from state funds. To successfully compete for federal funds, maintain a robust presence throughout the Red River Valley, and assist teachers in transitioning to the Common Core Standards, RRVWP plans to use state funding in 2013-2015 to support the following types of programs:

- Multiple one-week summer workshops, for specific groups of teachers, on improving the use and teaching of writing to boost student achievement. In the past, such workshops have targeted elementary teachers, STEM teachers, foreign language teachers, teachers at rural schools, etc.
- Evening, one-day, and weekend workshops during the school year on specific aspects of writing instruction and the best uses of writing in the classroom.
- Professional study groups that meet monthly or bi-weekly during the school year to apply best practices research on the teaching and use of writing directly to the classroom.
- School- or district-requested in-service programs, including follow-up.
- Partnerships with specific schools to evaluate and improve the use and teaching of writing in those schools. (Previous and ongoing partnerships include Circle of Nations school in Wahpeton and Cheney Middle School in West Fargo.)
- Identifying teachers engaged in the best practices for the use and teaching of writing and develop their leadership potential within their schools and districts through travel support to national and regional conferences. These teachers are required to bring back what they learned as part of in-service programs for schools in the RRVWP region.

The NWP model of teacher development is a grassroots model: the most talented K-16 teachers (in all subject areas) attend a four-week summer institute in which they refine their best practices for teaching writing, investigate current research on writing instruction, and develop workshops for other teachers. Through RRVWP's in-service and continuity programs, these teachers share the knowledge they gain with a wider audience of educators. Independent data shows that the students of teachers who receive NWP site-based training score higher on all criteria of writing assessment; this data may be found at www.nwp.org/cs/public/print/doc/results.csp.

In the most recent biennium, RRVWP programs reached 1,100 teachers for a total of 6,500 contact hours. With the transition to Common Core Standards, particularly the new literacy standards for social studies, science, and technical subjects, we anticipate even more interest in our workshops and in-services. RRVWP partners closely with both the University of North Dakota and North Dakota State University English departments, and is uniquely poised to help teachers aid students in the transition to college writing.

The Red River Valley Writing Project requests an additional \$ 15,000.00 in General Funds.

13. We the People Program

We The People civic education programs (Citizen and the Constitution, Project Citizen) would like to request legislative support and disbursement of funding (\$10,000.00 per year) as appropriated by the state legislature for the We The People: Citizen and the Constitution state competition (possibly national) and professional development. This funding provides for North Dakota high school students to attend the State WTP competition and for the teacher training of government and/or social studies teachers. Held annually, teams from across the state compete in Bismarck and engage in a simulated congressional hearing competition. As students continue to engage in the congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. The teacher professional development provides teachers with intensive pedagogical and content knowledge designed specifically to create and facilitate learning opportunities for North Dakota students. The disbursement will defray costs associated with conducting the State We The People competition as well as the professional development.

The We the People Program hereby requests \$ 20,000.00 in General Funds which is a \$2,000.00 decrease from the current budget.

14. Young Entrepreneur Education Program

To learn entrepreneurship, kids must do entrepreneurship.

In our weeklong summer camps, 9-13 year olds organize themselves into a self-governing community where they become the innovative entrepreneurs, smart consumers and active citizens. They turn their own good ideas into business opportunities and then market their goods or services to the other kids and adults in the camp. As their businesses develop and their town grows, dilemmas naturally arise, so they create their own town council to resolve community issues.

We are partners in a statewide effort encouraging youth to consider business ownership as a real career option and community leadership as a rewarding outlet for their natural creativity. We are helping grow new North Dakota entrepreneurs and active citizens from the ground up.

Communities are getting better at supporting their local programs, but can't support the whole program cost - the administrative costs of running a full time, year around office. That's where the Legislature can help - supporting the state program.

Our mission has been clear: to make "entrepreneur" a household word where it's not often heard. Ask yourself, "How many kids, parents or teachers can spell or even confidently

pronounce it?" It is a wonderfully optimistic word to know because it describes a person who, "has the insight to recognize an opportunity overlooked by others, the determination to gather the resources necessary to turn that opportunity into reality and the self-reliance and resilience to handle the risk of initiating that new venture". Entrepreneurial thinking is the catalyst for all economic and social progress.

Opportunity recognition requires an intelligent, attentive, active mind. Entrepreneurs are fluent, divergent, self-confident thinkers. In our summer camps, we focus our instruction on these skills. Yes, we do some classroom-style teaching to give students a few historical and contemporary examples of opportunity recognition in North Dakota from the Mandan Indians to contemporary examples of North Dakota entrepreneurship - *localized to each program site.*

However, the real learning comes from the kids turning their own ideas into camp businesses or proposing solutions to community problems in their town council meetings. At the end of every camp day we talk about why some businesses attract more customers than others or why some ideas attracted more votes than others. We ask, "What opportunities did some entrepreneurs spot that others missed?"

Our goal is to lead a broad and diverse population of young people to see the opportunities around them here in North Dakota, recognize new value in themselves, discover real purpose in what they are learning in classrooms and at home and develop new respect for their essential role in making our state & our communities better places in which to live.

We are not offering just another summer diversion; we are purposefully planting seeds in young brains that will grow into the attitudes and skills necessary for their personal economic and social success. Kids thrive in our camps because they are the ones who make things happen there. Our intention is that they stay and thrive in their own communities for the same reason - they can make things happen there.

The ND Youth Entrepreneurship Education Program hereby requests an additional \$80,000.00 in General Funds.

15. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 53-year-old non-profit organization of North Dakota schools that put public broadcasting on the air to support and enhance school curriculum, providing multimedia resources for classroom use and professional development in integrating those resources. Today, the NCCST contracts with Prairie Public to provide to provide a virtual service center to address unmet needs of its member schools and the families they serve:

- easily accessible, multimedia instructional resources available by broadcast and the Web
- professional development for teachers integrating multimedia resources
- cost effective programs that address literacy and school readiness deficiencies
- digital access to multimedia resources and lesson plans consistent with Common Core standards
- ndstudies.org, a North Dakota multimedia website to support ND Studies and cross-curricular common core standards.

Through its partnership with Prairie Public, the NCCST is able to leverage the vast resources of both local and national public broadcasting, tap into public media grant opportunities, and establish relationships with other regional agencies to provide services to achieve advancement in these areas all in and expand support of the Common Core. Going forward, the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more on multimedia resources and learning modules to supplement local curriculum. And as schools invest in more interactive technologies, projection systems, tablets, and other new technologies as well as more preK-12 educators look to online courses for professional development, additional resources need to be easily accessible and readily available.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, continue these services, and provide for the future, the NCCST requests a total of \$535,000. The requested budget continues support for obtaining engaging student learning activities, providing downloadable instructional video, accessing a wealth of other teacher and family resources, and again requesting an increase to upgrade the ndstudies.org platform. The budget addresses \$139,900 for preK-12 resources and services; \$58,300 to support early childhood readiness trainings and initiatives; \$134,700 for ongoing additions, maintenance, and training for the ND Studies website plus and additional \$40,000 for a critical ndstudies.org platform upgrade.

The North Central Council of School Televisions hereby requests an additional \$50,000.00 in General Funds.

16. North Dakota Governor's School

Governor's Schools of North Dakota began in 1990 as a 6-week summer program in science and mathematics for 40 exceptional high school students from across the state. We admitted 95 students for the 2012 class, which will ultimately enroll more than 80 students with a continued emphasis on STEM areas but also an expansion into the arts and humanities. Students will attend in science, mathematics, information technology, creative writing, and drama. To support the expansion of our programs, we request an increase of \$75,000/year for 2012-2014. Below we present additional information about the value of our program and a detailed explanation of the request for a budget increase.

Governor's Schools of North Dakota is important for the advancement of individual students, but it also plays an important role in retaining our best students in the state and ultimately as part of North Dakota's workforce. Consider the following comments from our recent alums:

- It has been challenging at times, but that is the reason I came. I wanted to expand my knowledge and be pushed academically. Governor's School is the place that can achieve both but still allow me to have a fun summer and meet new people. - Olivia Duletski, Mathematics, Bowman, ND-GS2011
- I live in a small town, so being in Fargo for six weeks this summer is really exciting for me. Every day is new and interesting and the learning environment is unlike anything I have ever been a part of. It is safe to say that Governor's School has been one of the greatest experiences of my life, and that the things I have learned here I will carry with me for the rest of my life- Rebecca Opp, Visual Arts, Glen Ullin, ND- GS2011
- Governor's School gave me academic opportunities that I couldn't find anywhere else. It also put me in an environment that helped me grow and learn an enormous amount about myself, other Governor's School students who became great friends, and the world. -Marie Goerger, Science, Wyndmere, ND-GS2010
- Gov School is a once in a lifetime chance to meet people that will become your best friends for the rest of your life. The people that I met are like a second family to me. I will never forget them. They are the best people that I have ever had the privilege of meeting. The classes were difficult but totally worth it and the feeling of success you feel, and to be able to say, ya, I did that, I mathematically bounced a point off a plane and hit a moving target, I programmed that software that will find the prime factorization of any number, I did the research that further the cure for cancer, I published that story that you are all reading, or I was the lead role in that vaudeville play. These are things that people did while at Gov School and because of Gov School. So just go for it, you won't regret it.-John Bickler, Information Tech, Williston, ND-GS2010
- The North Dakota Governor's School Program (NDGS) is a far-reaching program that impacts students from all corners of the states. The students that participate in NDGS overwhelmingly choose to pursue careers in areas that have a large impact to ND as well as many, if not most, graduates live in North Dakota to raise their families. The impact on state is substantial and will only be increased with increased funding - Victoria J. Gelling, Associate Professor, Dept. of Coatings & Polymeric Materials, North Dakota State University, Mathematics, Inkster, ND-GS1991

Budget Justification

The Governor's School program is presently exceeding its appropriated expenditure, largely because we have never asked for administrative expenses (e.g., for a Director of the program). Given the program's growth and demands of working with 80+ students in

an on-campus living environment, we seek this additional funding for the coming biennium.

Director's Position \$47,000/year (\$35,000 salary and \$12,000 fringe benefits)
Office Help and Recruiting \$10,000/year
Weekend Meals \$18,000/year (\$20*10days*90 participants)

****Total Requested Increase** \$75,000/year
\$150,000 biennium

**The present budget is \$230,000/year or \$460,000 for the biennium (plus foundation payments). Thus, our request for 2012-2014 is \$305,000/year--\$610,000 for the biennium.

The North Dakota Governor's School hereby requests an additional \$ 150,000.00 in General Funds.

17. Northern Plains Writing Project

What NPWP Does:

- **Institutes:** Ron Fischer, Director (MSU), and Chad Gifford, Co-Director (Central Campus Minot). Institutes are held in the month of July and run 4 days a week, teachers meeting from 9 to 4. The Pre-Institutes start teachers reading, writing, and preparing lessons for the Institutes
 - Pre-Institutes: May 19 and June 2; 36 teachers each day
 - Summer Institute Minot, July 9-Aug.2; we have 13 applications for summer 2012
 - Summer Institute Bismarck, July 9-Aug.2; we have 6 applications for summer 2012
 - Advanced Institute, July 16-Aug.2; we have 6 applications for summer 2012
- **Young Writers Institutes:** Candace Brannan (Mandan HS) and Ashley Syekora (Towner HS) Co-coordinators. NPWP teachers do activities to improve student writing and creativity
 - BSC Campus: June 4-7, ages 10-17
 - MSU Campus: *Graphic Novels for Beginners*, June 11-14, ages 10-17
- **Outreach:** Melissa Cournia, Coordinator (Bismarck Horizon MS); Teachers offer in-service Workshops or present at conferences
 - Annual Session Presentation at North Dakota Council of Teachers of English (NDCTE): Conference July 29-31, 2012;
 - In-Service Workshops: Fall 2012, Standing Rock
 - American Indian Higher Education Consortium sessions
 - NPWP Mini-Conference: *Conference on Implementing Common Core Standards for Language Arts* in June 2013.

- **Continuity:** Laurie Larson, Coordinator (Bismarck, Adult Learning Center); Teachers who serve as coordinators or who have attended an Institute receive professional development funding
 - NPWP Planning Team members and two teachers from the Summer Institute attend National Council of Teachers Annual Fall Conference Nov.15-18, Las Vegas
 - NPWP Planning Team members attend National Writing Project Annual Spring Conference April 2013
 - NPWP Fall Retreat: October 2012
 - NPWP Spring Retreat: May 2012

Request for \$35,000 increase in State Funding.

- **Decreased Federal Funding.** Federal funds \$47,500 (2010), \$35,000 (2011), \$20,000 (2012)
- **State Funding for NPWP Budget of \$41,500 per year.** NPWP uses this amount to pay salaries, fringe benefits, supplies (including printing and copying); and travel for professional development activities. State funds are sufficient for only 1 stipend.
- **Teacher Participants.** 2009 Institutes (20 teachers), 2010 Institutes (32 teachers), 2011 Institutes (15 teachers – low enrollment due to flooding), 2012 Institutes (25 teachers)
- **Insufficient Stipend Funding.** Federal and State funding that NPWP receives presently pays \$1,300 in stipends to 16 teachers, yet the number of teachers who participate tends to be above 20, with a high of 32 in 2010.
- **Increase of \$35,000 (budgeted at \$17,500 per year)**
 - This increase will allow NPWP to use \$23,400 in State Funding to pay another 18 stipends of \$1,300, which is 9 stipends a year so that a total of 25 teachers a year can continue to participate in NPWP Institutes or to increase the stipend to \$1,400 should fewer than 25 teachers participate
 - This increase will allow NPWP to use \$12,000 in State Funding to pay Travel expenses for 6 (an addition of 3 a year) teachers to attend national conferences so that a total of 9 teachers a year can attend professional development Conferences and Retreats
 - This increase will allow NPWP to use \$2,200 to add a second week of Young Writers Institutes to Minot and Bismarck (\$1,100) and to offer one in Dickinson and one in Williston (\$1,100)

The Northern Plains Writing Project hereby requests an additional \$ 35,000.00 in General Funds.

18. North Dakota Teacher Center Network

The mission of the North Dakota Teacher Center Network (NDTCN) is to assist practicing teachers, education students and other educational personnel in professional knowledge and skill development to improve the learning of students.

The goals of the NDTCN are to:

- Deliver professional development based on research and best practices.
- Facilitate joint projects and exchange of services between K-12 schools, state and federal agencies and institutions of higher education for professional development of practicing teachers, education students and other educational personnel.
- Communicate via print and/or electronic mediums to all constituents.
- Provide practicing teachers, education students and other educational personnel with access to instructional resources and educational equipment.

The NDTCN is a major contributor to professional development and resource sharing for educators in North Dakota and will continue to serve educators as new networks are formed to support the teachers of the state in the most important work there is – that of preparing the next generation for the world.

The NDTCN includes nine local teacher centers: Bismarck Teacher Center, Grand Forks Area Teacher Center, Lake Region Teacher Center (Devils Lake), Mayville Area Teacher Center, Minot Area Teacher Center, Valley City Area Teacher Center, Wahpeton Area Teacher Center, West River Teacher Center (Dickinson) and Williston Area Teacher Center.

The NDTCN funding request for the 2013-2015 biennium is \$360,000. This would provide \$20,000 for each center per year, allowing the centers to continue to offer their services to teachers. **In addition, the NDTCN requests a one-time appropriation of \$45,000** to purchase hands-on resources and update curricula for use by North Dakota teachers, as many center materials are now outdated.

The ND Teacher Center Network hereby requests a one-time appropriation of \$ 45,000.00 in General Funds.

19. Education Standards & Practices Board

North Dakota Century Code 15.1-18.2-05, 15.1-18.2-06, and 15.1-18.2-07 provides authority to ESPB to administer the Teacher Support Program. This program provides mentoring services to first year teachers and coaching services to those teachers that are not first year teachers in school districts, special education units, area career and technology centers; regional education associations; and schools funded by the bureau of Indian education.

The Education Standards & Practices Board will continue with the current budget of \$2,300,000.00 and is not seeking an increase.

20. Education Standards & Practices Board

North Dakota Century Code 15.1-18.1-02 (1) (c) (1) provides authority for ESPB to approve no more than seventeen national board applications per year. The State share of this fee is \$1250 with the federal government match those dollars for a total cost of \$2500. If 17 applications were received at \$1250 each, this assessment would cost \$21,250 dollars or a total of \$42,500 for the biennium.

Under NDCC 15.1-18.1-02 (2), ESPB is authorized to pay for no more than three “recertification scholarships for national board certification.” Each of these scholarships for recertification cost \$1150 or a total of \$3450 each year or a total of \$6,900 for the biennium.

Under NDCC 15.1-18.1-02 (5) (a), the Board is authorized to pay \$1000 to each individual teacher employed during the school year as a full-time classroom teacher. This number varies a bit each year as teachers move in and out of the classroom and the state. We have approximately 30 teachers that are nationally certified. This will cost the State approximately \$30,000 each year or a total of \$60,000 for the biennium. Our total request for National Board certification, recertification, and stipends is \$120,000.

The Education Standards & Practices Board hereby requests \$ 120,000.00 in General Funds which is a \$ 65,000.00 decrease from the current budget.

21. Education Standards & Practices Board

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe and have spent the last six plus years developing a database capable of meeting the data reporting demands that were required by federal and state laws. The ultimate goal of the project is to provide services to school districts and teachers to reduce their reporting burdens and the ability to provide quality and timely information to data consumers. Programmers have a very difficult time, because of the shared system, identifying who should be responsible financially for the programming and maintenance that is needed to maintain the system.

During the years as the mainframe is rewritten into a modern database, federal laws have changed to require additional reporting requirements for North Dakota to continue to receive federal education dollars. As an example, an increasing number of states now connect teacher and student information systems. Another example, the Bush Foundation is working with two ND institutions, and will be linking student data to teacher data to institutional data.

The development and maintenance costs of the new requirements for the shared database is far beyond what the ESPB can afford with a budget based on teacher licensure fees coupled with the concerns of the programmers and the interlinkages of the data between DPI and ESPB.

The Education Standards & Practices Board hereby requests \$ 200,000.00 in General Funds.

22. North Dakota LEAD Center

The ND LEAD Center would like to request an increase of \$ 20,000.00 in general funding for the 2013-2015 biennium. This request is based in an increase for funding for Close-up and the Spelling Bee, which has not had an increase from the original \$7,500 since 2000 and an increase in ND LEAD funding of \$15,000 for the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, room rental and trainer fees. As those costs have risen, so has the cost of delivering services.

The ND LEAD Center hereby requests an additional \$ 20,000.00 in General Funds.

23. Atlantik-Brucke (NDSBA)

The ND School Boards Association requests that the funding for the Atlantik-Brucke stay at \$ 105,000.00 so the study/tour of Germany may continue into the next biennium. The trip is organized by Atlantik-Brucke, a private non-partisan organization in Berlin that seeks to strengthen German/American relations. In June 2011, ten social studies teachers visited Frankfurt, Wiesbaden, St. Goar, Cologne, Dusseldorf, Potsdam, and Berlin. The group talked education, politics, history, nuclear energy, and economics with leaders in each field. Teachers return to their classrooms energized and excited to talk about the history and culture of Germany.

The Atlantik-Brucke Project will continue with the current budget of \$105,000.00 and is not seeking an increase.

24. Gearing Up for Kindergarten

A total of \$625,000 was appropriated during the 2011 legislative session to initiate the Gearing Up for Kindergarten program in North Dakota. A partnership between the North Dakota Department of Public Instruction and the NDSU Extension Service made the program implementation possible. Of the amount appropriated, \$500,000 was budgeted for the biennium to cover school reimbursements, with the intent of reimbursing teacher salaries. An additional \$125,000 was budgeted for the biennium for program training and administrative costs.

Gearing Up for Kindergarten is a parent involvement and school readiness program, and has five years of North Dakota research supporting its development. The research documents report multiple positive impacts of this school readiness program for parents, students and schools/teachers. Reports can be reviewed at www.gearingupnd.org.

National research on school readiness and kindergarten entry indicates that teachers estimate 32 percent of children have some problems entering kindergarten and another 16 percent have more difficulty entering kindergarten (combined total of 48 percent having some concerns).

High quality early education programs are shown to produce more successful students, to ease the transition between home and school, and to increase social and academic abilities of children. The most critical period to prepare children for school success is between the ages of 0 and 5, or prior to their entry into kindergarten. Parents and schools working together can help to reduce the “readiness gap” that troubles many children who enter kindergarten.

The original legislative proposal (2011 session) for the Gearing Up program included funding for program implementation, administration and research/evaluation. Funds were provided for administration (\$125,000) and implementation in schools (\$500,000).

This program is successful because it is based on North Dakota research, which allows the program to be tailored to the state. It takes advantage of the best research results in early education here and across the nation. The Gearing Up for Kindergarten program yields strong parent involvement and schools/teachers note the differences between those who attend and those who do not attend. It is critical to continue the research and evaluation component of this program. Our request for the next biennium is to increase the number of students/families served and to receive funds for the administrative work, as well as the research and evaluation component, which will make the program stronger and more applicable to North Dakota families and schools.

We estimate that by the end of the 2012-2013 school years, the program will have benefited 50 school districts and 1,470 students/families. This accounts for 20 percent of the total kindergarten population in the state and 22 percent of the total number of elementary schools. **Calculations based on an average of 7,500 kindergarten students in 320 elementary schools in North Dakota.*

NOTE: These estimates are valid for the current school year. If the program is expanded for the 2013-2015 school years, the budget will need to be reviewed to allow for increases in school salaries and benefit rates, and these estimates will need adjustments.

Budget Request

Expand the program to include more students/families in North Dakota - \$990,000

Program implementation with North Dakota schools	\$690,000
Program administration/evaluation	\$300,000

Gearing Up for Kindergarten hereby requests an additional \$ 365,000.00 in General Funds.

**North Dakota Department of Public Instruction
Special Education and Related Services for Students with Disabilities in North Dakota
2013 ND Legislative Assembly Appropriations Committee**

Members of the North Dakota Legislative Assembly who have previously served on the Appropriations Committee have become familiar with several key factors about special education in North Dakota:

1. There are 31 locally administered special education units in the state.
2. The number of students with disabilities being served on an Individualized Educational Program (IEP) continues to be around 13% of the ND student enrollment.
3. Like nearly all states North Dakota has experienced a significant increase in the number of students identified as having autism.

The Department of Public Instruction is responsible for the general supervision of the Individuals with Disabilities Education Act (IDEA), the nation's federal special education law. The components of a system of general supervision must include, at a minimum, each of the following: Performance Measurement, Compliance monitoring, Conflict Resolution, and Fiscal Accountability. In fulfillment of our agency's obligations to properly administer the IDEA we have developed a six year *Special Education State Performance Plan*. This plan contains measurable and rigorous targets for improving special education services in North Dakota. The Department of Public Instruction regularly collects statewide data on twenty separate indicators that measure how North Dakota schools are educating students who have unique learning needs as a result of a disability. These indicators include measurable outcomes such as:

- School district graduation and dropout rates of students with disabilities;
- The rate of inclusion of these students in general education settings;
- Their participation and performance on state assessments;
- The success rate of youth with individualized education programs (IEPs) who are no longer in secondary school and who have been employed, enrolled in postsecondary education, or both, within one year of leaving high school.

The encouraging results from the one year follow up of exited students for our state are truly useful for policymakers, including you as State Legislators, in seeing the beneficial impact of support for special education in helping young North Dakotans with disabilities become more independent and self supporting citizens of our state. The Department is pleased to report to you that the U.S. Department of Education has determined North Dakota to be one of the states that are identified in the top "meets requirements" category for implementation of the I.D.E.A.

As part of the North Dakota plan to improve student achievement, the Department of Public Instruction is in the process of developing procedures intended to improve statewide implementation and scale-up of evidence-based practices. A focus in this process of scaling-up innovations is use of a multi-tier system of supports that emphasizes both behavior and academics while at the same time integrating core instruction and a range of supportive and strategic services. North Dakota DPI was awarded a State Personnel Development Grant by the U.S. Department of Education in October 2012. Key focus areas for the five year project are: a) building regional infrastructure for scaling up innovations; b) use of evidence-based practices

and a strong emphasis on evaluation to feed quality information back to the implementers; and c) a set of strategic priorities that include a series of university demonstration sites in schools that will give future educators quality experiences in the innovations, a focus on scaling up innovations at middle and high schools, and greater definition to the services and supports to be provided to the field. A tiered model of services with core instruction and levels of intervention will be utilized.

The NDDPI distributes funds to the local special education units in accordance with federal requirements and provides oversight on the use of the funds. Funds are used in accordance with federal and state requirements.

Due to the effects of the energy development in the western part of our state, we are receiving an increasing number of reports from local administrators about the special education needs of children whose families have relocated. Reports of increased numbers of children who have significant academic and behavioral special education needs have been noted. The Department is providing discretionary grant opportunities with federal dollars for districts and units to increase training for professionals related to academic and behavioral interventions. An example of an exemplar training program being utilized by some of the districts with use of these funds is the "Safe and Civil Schools" program. This program focuses on training and coaching services designed to assist all K-12 school personnel in using research-based positive behavior support strategies to structure all school settings for success. The Department has been monitoring this and working to provide technical assistance as needed.

North Dakota continues to be the only state in the nation to provide a statewide online web-based special education case management system. This unique system made obsolete the thirty one separate sets of forms used by local special education units and created a single state of the art comprehensive system for special education case management. As the state transitions to the Common Core State Standards (CCSS), the Department is modifying the student IEP annual goal page to include the new CCSS. This will assure that the annual goals for students with disabilities will be aligned with the more rigid CCSS. The web-based special education case management system also allows the Department to collect data for monitoring purposes as well as data reporting requirements. The user friendly system has been embraced by special educators across North Dakota. The Department continues to receive inquiries from across the nation and Canada about our ability to offer this service to the schools of North Dakota.

The 2009 North Dakota Legislative Assembly created an Autism Spectrum Disorders (ASD) task force. In anticipation of the needs of that task force, the Department of Public Instruction published a data-rich document entitled, "Autism Spectrum Disorders in North Dakota Public Schools." This information was intended to help school administrators and other policy planners understand the nature and scope of this growing population of North Dakota children. This document is being updated to include the years since 2009. The Autism Spectrum Disorders task force has identified current need for additional training for educators and providers working with children with autism. The department has recently conducted a survey of the local special education units to determine professional development needs of educators working with children with autism. All 31 units responded to the survey. Social skills, communication, behavior and the TEACHH Program for educating students with autism were identified as priority training

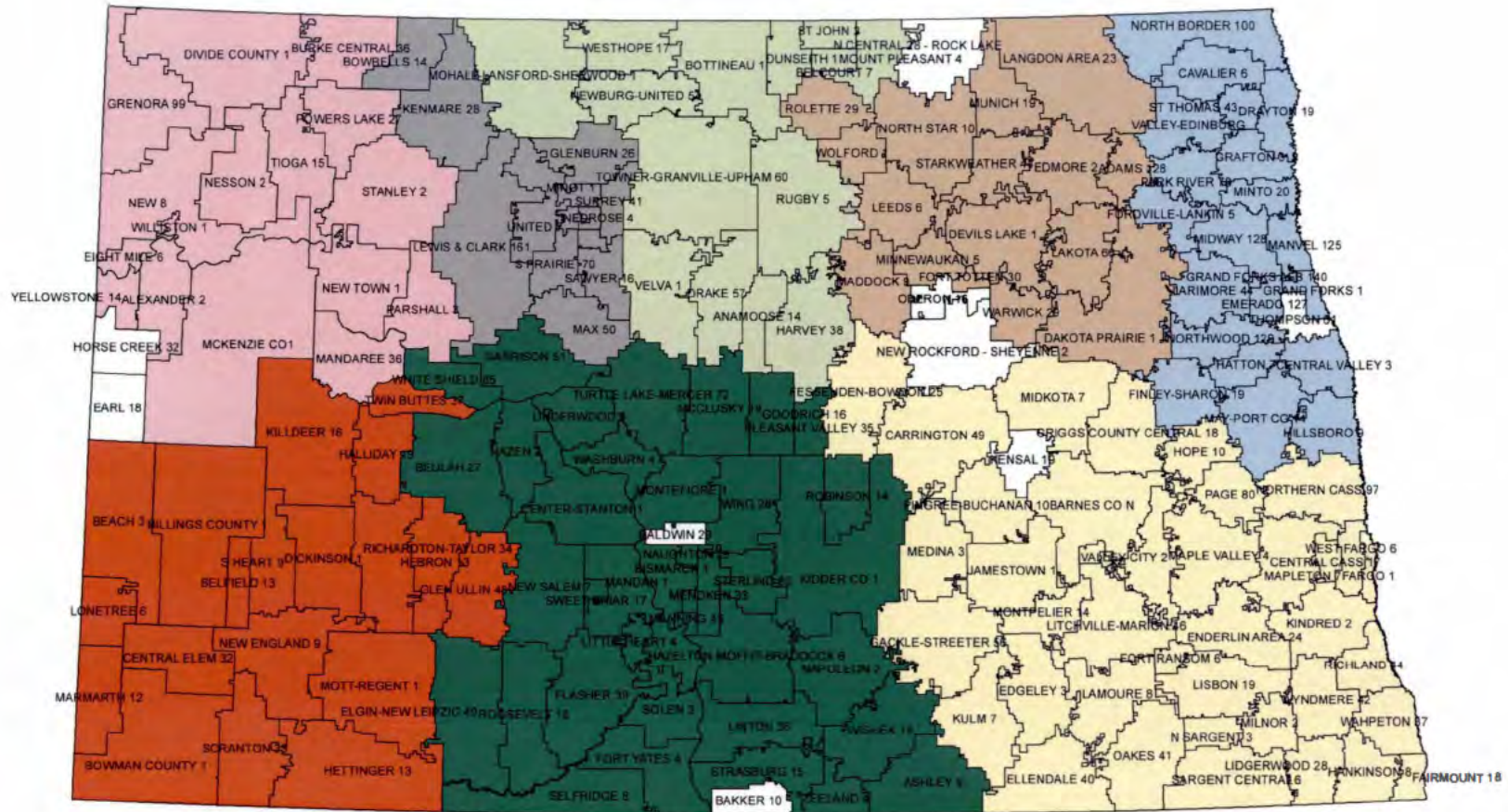
needs for the professionals working with children with autism. The Department is currently preparing these trainings for the summer of 2013. Future federal funding and the potential for sequestration may have an effect on our ability to provide for these trainings.

The special education office at the Department of Public Instruction is grateful to the North Dakota Legislative Assembly for your past understanding and support for helping the schools of our state to provide appropriate services for students who have disabilities. We constantly strive to strike the necessary balance between statewide need with the limits of fiscal appropriation. On behalf of the students with disabilities, their families, and the educators of our public schools who serve them, the Department of Public Instruction thanks you once again for your support of special education.

ND K-12 2012-13 Statistics

	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	181	44	4	5	31	12	277
Schools	374	49	4	6	0	0	433
K-12 Enrollment	99,192	6,220	84	1,618	0	0	107,114
Licensed Staff	10,007	688	74	227	365	126	11,487
Non-licensed Staff	5,827	524	71	194	231	45	6,892
Graduates	6,787	350	30	28	0	0	7,195

**2012 ND REA
3/21/2012**



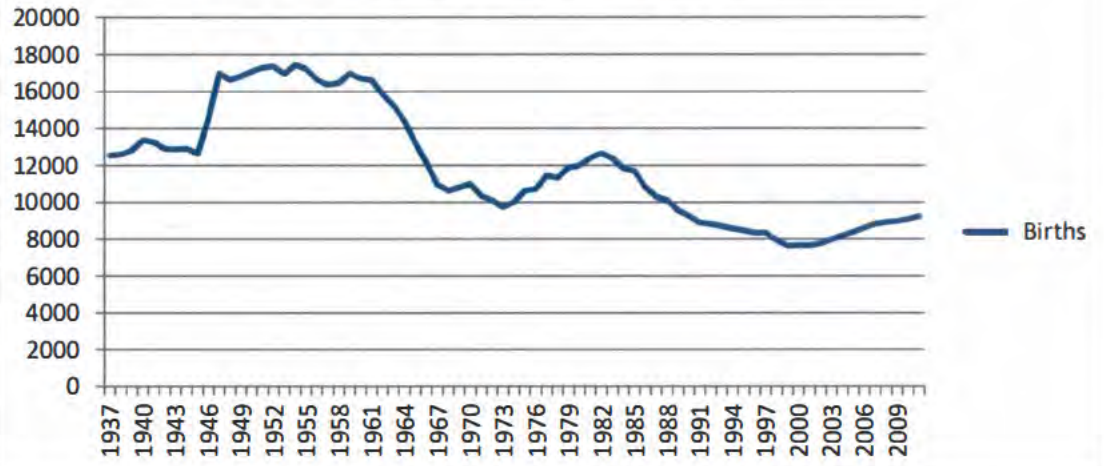
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| GNWEC | NESC |
| MDEC | RRVEC |
| MREC | RESP |
| NCEC | SEEC |

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

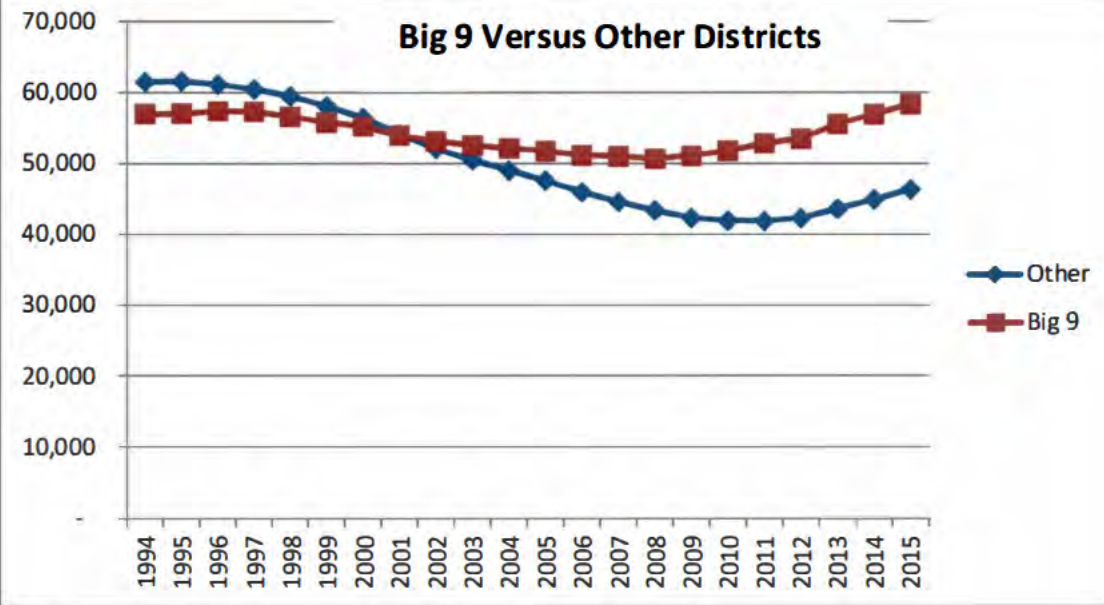
North Dakota Public K-12 Enrollment

Sum of DENK12 School Year	Column Labels		
	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	42,274	53,504	95,778
2013	43,590	55,602	99,192
2014	44,905	56,948	101,853
2015	46,328	58,379	104,707

North Dakota Resident Births



Big 9 Versus Other Districts



Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

K-12 Public School Enrollment Cohorts

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Projected -->		
													2014	2015	2016
Kindergarten	7,057	7,012	6,890	6,663	6,578	6,648	6,729	7,214	7,470	7,445	8,236	8,575	8,437	8,554	8,662
Grade 1	7,193	7,223	7,139	7,130	6,907	6,704	6,827	6,744	7,147	7,478	7,517	8,366	8,699	8,550	8,668
Grade 2	7,270	7,040	7,051	6,965	6,916	6,747	6,511	6,748	6,725	7,195	7,487	7,707	8,504	8,849	8,693
Grade 3	7,645	7,210	7,039	7,052	6,913	6,907	6,787	6,541	6,839	6,914	7,225	7,723	7,861	8,679	9,044
Grade 4	7,758	7,564	7,218	7,079	7,014	6,929	6,931	6,812	6,547	6,972	7,025	7,379	7,896	8,036	8,900
Grade 5	7,909	7,781	7,600	7,323	7,077	7,001	6,983	6,962	6,904	6,675	7,023	7,291	7,552	8,111	8,253
Grade 6	7,985	7,896	7,827	7,722	7,299	7,130	7,036	7,074	7,089	7,140	6,884	7,338	7,617	7,861	8,448
Grade 7	8,379	8,177	8,084	8,025	7,877	7,465	7,289	7,218	7,249	7,367	7,320	7,254	7,657	7,962	8,226
Grade 8	8,501	8,337	8,203	8,123	7,987	7,868	7,467	7,360	7,303	7,297	7,421	7,496	7,396	7,806	8,136
Grade 9	8,885	8,899	8,804	8,534	8,461	8,262	8,045	7,670	7,572	7,578	7,462	7,796	7,772	7,683	8,122
Grade 10	9,016	8,625	8,603	8,499	8,235	8,174	8,002	7,855	7,683	7,682	7,517	7,515	7,804	7,770	7,698
Grade 11	8,969	8,629	8,396	8,186	7,992	7,961	7,802	7,620	7,563	7,415	7,354	7,414	7,303	7,595	7,558
Grade 12	8,647	8,620	8,283	8,120	7,864	7,804	7,643	7,588	7,624	7,563	7,308	7,338	7,355	7,251	7,548
Total K-12	105,214	103,013	101,137	99,421	97,120	95,600	94,052	93,406	93,715	94,721	95,779	99,192	101,853	104,707	107,956
Change from prior year		(2,201)	(1,876)	(1,716)	(2,301)	(1,520)	(1,548)	(646)	309	1,006	1,058	3,413	2,661	2,854	3,249

Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)												Last				Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Change	Percent	Frontier			
09	Cass	18,819	18,745	18,984	19,090	18,851	18,991	19,066	19,403	19,751	19,974	20,434	21,295	861	4%			x	
08	Burleigh	10,764	10,629	10,597	10,603	10,761	10,872	10,873	10,918	10,936	11,102	11,264	11,675	411	4%			x	
51	Ward	9,408	9,302	9,129	8,959	8,713	8,607	8,398	8,435	8,673	9,090	8,992	9,428	436	5%		x	x	
18	Grand Forks	10,124	9,974	9,745	9,437	9,183	8,996	8,797	8,500	8,458	8,415	8,342	8,506	164	2%			x	
30	Morton	4,507	4,400	4,293	4,262	4,131	4,073	3,987	3,989	4,028	4,134	4,102	4,223	121	3%			x	
53	Williams	3,495	3,361	3,198	3,125	3,079	3,009	3,015	3,081	3,165	3,430	3,695	4,106	411	10%		x	x	
45	Stark	3,607	3,533	3,440	3,388	3,318	3,295	3,199	3,160	3,228	3,272	3,404	3,562	158	4%		x		
40	Rolette	3,150	3,103	3,013	2,934	2,855	2,790	2,727	2,715	2,775	2,802	2,780	2,904	124	4%			x	
47	Stutsman	3,123	3,042	2,958	2,921	2,831	2,724	2,645	2,617	2,607	2,555	2,575	2,558	(17)	-1%			x	
39	Richland	2,821	2,809	2,736	2,640	2,570	2,487	2,423	2,337	2,260	2,282	2,287	2,250	(37)	-2%				
36	Ramsey	2,203	2,120	2,059	2,047	1,985	1,922	1,861	1,800	1,832	1,791	1,743	1,759	16	1%				
31	Mountrail	1,470	1,465	1,442	1,348	1,347	1,327	1,380	1,370	1,433	1,491	1,564	1,616	52	3%	x		x	
28	McLean	1,757	1,716	1,621	1,553	1,518	1,497	1,454	1,436	1,433	1,410	1,484	1,582	98	6%	x		x	
50	Walsh	2,051	1,974	1,929	1,971	1,903	1,847	1,801	1,754	1,699	1,524	1,528	1,575	47	3%				
02	Barnes	1,730	1,689	1,701	1,643	1,608	1,557	1,521	1,512	1,523	1,540	1,506	1,492	(14)	-1%				
49	Traill	1,619	1,589	1,556	1,531	1,507	1,454	1,437	1,396	1,331	1,311	1,274	1,329	55	4%				
29	Mercer	1,932	1,826	1,694	1,556	1,459	1,403	1,342	1,333	1,251	1,254	1,241	1,276	35	3%			x	
27	McKenzie	1,035	964	913	880	865	810	813	814	839	927	1,038	1,275	237	19%	x		x	
34	Pembina	1,700	1,628	1,538	1,545	1,413	1,333	1,328	1,247	1,224	1,309	1,260	1,231	(29)	-2%				
03	Benson	992	971	1,024	971	959	972	974	973	959	970	1,022	1,022	-	0%	x			
37	Ransom	1,076	1,061	1,042	986	989	990	994	972	947	920	945	929	(16)	-2%				
25	McHenry	1,064	1,051	1,038	1,029	1,006	962	904	875	862	853	857	909	52	6%	x		x	
11	Dickey	913	893	890	900	880	885	853	837	813	844	822	826	4	0%	x			
05	Bottineau	1,135	1,111	1,021	966	902	857	816	852	785	765	761	795	34	4%	x		x	
23	LaMoure	980	912	775	725	671	658	647	613	625	630	631	650	19	3%	x			
41	Sargent	832	813	807	798	804	799	759	740	708	671	664	649	(15)	-2%	x			
38	Renville	671	656	629	624	623	577	578	575	572	577	604	596	(8)	1%	x		x	
06	Bowman	703	681	663	646	590	605	587	559	551	525	548	595	47	8%	x		x	
35	Pierce	720	665	645	609	594	574	625	610	613	612	603	583	(20)	-3%	x			
52	Wells	886	850	808	715	664	638	589	566	546	568	542	548	6	1%	x			
15	Emmons	760	739	724	678	659	628	618	621	588	571	548	544	(4)	-1%	x			
16	Foster	688	651	643	614	647	616	583	573	529	518	539	543	4	1%	x			
13	Dunn	549	537	529	496	473	447	429	438	437	434	452	476	24	5%	x		x	
32	Nelson	613	588	582	557	524	490	494	462	468	443	449	443	(6)	-1%	x			

Public School Districts Enrollment by County, Past 12 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)												Last				Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Change	Percent	Frontier			
10	Cavalier	716	707	641	621	580	555	521	479	458	437	442	428	(14)	-3%	x			
21	Hettinger	541	493	478	466	418	411	386	360	373	379	409	421	12	3%	x			
43	Sioux	410	347	443	462	436	399	360	350	384	397	413	421	8	2%	x			
26	McIntosh	512	511	494	455	457	430	391	374	381	390	379	377	(2)	-1%	x			
20	Griggs	527	509	485	483	462	415	407	392	377	375	365	370	5	1%	x			
22	Kidder	500	470	453	451	435	408	397	400	400	402	375	370	(5)	-1%	x			
24	Logan	420	397	363	361	335	346	327	328	331	340	343	355	12	3%	x			
12	Divide	313	302	299	280	265	237	233	228	232	226	280	340	60	18%	x	x		
14	Eddy	526	512	477	492	468	421	385	353	322	341	320	340	20	6%	x			
07	Burke	324	328	294	276	263	273	243	242	239	252	269	319	50	16%	x	x		
17	Golden Valley	418	392	381	367	341	322	309	302	314	303	319	313	(6)	-2%	x	x		
01	Adams	385	364	355	347	336	312	282	279	283	258	248	280	32	11%	x			
48	Towner	466	440	413	371	353	322	297	301	281	271	265	261	(4)	-2%	x			
19	Grant	397	368	355	320	317	304	286	255	247	243	238	237	(1)	0%	x			
46	Steele	322	309	324	326	306	291	285	278	260	242	233	221	(12)	-5%	x			
33	Oliver	270	248	250	281	265	255	237	208	196	196	210	200	(10)	-5%	x			
42	Sheridan	172	168	162	146	138	143	132	137	123	106	100	106	6	6%	x			
04	Billings	73	73	76	56	50	48	46	42	44	38	55	67	12	18%	x	x		
44	Slope	28	27	28	16	13	16	16	15	21	19	15	16	1	6%	x	x		
Year Totals		108,094	105,217	101,137	99,324	97,120	95,600	94,057	93,406	93,715	94,729	95,778	99,192	3,414	3%	36	17	8	

¹ Frontier Counties	23,088	22,228	21,525	20,686	19,964	19,250	18,643	18,237	18,027	18,024	18,406	19,094	688	4%	36		
Non Frontier Counties	82,129	80,785	79,612	78,638	77,156	76,350	75,414	75,169	75,688	76,705	77,372	80,098	2,726	3%	17		

¹Counties with population density of 6 or fewer persons per square mile.

² Oil Producing Counties	27,982	27,325	26,395	25,565	24,825	24,292	23,762	23,757	24,079	24,866	25,578	27,271	1,693	6%	17		
Non-Oil Producing Counties	77,235	75,688	74,742	73,759	72,295	71,308	70,295	69,649	69,636	69,863	70,200	71,921	1,721	2%	36		

²Members of ND Association of Oil & Gas Counties. Members must have oil, gas, or leasing development within boundaries.

³ Largest 8 Counties	63,390	62,556	61,917	61,331	60,404	60,062	59,508	59,658	60,393	61,502	62,184	64,695	2,511	4%	8		
All Other Counties	41,827	40,457	39,220	37,993	36,716	35,538	34,549	33,748	33,322	33,227	33,594	34,497	903	3%	45		

³Counties containing school districts with enrollment exceeding 2,000 students.

HB 1013

#3

3-18-13 A

**TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE**

March 18, 2013

By: Kirsten Baesler, State Superintendent

701-328-4570

Department of Public Instruction

Thank you Mrs. Gullickson. Again for the record, I am Superintendent Baesler with the Department of Public Instruction. I offer information in support of the Department of Public Instruction's optional requests.

There are several staff members from the department with me to answer any questions for which I may not have the answer. I hope that is acceptable to you.

The Department of Public Instruction faces several critical issues. North Dakota demographics are in a transition period. Birth rates have been rising since 2001 and statewide projections show enrollment increases over the next decade, with most of the increase expected in North Dakota's major cities and in oil producing counties. Yet some of our rural areas will continue to see declines. New investments in school facilities, teachers and operating expenses will be required.

Congressional reauthorization of the Elementary and Secondary Education Act remains incomplete. In the meantime the No Child Left Behind (NCLB) provisions are still in effect, and DPI continues to offer assistance to our school districts in our efforts to improve students' test scores.

The implementation of the Common Core State Standards, and accompanying assessments, will necessitate statewide implementation strategies, including professional development for teachers and administrators along with technical assistance.

Sequestration has occurred. DPI anticipated a 5.1% cut to Title I funding.

However, it now appears as though our cut in funding will be more significant.

The U.S. Department of Education's (USDE) Budget office has released state-by-state FY 2013 allocation projections for formula grant programs. North Dakota's

amount is an approximate 9% cut in funding for our state. The reason the cut is

greater than 5% is because North Dakota's poverty has actually gone down over the past year which directly impacts our baseline allocation, but in fact our needs

are increasing because of the more transient and diverse student populations we are seeing in our schools. In addition to sequestration, North Dakota expects to see

decreases in all education program funding. Title I, Individuals With Disabilities

Education Act (IDEA), special education, teacher quality grants, and Adult

Education are among the many programs incurring reduced funding. School districts and local school boards will have very limited capacity to replace this funding.

Administrators across the state express concern for the lack of dedicated funding to

specifically address students at risk as a result of the loss of federal Title IV funding.

Technology continues to become more important to our schools and to our students. Instruction must be given in how and where to access and apply relevant data. Teachers must learn how to incorporate technology into their instructional delivery. DPI must ensure that electronic curriculum aligns with North Dakota state standards and the grades awarded in a course taken electronically are based on mastery of the content, not the “seat time” spent covering the curriculum.

Finally, we have no greater responsibility than safeguarding the well-being of our children. Ensuring safe schools is paramount to this responsibility. We must continue to be leaders in promoting safe, supportive learning environments that protect both the physical and psychological safety of students.

The Department is appreciative of the inclusion of many of the optional requests in the Governor’s Executive Budget. In order to address the previously mentioned critical issues I ask that you consider including these additional requests in your authorization and appropriation.

1. **MIS Web Updates** – To provide better customer service, more transparency, and to provide better and more effective communication to the public, educators and students we serve, DPI needs to shift to a more “customer-centered” website based on the role of the site visitor. Changes will also be made to underlying structure of the site making it easier to navigate, maintain and update. As part of the plan to provide exceptional

customer service it will be important for our DPI staff to be more accessible to the field and the children we serve, and to travel out to local school districts to assist with diverse needs. DPI employees need to access and share data among multiple users not located together. Due to the sensitive nature of much of the data used and collected by DPI on student information, normal “cloud based” solutions do not provide adequate security. We estimate this service-oriented portion will cost \$174,000 in addition to the money recommend by the Governor for the MIS STARS maintenance .

- 2. Safe & Drug Free Schools** – Effective school safety is a day-in, day-out, commitment that infuses every aspect of school life. DPI’s Safe and Healthy Schools unit is tasked with addressing the ever-increasing risk behaviors of students and schools. We have responsibility for resources, technical assistance, professional development and support as it relates to numerous and increasing issues. In 2007 there were 11 school related health requirements in ND Century Code; in 2012 there are 23. The Safe and Healthy Schools unit is called upon daily by local schools for assistance. In 2011, funding was eliminated for the Safe and Drug Free Schools program, but multiple mandates continue to exist. Having designated staff will allow

DPI the opportunity to actively coordinate a strong school health and safety program grounded in prevention and intervention. School districts look to the Department to be current and knowledgeable about national trends and best practices as it relates to behaviors and prevention strategies. We are asking for \$209,621 to help us be the resource our local schools want us to be to keep our kids safe and healthy.

3. **Title I School Improvement** – Under the Elementary and Secondary Education Act/ No Child Left Behind (ESEA/NCLB) the ND Department of Public Instruction is required to review state assessment results and identify schools that have not reached established proficiency targets for improvement. These requirements increase each year and we have seen a dramatic increase in the number of schools identified for improvement. When NCLB started we had 14 schools identified for improvement. We anticipate there will soon be approximately 150 schools in program improvement. It is unrealistic to expect these multiple schools identify their needs, implement interventions and make changes needed to raise student achievement without providing support and additional funding to implement their improvement plans. We are requesting \$7,500,000 to award in a two-year grant to these schools targeted for improvement.

4. **Statewide Accreditation System** - The 2011 Legislative Session revised the

Approval process for North Dakota Schools. In November 2011, a committee was formed to study the issue of accreditation for North Dakota schools. Two twelve-member committees were formed; the Advisory Committee and the Review Committee. These committees represented superintendents, principals, teachers, higher education, North Dakota Council of Education Leaders (NDCEL), North Dakota Leaders in Educational Administration Development (NDLEAD), North Dakota Education Association (NDEA), Regional Education Associations (REAs), nonpublic schools, school boards, large and small schools, and all geographic areas of the state. Included in the committee's study were the questions:

- How can accreditation in North Dakota drive school and teacher effectiveness?
- How can the accreditation process eliminate duplication of state and federal reporting requirements?

The work of the committee resulted in the identification of six themes that the North Dakota Accreditation model should encompass: School Effectiveness, Educator Quality, Curriculum Quality and Instruction, Student Achievement, Continuous Improvement, and Public Accountability. After several months of study and discussion, the committee recommended

the adoption of a Statewide Accreditation System and recommended the NCA/AdvancED accreditation process for all public schools in North Dakota.

This system would provide one common method for reporting in every school in the state, allow apples to apples comparison among school districts, and provide these additional benefits to our state, schools and communities.

- A nationally recognized accreditation model that focuses on continuous improvement, student performance, stakeholder satisfaction and would provide accountability for the investment of the state in the educational process.
- A distinctive mark of quality and integrity recognized around the globe as the standard for educational excellence – we could say that every school in our state is an NCA/AdvancED school.
- A framework and support system to help meet and exceed local, state, and national requirements.
- Duplication of reporting eliminated - data would be entered only once by the school and would be accessible to DPI to fulfill state and federal reporting requirements.
- A valid external review process that provides an opportunity to gain valuable input, validation, and support from peers.

- State-wide data and reports could be generated to provide an overview of the status and progress of schools within the state.
- Enhanced focus on student performance

Currently only our larger school districts are able to afford this NCA/AdvancEd system. All of our children in North Dakota deserve to be in a school that has the benefits of a system such as this. A statewide accreditation system is an extremely good investment for education in North Dakota. It will impact every single student in North Dakota. We are asking for \$606,250 to empower educational leaders and focus on continuous improvement.

5. Incentivizing Better Reporting of School Financial Data – At House

Appropriation E & E Committee Chairman's request several leaders gathered to discuss and develop ideas to ensure better reporting and subsequently better public financial information from our schools. The desire is to provide clearer and more consistent information among school districts. One solution for better reporting is to support the Business Manager Certificate Program by providing financial support to encourage business managers to participate in this voluntary professional development opportunity. This program is offered through a partnership between the ND School Boards Association and the ND Association of School Business

Managers in response to a critical need for professional development of school business managers in the state. The certification program is scheduled to begin with its first cohort in July 2013. We anticipate 50 business managers will enroll the first year and 50 more the second year. Course completion is expected to take two to three years. We are asking for \$150,000 to offer each business manager \$1,000 each year they are enrolled to offset program costs.

6. Pass-Through Grants – The Department has 14 pass-through grants included in our budget and I ask you to please consider funding them at the full level of their requests. You have received summaries of their programs and rationale. As educators, we know how vitally important it is to have community and organizational partners work with us to create the best possible learning conditions for our children. Without these partners our students' full learning potential could not be reached. Many of these people are here today and available to speak in support of these projects.

The future for our young people is very bright. I respectfully request your consideration to provide the Department with the resources to lead our public education system into the next great level. I look forward to working with you to improve education in the state. It is a positive and dynamic time and the Department of Public Instruction will work hard to ensure the best for our children.

I ask for your support as a team effort in approving the optional budget requests included and in the Governor's budget as well as those I testified about today. This will allow professional and dedicated staff to continue to do exceptional work for the children in our state.

Mr. Chairman, this concludes my testimony. I would like to thank you for the opportunity to discuss the budget priorities of DPI. I would be happy to take any questions from the committee before I turn the podium over to Ms. Carmen Grove Suminski, Superintendent of the ND School for the Blind and Vision Services and Superintendent of the ND School for the Deaf and Resource Center for the Deaf and Hard of Hearing followed by Mr. Hulen Bivins, State Librarian, to provide testimony.

Please feel free to contact me or Department personnel to answer questions or provide further information. Thank you.

HB 1013

4

Request for the North Central Council for School Television Funding

63rd Legislative Senate Appropriations Committee

March 18, 2013

Dr. Robert Grosz, President

Rep. Dave Monson, Past President

3.18-13
AM

Prepared By Beverly Pearson, Manager Education Services Prairie Public Broadcasting

bpearson@prairiepublic.org

701-239-7575

Chairman Holmberg and members of the Senate Appropriations Committee

As more and more preK-12 educators look online for resources to supplement local curriculum and their professional development opportunities, we must make the relevant multimedia resources easily accessible and readily available to all students, educators, and families in North Dakota. For over 50 years, the North Central Council for School Television (NCCST) has extended its limited financial dollars through a partnership with Prairie Public, positively impacting student achievement levels through critical research and millions of dollars spent on cutting edge classroom resources by public media organizations. The partnership also provided new opportunities in professional development for preK-12 educators. This funding request will

- provide thousands of standards-based, multimedia resources on the new **PBS**

LearningMedia website at no cost to ND schools or teachers.

- offer the robust **Learn360** multi-media website at minimal cost.
- reinforce and develop new content for the **NDStudies.org** multimedia website for local



and regional video and other research items **at no cost to schools.**

- support a comprehensive Ready to Learn project including PBS Kids program characters, the **Martha Speaks** Reading Buddies program and Library Resource Corners.
- supply individualized online lessons, interactive games, whiteboard activities, lesson plans, video clips, and apps for mobile devices to preK-5 classes.
- offer Teacher Training Institutes on integrating energy and carbon, history and culture, and STEAM topics across the curriculum in support of the Common Core.
- train preK-12 educators on integrating multimedia resources for 21st Century Skills.
- provide Family Literacy Event grants (\$2000 value) to schools and their communities and a year-long, research-based preschool curriculum for reservation or Title I schools.

It is for these and other preK-12 services that the NCCST Board is requesting funding of \$535,000, of which \$50,000 is necessary for a crucial update of the NDStudies.org content management system. The current website can not be further expanded to align both North Dakota and common core standards or to continue hosting new assets to reinforce an invaluable site.

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction



#5
3-18-13
Am
HB 1013

Additional Request to House Bill #1013



Carmen Grove Suminski
Superintendent

March 18, 2013

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com



North Dakota Vision Services/School for the Blind (NDSV/SB)
Additional Request to HB #1013

I express appreciation for the actions of the Executive and the House of Representatives.

In addition, with the support of Department of Public Instruction, I am requesting funds to remodel our building:

- May, 2012 – Foss Architect completed a Buildings and Grounds Master Plan
- Grand Forks Public Schools (GFPS) currently leases the West Wing of our building for instruction to the alternative high school students and adult learning center
- The West Wing has not been remodeled since the building was built in 1961
- Remodeling will benefit students and adults served by GFPS and NDVS/SB
- GFPS will commit to a long term agreement to staying at our building
- NDVS/SB is dependent on the rental income from GFPS – 41% of the total Special Fund Revenue (see chart below)

Revenue Source	2013-15 Projections Special Funds	%
Braille Services	\$ 6,000.00	1%
Tsfr From Common School	327,143.00	45%
Rental from 2nd Floor - South Wing	19,384.00	3%
Rental from West Wing (GFPS)	299,050.00	41%
Land Rental	5,800.00	1%
Admissions or Paid Services	40,000.00	5%
Contributions	30,000.00	4%
Misc. Income	1,000.00	0%
Total Projections	\$ 728,377.00	

NDVS/SB is proposing two options for remodeling and this is in addition to what is included in the Executive/House action. Project estimates are from Foss Architecture:

Option 1 is to remodel all of the NDVS/SB Building:

Second Floor Renovation for NDVS/SB (F) (Includes reconfiguration of space, HVAC, plumbing, and electrical system replacement)	\$ 800,000.00
First Floor Remodeling for NDVS/SB (G)	700,000.00
West Wing (GFPS) renovation (H) (Includes reconfiguration of space, HVAC, plumbing, and electrical system replacement)	2,200,000.00
Replace Gymnasium air-handling unit (I)	145,000.00
Replace temperature control system (J)	200,000.00
Replace primary and secondary electrical service (K)	100,000.00
Replace shop and steam house electrical service (L)	15,000.00
Repair and upgrade site lighting (M)	12,000.00
Replace shop lighting and wiring devices (N)	40,000.00
Install central AC system to South Wing (P)	270,000.00
Hazardous Material (Asbestos) abatement (Q)	<u>262,000.00</u>
Total Option 1	<u>\$ 4,744,000.00</u>

Option 2 is to remodel the West Wing (GFPS Wing):

West Wing (GFPS) renovation (H) (Includes reconfiguration of space, HVAC, plumbing, and electrical system replacement)	\$ 2,200,000.00
Replace temperature control system (J)	200,000.00
Replace primary and secondary electrical service (K)	100,000.00
Hazardous Material (Asbestos) abatement (Q)	<u>262,000.00</u>
Total Option 2	<u>\$ 2,762,000.00</u>

NDVS/SB and GFPS have had a long term partnership. It is imperative that it continue. NDVS/SB utilizes the food service, and they utilize our gymnasium.

It is most cost effective for the state to continue this 18 year partnership. I ask that you, as the Senate Appropriations Committee, support the House's recommendation plus seriously consider this additional request.

I realize that this request should have been included in our original request. Being conservative we included the first five priorities listed in the Facilities Master Plan. With further discussion between GFPS and DPI, we are requesting this now. It will be beneficial to complete one remodel job versus having multiple years of construction on our building. This is about giving the best to "kids" and adults of North Dakota who are blind and visually impaired and those youth and adults who are at risk. Remodeling the entire building would be much more cost effective and time efficient. Therefore, I ask that you support Option 1.



GFPS Photos





North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

Foss
Architecture
& Interiors

BUILDING & GROUNDS MASTER PLAN
NORTH DAKOTA VISION SERVICES
SCHOOL FOR THE BLIND



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Background

North Dakota Vision Services/School for the Blind contracted with Foss Architecture & Interiors, Ltd., of Fargo, ND, in March of 2012 to conduct a campus assessment of the existing site and structures to address need for deferred maintenance and programmatic needs, both immediate and long range. The resulting assessment information is intended to provide the School with support in making decisions for the improvement and expansion of facilities so as to work towards a long range vision for development.

Representatives from Foss Architecture & Interiors, Ltd., and Obermiller Nelson Engineering (mechanical and electrical engineers) toured the existing facilities with Greg Roufs, Director of Maintenance to observe existing physical plant facilities and discuss building performance. Additionally, Foss met with staff and administration representatives to discuss programmatic concerns for both immediate and long range facility needs.

The resultant information can be categorized into two parts: Deferred Maintenance and Programmatic Needs. Deferred maintenance issues are those recommendations deemed to be above and beyond normal, routine building maintenance that are intended to rectify malfunction or deterioration of the existing physical plant, preserve existing facilities, or improve energy and building performance.

Programmatic Needs are recommendations intended to improve the function of facilities as they relate to the suitability of the building for its intended use including administrative offices for North Dakota Vision Services, onsite instructional facilities and resource center for the School for the Blind, and Community High School and Adult Education for Grand Forks Public Schools (Stanford Centre), based on current and projected space needs.

A space program was developed to quantify the programmed facility requirements in comparison to existing facilities. Based on discussion with staff and administration of NDVS/School for the Blind, a facility of approximately 29,430 square feet is required to satisfy the School's needs. This represents an increase of 9,343 SF over current utilization. A meeting with representatives of the Grand Forks Public Schools determined that approximately 25,866 SF is required to satisfy the needs of Community High Schools and Adult Education. This compares to 22,121 SF of current utilization. The existing facility is comprised of approximately 49,144 square feet, including 6,936 SF of second floor space of the original South Wing building currently occupied by the North Dakota Higher Education Computer Network which will soon be vacated. Existing building area also includes a 1,030 SF temporary classroom structure used by GFPS which is recommended for removal or demolition.

Schematic concept plans were developed based upon the space program requirements and, through discussion with the NDVS and GFPS administrations, refined into the solution presented in this document. The intent of this plan is to demonstrate how facility

Existing Site:

457,765 SF / 10.5 acres

Existing Building:

49,144 SF

Programmed Requirements:

53,919 SF

Constructed:

School/Dormitory	1961
Gymnasium Add'n.	1976
Swimming Pool Add'n.	1978
Dormitory Conversion	1996
Pool Conversion	1998

Background

renovation and expansion may occur to satisfy program requirements while continuing to make best use of existing facilities and site. The various areas of new construction and renovation depicted in the concept plan may be implemented in phases, over time. Major components of this work include:

- Renovate the second floor of the NDVS/School for the Blind administration building (South Wing) including elevator access for use by NDVS/SB.
- Selective remodeling of first floor spaces of NDVS/SB to create a new, identifiable entry and improve utilization in conjunction with second floor remodeling.
- Construct new NDSVS/SB training facilities for large group meetings on site.
- Remodel and renovate Community High School/Adult Education facilities (Stanford Centre) for GFPS to improve space utilization within existing structure.
- Replace existing, original mechanical and electrical infrastructure that is obsolete, inefficient and beyond its useful life.
- Remedy site storm water drainage issues that cause water seepage in existing basement and tunnel spaces.
- Demolish/Remove temporary classroom structure utilized by GFPS.

Finally, project cost estimates (presented in 2012 dollars) were developed based upon the preferred concept plan. New construction, renovation and major deferred maintenance concerns are addressed in the estimate. Many deferred maintenance concerns are remedied through implementation of the renovation or new construction projects and are not identified separately.



NDVS/SB Entrance located recessed between Gymnasium and Stanford Centre Cafeteria wing.



Stanford Centre (GFPS) Main Entry



Stanford Centre West Wing showing existing, original window wall system recommended for replacement.



Stanford Centre West Wing. Note ponding of rain water near building and poor site drainage.



NDVS/SB South Wing. Note multiple split-system air conditioning units. Recommend replacement with centralized system.



Existing entry corridor for NDVS/SB renovated in 1996.

Deferred Maintenance

The school campus has been maintained in good to excellent condition despite the age. NDVS/School for the Blind facilities have received recent and extensive renovation. Minimal renovation has been completed to older portions of the school, used for GFPS Community High School/Adult Learning Center and the second floor NDUS offices. The deferred maintenance items listed below identify those concerns that exist above and beyond what would be considered regular building maintenance and may require funding aside from the general maintenance budget. Deferred maintenance concerns are those items intended to rectify malfunction or deterioration of the existing physical plant, preserve existing facilities, or improve energy and building performance.

NDVS/School for the Blind

- Install elevator in two-story wing to provide accessibility to second floor.
- Improve lighting in residence suites and apartments
- Hazardous Materials (Asbestos) remains in second floor area. Abatement should take place as part of a renovation project.
- Replace garage unit heaters.
- Install exhaust and makeup air system in garage.
- Replace Gymnasium air-handling unit which is currently not functional.
- Replace heating piping and pumps in two-story area (south wing).
- Replace outdated, pneumatic temperature control system with a central, computerized control system for energy management and efficient troubleshooting.
- Replace individual, split-system air conditioning units with Variable Refrigerant Volume System with air-to-air heat pump and central compressor to increase system efficiency and reduce maintenance.
- Replace original interior electrical switchboard service and combine electrical service.
- Replace damaged and broken exterior wall pack lighting and add emergency egress lighting at entrances.
- Replace original, obsolete electrical distribution panels with new equipment.
- Replace outdated and inefficient lighting, emergency lighting, switches and receptacles.

- Replace original equipment circuit breaker load centers.
- Install 400 KW generator to power emergency egress lighting, life safety systems and provide backup power.

Community High School/Adult Learning Center (Stanford Centre)

- Replace original window wall systems with modern, insulated windows and panel system. Existing windows are inefficient, drafty, and many do not operate.
- Replace rooftop units with new Variable Air Volume Air systems and new hot water radiation to improve comfort, temperature control, and efficiency.
- Provide air-conditioning for east-side classrooms.
- Replace water piping, waste piping, fixtures and water heater.
- Hazardous Materials (Asbestos) is present in floor tile and ceiling acoustic plaster. Plaster is subject to damage from students and should be abated.
- Replace original electrical distribution panels that are obsolete with new equipment.

Site

- Provide means for adequate site drainage away from buildings. Seepage problems exist currently in basement mechanical space and tunnels.

Programmatic Needs

Programmatic Needs are recommendations intended to improve the function of facilities as they relate to the suitability of the building for its intended use, based on current and projected space needs. The following list summarizes the most significant and highest priority items gleaned from discussions with staff and administration regarding current deficiencies and projected needs.

NDVS/School for the Blind

- Create a more visible and accessible entrance to the School for the Blind. Current entrance is hidden and School lacks identity.
- Improve workspace of Receptionist/Administrative Assistant.
- Provide facilities for training and in-service conferences to accommodate 60-70 people.
- Provide Store function to be located near reception and entry. Consolidate various cabinets into one location.
- Improve signage and way-finding.
- Provide more space for technology equipment set-up, repair and storage.
- Create a demonstration lab for technology equipment so as to not disturb other activities.
- Improve work areas of Daily Living Skill lab. Relocate to be closer to residence apartments and suites.
- Eliminate distractions in Vision Resource Center from other activities
- Provide a larger work room and storage area for Braille Access center to accommodate equipment and reduce noise.
- Provide more study and classroom space for students while in residence.
- Improve Vocational Services with larger office for equipment and testing materials.
- Increase size of Music room to accommodate equipment, students and activities.

- Provide toilets closer to south end of building.
- Increase size of employee break room and separate it from work room activities.

Community High School/Adult Learning Center (Stanford Centre)

- Reconfigure existing classrooms to improve space utilization and create right-sized classrooms.
- Provide one or two more classrooms.
- Provide more access to Gymnasium and recreation facilities.
- Provide Washer, Dryer and Shower facilities for teaching life skills and student hygiene needs.
- Address lab equipment needs for Science instruction.
- Provide additional space for Special Education and office needs
- Improve food service delivery to match offerings at other schools.
- Provide additional storage throughout.
- Centralize office and special services.

Site

- Create a more identifiable entry and easier access to handicap parking.
- Improve outdoor sitting and picnic areas for staff and students.

Meeting Notes

The following notes summarize meetings held with NDVS/SB staff and administration to discuss both immediate needs and long-range plans for facility development. Both deferred maintenance and programmatic needs were discussed.

Administration

Attendance: Carmen Grove Suminski, Tami Purcell, Paul Olson, Jane Glander
Bob Ames, Foss Architecture & Interiors

The following items were discussed via conference call on 3-20-12:

1. Administration functions should be located to be more visible at entry of the facility. NDVS entry needs to be more functional and logical. Current reception is too far from entry.
2. Administration requires three private offices: Superintendent, Programming, and Business Manager. Offices should be large enough to accommodate small group meetings and one-on-one meetings with staff in an informal setting.
3. Administrative Assistant needs more efficient and flexible work space. Prefer to have access to exterior window.
4. Work room space and file storage is needed.
5. Provide also in Administration area: conference room, toilet, break room, and storage/supply room that can be closed off.
6. Provide a large area for in-service and conference activities accommodating 60-70 people. This space should be outfitted with technology, and able to subdivide into smaller spaces. Locate to be easily accessed, perhaps with separate entry. Provide a food and beverage prep area close by.
7. The Store function should be located near the entry and reception. Provide a more private area to consult with customers.
8. Existing signage is not adequate. Provide more visible direction and way-finding.

Technology

Attendance: Tracy Wicken
Bob Ames, Foss Architecture & Interiors

1. Technology department provides direct instruction and demonstration of assistive technology equipment to clients in a classroom setting. Provide workstations at tables or counters for one-on-one work. Occasionally multiple students may be working at the same time.
2. Instructor has desk and office area within the classroom. Storage for personal items is needed.
3. Provide more closed storage in classroom to conceal clutter and equipment.
4. Adequate electrical outlets are needed for equipment, along with multi-level lighting.
5. Storage room for equipment is needed. Currently additional equipment is stored in the shop area. Space about half the size of existing classroom is desired with shelving.
6. Access close to an exterior door is desired for ease of equipment delivery. Provide a room for setup, repair and cleaning of equipment.
7. Provide a room for demonstration of equipment where clients can try out and work with equipment without disturbing classroom activities.

Daily Living Skills

Attendance: Ken Dockter
Bob Ames, Foss Architecture & Interiors

1. DLS area provides instruction for students in Daily Living Skills including kitchen, laundry and sewing.
2. More workspace is needed in kitchen area. Counter is filled with equipment.
3. Current multi-level counter top is good to accommodate kids and those needing accessible sink and stove.
4. Improvements over existing accommodations include: eliminate tile and grout countertop, provide additional stove top with glass-top burners, more counter top work area, multiple work areas to accommodate more than one student at a time, increase usability of inside corner cupboards and more electrical outlets for small appliances.
5. A difference in floor finishes between kitchen and dining is good. Adequate under-cabinet lighting is also important.
6. Office area in the DLS works well, but more desk and workspace is needed.
7. DLS also serves as food prep and dining area for students while in residence. Ideally would be better located nearer dormitory. Closer access to restrooms is desired.

Vision Resource Center

Attendance: Elaine Legg and Lori Foley
Bob Ames, Foss Architecture & Interiors

1. Hub of activity. Needs to serve as a Library. Should be quieter.
2. Three individuals working in this area, each could use more space. Lori handles supplies to be sent out to teachers. Storage is currently located upstairs and out in warehouse. Close access to mail delivery is needed.
3. Elaine works with talking book machines. Needs place to store machines. Currently machines are stored in workroom and warehouse. Close access to mail delivery is needed. Area to clean and maintain machines is needed.
4. Donna serves as Librarian. More room is needed for books. Provide a separate area for more private reading with children and students.
5. Store function should be removed from VRC.
6. Currently equipment is stored and demonstrated in the VRC which is disruptive. Space could be better utilized by VRC.
7. Closer access to restroom is desired.
8. Need more separation between work areas for sound control.
9. Sound from toilet on second floor above is a problem.
10. Traffic through library causes sound concerns and disruption.

Braille Access Center

Attendance: Crystal Roy
Bob Ames, Foss Architecture & Interiors

1. Braille Access Center handles alternative media including Braille, large print and audio publications.
2. Space required for program director and volunteer worker. Added space is needed for a lockable file cabinet along with extra chair for visitor.
3. Adjacent workroom required for equipment including embosser, binding machine, and supplies. Workroom must be closed off due to noise generated by embosser. More space is required than what is currently available both to allow easier access to and more efficient use of what is currently in the space and to make it possible to move tactile graphic enhancer, Ellison die cutter,

Meeting Notes

and die cut supplies out of the volunteer work area. Must be adjacent to office area to accommodate connection between computer and embosser.

4. Concentration for proofreading, particularly music Braille, is difficult in current area due to noise level; clearly hearing a phone caller is sometimes difficult. A more quiet area is desirable.
5. An enlarged, dedicated break area is needed for school staff. Current break area is located in workroom and only accommodates five people; consequently, support staff and teaching staff generally take breaks in separate areas. Use of microwave and sink is problematic when people are seated at the table. Space for a larger group is desirable, separate from copy and work areas.

Programming

Attendance: Paul Olson
Bob Ames, Foss Architecture & Interiors

1. East wing serves pretty well.
2. There is a lack of space for students working on general curriculum. Noise is a challenge when more than two students working in the same space. Apt. 101 living area is used as homework space. Perhaps utilize Conference for homework instruction.
3. One or two reasonably sized rooms are needed for generic instruction. Homework, art, daily living skills.
4. The number of beds is sufficient during most programming weeks. A few more beds would be nice when we have summer camps. Private rooms are needed for adults.
5. Music program would be better served in a larger area.
6. Provide office space for Program Manager in Administrative Office area.
7. Current office space for Coordinator of Student Programs is too small. She supervises the house parents and sometimes has the need to meet with more than one person at a time in her office. This office should be located near the residential program.
8. Larger office areas are desired to accommodate visitors.
9. Students spend 30 minutes daily in the Gymnasium including structured activities such as "Goal Ball" which requires same dimensions as Volleyball court. Gym is used as a conference area, and also used by Community High School.
10. Gymnasium could be modified to create multipurpose space with use of alternative flooring. Gymnasium lacks air conditioning.

Vocational Services

Attendance: Katrina
Bob Ames, Foss Architecture & Interiors

1. Vocational Services conducts test and evaluation of high school students and adults, along with homework tutoring for younger students.
2. More appropriate storage for resources and equipment is needed. Existing cabinets don't accommodate materials very well.
3. More floor space, and wider office is needed to accommodate equipment and furniture. Provide lower height tables and desks for younger students. Additional space will also accommodate physical activity testing.
4. A window that opens is desirable.

Music

Attendance: Natasha Thomas
Bob Ames, Foss Architecture & Interiors

1. Music room is used as an instructor office and space for teaching and playing.
2. A room double current size is needed to accommodate equipment and activities. Provide room for two pianos, tables, and storage shelving for instruments.
3. Current space can accommodate 6-7 students, but larger space would accommodate 12-13.
4. Close proximity to Gymnasium and water fountain is desired.

Adult Rehabilitation

Attendance: Amy Osvold & Jesse Shirek
Bob Ames, Foss Architecture & Interiors

1. Lighting is not always appropriate for every adult. Multiple lighting systems would be useful. Natural light needs to be controlled.
2. Color schemes with regards to desks and countertops could be improved for contrast.
3. Under-cabinet lighting should be shielded to reduce glare.
4. Office space is shared and also used for storage. More storage throughout the building is needed.
5. More office space is needed for instruction.
6. Move DLS closer to apartments and suites. Provide two kitchen areas.
7. Suite 103 & 104 bathroom is too small.
8. Lighting in suites could be improved.
9. Consider central laundry.
10. Provide homework study area with individual study areas.
11. Apartment/studio areas for itinerate instructors with work/office areas.
12. Outdoor area with paving for picnic space and sitting area for adults.
13. More efficient use of common areas. Subdivide for multiple, smaller group use. Improve lighting in central commons. Consider indirect light to reduce glare.
14. Improve layout of bathrooms in suites. Provide more space between fixtures. Move sinks to be outside of toilet/bath areas.
15. Improve humidity. Air is dry in winter.
16. Showers in public toilets could be removed.
17. Consider sub-dividing gym into multiple conference rooms with operable walls.
18. Indoor sunroom/seating area would be nice.

Outreach

Attendance: Pamela Hesse (via phone conference 3-22-12)
Bob Ames, Foss Architecture & Interiors

1. Currently, store inventory is stored in cabinets in multiple locations. One location would be ideal with table and space for demonstration to clients. This should be co-located with Pamela's work area, as access back and forth is needed.
2. Pamela's area should be easily accessed by clients and students, as well as working closely with administration.
3. Work space is needed for Outreach teacher (Cindy).
4. Work space with ample storage is needed for Pam Haus. Pam teaches mobility orientation, CPR training and public awareness. Currently utilizes three storage cabinets along south wall.
5. Having co-workers located together is nice, but sound control is a problem and distracting to other staff.
6. Better, more visible entrance to the school is needed with handicap parking nearby.

Meeting Notes

7. DLS should be located near apartments and suites.
8. Provide a staff restroom nearer the south end of the school.
9. More space is needed for break room, but dedicated space may be underutilized.

IT Services

Attendance: Laurie Westling (via phone conference 3-22-12)
Bob Ames, Foss Architecture & Interiors

1. IT Services handles computer technology for school and staff including computer set-up, maintenance and installation.
2. Laurie maintains databases and student files. Four file cabinets are located in this space.
3. Current location is good. Laurie and Gary work closely together and need to be located next to each other. Would be helpful to have a door between offices.
4. Better area to set up computers, store equipment and carts is desired.
5. Close location to server is desired. Server should be located in climate controlled room with network equipment.
6. New desk furnishings are needed to accommodate IT equipment and cabling.

Grand Forks Public Schools

Attendance: Larry Nybladh, Bill Hutchison, Jody Thompson, Terry Bohan, GFPS
Bob Ames, Foss Architecture & Interiors

The following items were discussed during a meeting with GFPS representatives on March 27, 2012:

1. The North Dakota Vision Services site is home to GFPS Community High School and Adult Learning Center.
2. Currently, 10 classroom spaces are utilized, one of which is the portable classroom, one is a closet space, and another is the FACS rooms. One or two more spaces are needed. Classrooms need to accommodate 14-18 high school and adult students. Original classroom sizes are too small. Adjacent classrooms that have been joined together have partition walls that remain that make supervision difficult.
3. Basic needs to improve current facility include:
 - a. More access to Gymnasium and Recreation facilities. Would like to offer gym classes for more than just one block as well as other recreation and wellness activities.
 - b. Washer and Dryer for teaching life skills.
 - c. Shower Facility
 - d. Improvement of existing window walls which are drafty and inefficient. Many windows do not operate.
 - e. Air conditioning for east-side classrooms
 - f. Science Lab facilities
 - g. FACS classroom is undersized
 - h. Additional space for Special Ed Assessment
 - i. Plumbing issues exist. Flushing problems and hot water deficiency at Men's room.
 - j. Kitchen facilities that would allow food service program to match what other schools offer.
4. Adult Learning Center utilizes three classroom spaces: Adult Transitions, Adult Learning, and Adult English Language Learners (ELL). Classrooms should accommodate 8 to 13 students.
5. More storage is needed throughout.

6. A small space or adaptable conference room/classroom could be utilized for Driver's Education simulators.
7. Current leased space is 16,600 square feet.
8. Total enrollment is about 120 students, and 10 staff.

Additional "Stanford Centre Dream List" present by Terry Bohan follows:

Stanford Centre Dream List

- ✓ Gym and gym class offered more than just one block.....could also be used on break to shoot baskets or walking (wellness)
- ✓ Washer and dryer.....help teach life skills and there are times we just need one for our students
- ✓ Shower
- Flex* ✓ Jeffco Room also could be used as the before or after school extended time
- ✓ Daycaremaybe down the road but a realistic need
- ✓ A kitchen and meal program which would match what other schools offer
- ✓ Class rooms with lab facilities.....Science, FACS, Art
- ✓ Larger library
- ✓ Office together in a central location.....Principle, Counselor, Social Worker, Special Education, Conference Room, Specialty Services (Speech)
- ✓ At least 8 classrooms for the High School and 3 for the Adult Learning Center
- ✓ Student Lounge/Commonsplace for our kids to go on breakkeep them in the building and active.....help with attendance and socialization.....have available ping pong, Bananagrams, etc.
- ✓ Centrally locatedeasy to find
- ✓ Conveniently located on a bus route
- ✓ Accessible for Community Ed classes and Driver's Education
- ✓ **SPACE**

Mechanical and Electrical Systems Evaluation

Overall building layout and history:

The campus' first buildings were constructed in 1959 (west wing, south wing, and shop and the steam house). In 1975 the link and gymnasium were constructed. In 1977 the east wing (pool) was added. In 1981 the garage was added to the shop. The first floor of the south wing was remodeled in 1994. The pool was filled in and the space remodeled in 1998 into suites.

The following is a list of deferred maintenance items for mechanical and electrical systems, along with estimated costs for improvements.

DEFERRED MAINTENANCE: MECHANICAL

PRIORITY 1-5 YEARS

Shop & Garage

1. The unit heaters and the piping in the shop are original and are at the end of their useful life.
 - a. Estimated costs: \$10,000
2. The garage exhaust system is blocked off and not operational. Due to the gas engines that can be run in the shop, a Carbon Monoxide sensor panel, exhaust and makeup air system should be added to the garage space
 - a. Estimated costs: \$12,000



Picture #1: Existing Garage Unit heater and combustion air intake

1959 Classroom Wing

1. The HVAC system is currently very limited. It is served by two rooftop units that have very poor temperature control between spaces. The heat is from hot water radiation around the perimeter, but the piping and radiation are original. The systems should be upgraded with new Variable Air Volume Air Systems, hot water radiation around the perimeter, and new hot water piping.

- a. Estimated costs: \$300,000



Picture #2: Rooftop Units on the Classroom Wing

- 2. The plumbing in the building is existing and at the end of its useful life. All piping and fixtures should be replaced. In addition, there is a water heater that is currently in the mechanical room by the bathrooms, but it is not in use. A central domestic water heating system needs to be upgraded as part of the plumbing upgrade.
 - a. Estimated costs: \$100,000

Cafeteria:

- 1. The HVAC for the area is served from a rooftop unit installed in 2010. The rooftop unit is a single zone DX unit that is used for cooling. Heating is provided from perimeter radiant heat, but the piping and radiation are original. The systems should be upgraded with new Variable Air Volume Air Systems, hot water radiation around the perimeter, and new hot water piping. In addition, the wall areas around the perimeter-heating units do not have insulation and need to be furred out and insulated.
 - a. Estimated costs: \$150,000

Gymnasium

- 1. The air-handling unit serving the gym is not functional and needs to be upgraded.
 - a. Estimated costs: \$120,000



Picture #3: Existing Gym AHU that is not functional

1959 Two-Story Area (South Wing)

1. The steam piping to the heat exchangers, along with the heat exchangers in the basement have been replaced, but the heating piping and pumps need to be updated. The piping should be updated from the mechanical room and out to the spaces.
 - a. Estimated costs: \$50,000



Picture #4: New Steam Piping in the basement mechanical room

Temperature Controls:

1. Currently the temperature controls are very limited, with the majority of the existing controls being pneumatic. It is recommended to upgrade the building to a central, computerized control system for energy management and efficient troubleshooting.
 - a. Estimated costs: \$170,000 to upgrade the entire building.

PRIORITY 5-10 YEARS

1. There are numerous, individual split system air conditioning units in the 1959 two-story building to provide air conditioning. Currently, they are working, but will need replacement in the next few years. The air conditioning system in the two-story building should be upgraded to a Variable Refrigerant Volume System utilizing an air-to-air heat pump with central compressor. This would increase system efficiency and minimize the number of compressor's in the system to maintain. This could be addressed sooner if major renovations were to occur in this area.
 - a. Estimate costs: \$16/SF

PRIORITY 10+ YEARS

1. Although the current steam pressure reducing station is in good condition with valves recently replaced, there should be money budgeted to upgrade the assembly again over the next 15-20 years.
 - a. Estimate costs: \$30,000
2. The HVAC system for the 1998 addition should be budgeted to be upgraded over the next 15-20 years as the system components began to wear out.
 - a. Estimated costs: \$22/sf

DEFERRED MAINTENANCE: ELECTRICAL

PRIORITY 1-2 YEARS

Primary and Secondary Services

1. The utility primary service is provided by the University of North Dakota via 4.16 KV, three phase, overhead construction. Utility transformers are an oil filled single phase bank of three distribution type units mounted on a platform north of the gymnasium just off the corner of the shop. Each transformer is rated 75 KVA. Primary service is maintained by UND.
2. Secondary 208Y/120 volt, three phase, four wire distribution system wiring is underground to two separate main campus switchboards at the 1959 West Wing. One 600 ampere service is located on the exterior east side building while another 800 ampere service is located just inside the north door (Door #2). The exterior service entrance has a CT cabinet and a single main circuit breaker. The interior service entrance has two main distribution feeder circuit breakers.
3. The interior switchboard is original construction and should be replaced as it has exceeded its expected 40-year life. When this is replaced both services should be combined. Separate secured space should be provided.
4. Estimated cost: \$80,000



Picture #5: Main Overhead Service

1959 Shop Service and Steam House Service

1. The main building service equipment consists of circuit breaker load centers. These load centers are original construction and should be replaced as they have exceeded their expected 30 year life.
2. Estimated cost \$12,000

Site Lighting

1. With the exception of a few pole mounted lights, most of the lighting is mounted on buildings. There are lights over doors for egress lighting and separate parapet mounted lights for area lighting. Wall mounted lights are wall pack style that have broken and/or heavily discolored

Space Program

lenses. Wall pack lights should be replaced and emergency egress lighting added at each entrance (14 total).

2. Estimated cost: \$10,000



Picture #6: Exterior Lights

1959 West Wing Electrical Distribution Panelboards

1. The electrical distribution equipment for the west wing consists of a Federal Pacific Electric (FPE) 600 ampere, three phase circuit breaker type panel board for "normal" power and a separate FPE 100 ampere, single phase circuit breaker type panel board for "emergency" power. Both have exceeded their 40 year expected life. FPE has been out of business since 1988 and is therefore no longer making circuit breakers. Replacement reconditioned breakers are still available but at a high price. Future availability of reconditioned breakers is unknown.

Estimated cost: \$15,000



Picture #7: West Wing Electrical Distribution Panel

1959 South Wing Electrical Distribution Panelboards

1. The electrical distribution equipment for the south wing consists of two 400 ampere, three phase circuit breaker type panel boards one 100 Ampere panel board. One 400 ampere and the 100 ampere panel boards are FPE that are original to the building with a similar "normal" and "emergency" arrangement as the West Wing. The other 400-ampere panel board is a newer Siemens that was added primarily for air conditioning and other mechanical loads. The FPE panel board has exceeded its 40 year expected life and should be replaced.

Estimated cost \$12,000



Picture #8: South Wing Distribution Panels

1959 Shop, West Wing Lighting, and South Wing 2nd Floor Lighting and Wiring Devices

1. Much of the general lighting in the 1959 areas of the shop, west wing and 2nd floor of the south wing consists of fluorescent wraparound type fixtures with T-8 lamp electronic ballast combinations. Some of the fluorescent light fixtures in areas that have not been remodeled since 1959 have had new ballast, lamp sockets, and lamps changed out T-12 magnetic to T-8 electronic lamp ballast combinations.
2. In the lobby there are a few original incandescent fixtures with glass lenses. Most of the wraparound type lighting is over 20 years old. All of the light fixtures should be replaced if not be addressed with new general renovations in the next few years.
3. Exit and emergency lighting should be upgraded as well.
4. Wiring devices, i.e. switches and receptacles, have exceeded their expected 20 year life and should be replaced.
5. Estimated cost: \$160,000 (\$6.00 per SF Lighting, \$0.50 per SF Wiring Devices)

400 KW Emergency Generator:

Code required life safety emergency egress lighting is provided by battery backed emergency light fixtures. These fixtures are designed to provide 90 minutes of light to egress the building in the event of a power outage or interruption of normal power to the building. The fire alarm control panel also needs battery backed for 24 hours of operation.

There is no backup system to maintain power to general lighting systems, computers, hot water circulating pumps, steam condensate pumps, ventilation and air conditioning equipment, or kitchen equipment.

A 400 KW generator could be applied to backup all power to the building and to provide separate emergency power for life safety systems. Existing emergency egress lighting would be maintained until areas are renovated at which time they could be replaced with separate emergency lights.

Electrical: \$150,000

Mechanical: \$0 unless the generator is placed in inside, at which point ventilation would be required.

**NDVS / School for the Blind
Space Program**

Description		Qty	Size	Total SF	Existing	Difference
1 Administration						
1.1	Administration					
1.1.1	Administrative Assistant (J. Glander)	1	100	100	97	3
1.1.2	Superintendent (C. Suminski)	1	150	150	130	20
1.1.3	Program Director (P. Olson)	1	150	150	130	20
1.1.4	Business Manager (T. Purcell)	1	150	150	106	44
1.1.5	Administration Waiting Area	1	80	80	0	80
1.1.6	Workroom	1	300	300	300	0
1.1.7	File Room	1	80	80	63	17
1.1.8	Conference Room	1	200	200	0	200
1.1.9	Toilet	1	50	50	0	50
1.1.10	IT Services - Office (G. Bornsen, L. Westling)	2	150	300	422	-122
1.1.11	IT Equipment Set-up and Storage	1	200	200	0	200
1.1.12	IT Server	1	100	100	92	8
	Subtotal Administration			1,860	1,340	520
Subtotal Administration				1,860	1,340	520
2 Client Services						
2.1	Programs and Education					
2.1.1	Program Manager (D. Johnsen)	1	150	150	90	60
2.1.2	Orientation/Mobility Instructor (P. Haus)	1	150	150	80	70
2.1.3	General Classroom Instruction	2	250	500	225	275
2.1.4	Braille Instruction (C. Lien)	1	150	150	145	5
2.1.5	Music Instruction (N. Thomas)	1	500	500	226	274
2.1.6	Gymnasium	1	2,500	2,500	2,532	-32
2.1.7	Gym Storage	1	500	500	469	31
2.1.8	Daily Living Skills (K. Dockter)	1	500	500	456	44
2.1.9	Dorm Suites	2	360	720	716	4
2.1.10	Apartments	2	465	930	930	0
2.1.11	Commons	1	600	600	600	0
2.1.12	House Manager Suite	1	150	150	106	44
2.1.13	Laundry	1	80	80	72	8
2.1.14	Equipment Storage and Supplies	1	250	250	0	250
	Subtotal Programs & Education			7,680	6,647	1,033
2.2	Outreach and Resource Center					
2.2.1	Vision Resource Center (L. Foley, E. Legg, D. Metzger)	1	2,500	2,500	2,205	295
2.2.2	VRC Equipment and Storage	1	800	800	495	305
2.2.3	Technology Classroom (T. Wicken)	1	500	500	462	38
2.2.4	Demonstration Area	1	250	250	0	250
2.2.5	Equipment Storage and Workroom	1	250	250	0	250

Description	Qty	Size	Total SF	Existing	Difference
2.2.6 Braille Access Center (C. Roy, volunteer)	1	200	200	144	56
2.2.7 BAC Equipment and Storage	1	120	120	50	70
2.2.8 Vision Rehab. Specialist (J. Shirek)	1	150	150	150	0
2.2.9 Vocational Services (K. Wendel)	1	600	600	398	202
2.2.10 Adminstrative Assistant (P. Hesse)	1	120	120	80	40
2.2.11 Vision Store	1	250	250	0	250
2.2.12 Outreach Teacher (C. Williams, P. Hill)	2	120	240	80	160
2.2.13 Training/Inservice Meeting Rooms	1	2,000	2,000	0	2,000
2.2.14 Kitchen/Catering	1	150	150	0	150
Subtotal Outreach & Resource			8,130	4,064	4,066
Subtotal Client Services			15,810	10,711	5,099

3 Facilities					
3.1 Staff					
3.1.1 Breakroom	1	250	250	0	250
3.1.2 Toilets	6	200	1,200	345	855
Subtotal Staff			1,450	345	1,105
3.2 Building Services					
3.2.1 Custodian	3	60	180	170	10
3.2.2 Mechanical (lump sum)	1	2,500	2,500	2,536	-36
3.2.3 Garage/Storage	1		0		0
Subtotal Building Services			2,680	2,706	-26
Subtotal Facilities			4,130	3,051	1,079

	Total SF	Existing	Difference
Total net square foot requirements:	21,800	15,102	6,698
Net to gross conversion (x .35)	7,630	5,361	2,269
Gross foot requirement:	29,430	20,087	9,343
Second floor Gross SF		6,936	
Gross foot requirement w/Second Floor:	29,430	27,023	2,407

**Community High School / Adult Education
Space Program - Grand Forks Public Schools**

Description	Qty	Size	Total SF	Existing	Difference
1 Administration					
1.1 Administration					
1.1.1 Main Office	1	250	250	233	17
1.1.2 Counselor Offices	2	150	300	265	35
1.1.3 Principal's Office	1	180	180	133	47
1.1.4 Mail/Copy Room	1	100	100	133	-33
1.1.5 Storage/Supplies	1	80	80	131	-51
1.1.6 Conference Room	1	250	250	273	-23
Subtotal Administration			1,160	1,168	-8
Subtotal Administration			1,160	1,168	-8
2 Education					
2.1 Classrooms					
2.1.1 Library	1	600	600	464	136
2.1.2 General Classrooms	6	750	4500	4,595	-95
2.1.3 Science	1	1,100	1,100	1,023	77
2.1.4 FACS Classroom	1	750	750	562	188
2.1.5 Art Classroom	1	750	750	486	264
2.1.6 Assessment	1	150	150	0	150
2.1.7 Adult Learning Classrooms	3	600	1,800	2,104	-304
2.1.8 Gymnasium	1	2,500	2,500	2,532	-32
2.1.9 Gym Storage	1	500	500	0	500
2.1.10 Fitness	1	500	500	0	500
2.1.11 Storage	1	750	750	624	126
			0	0	0
Subtotal Classrooms			13,900	12,390	1510
Subtotal Client Services			13,900	12,390	1510
3 Facilities					
3.1 Food Service					
3.1.1 Cafeteria	1	1,400	1,400	1,416	-16
3.1.2 Kitchen and Storage	1	400	900	380	20
Subtotal Food Service			2,300	1,796	4
3.2 Staff					
3.2.1 Breakroom	1	250	250	233	17
3.2.2 Staff Toilets	2	60	120	86	34
Subtotal Staff			370	319	51

Description		Qty	Size	Total SF	Existing	Difference
3.3	Building Services					
3.3.1	Toilets	2	250	500	426	74
3.3.2	Shower	1	70	70	0	70
3.3.3	Custodian	1	60	60	52	8
3.3.4	Mechanical (lump sum)	1	800	800	233	567
	Subtotal Building Services			1,430	711	719
Subtotal Facilities				4,100	2,826	774

	Total SF	Existing	Difference
Total net square foot requirements:	19,160	16,384	2,776
Net to gross conversion (x .35)	6,706	5,737	969
Gross foot requirement:	25,866	22,121	3,745

Concept Master Plan

The following facility and site improvement recommendations comprise the buildings and ground master plan for North Dakota Vision Services/School for the Blind and are intended to address both deferred maintenance and programmatic concerns for the campus. Each item is identified with a letter that corresponds to the site and plan diagrams that follow, along with the project cost estimates.

Program-related and Deferred Maintenance Projects

- A. Install elevator and equipment to provide accessibility to second floor of South Wing. Accessibility is a Federal ADA requirement for government-owned buildings and will be necessary for continued or repurposed use of the second floor area.
- B. Replace original window wall system with modern, insulated window and panel system to improve operation, comfort and energy efficiency of West Wing classroom spaces.
- C. Install site storm drainage utilities to collect and route storm water to sewer system and alleviate seepage into basement and tunnels. Collect rainwater from downspouts with a French drain system installed around perimeter of courtyard and convey through new storm sewer piping, along with sump pump discharge, to an existing catch basin in the west parking lot.
- D. Replace original Garage unit heaters with new equipment.
- E. Install Garage exhaust, make-up air system, and carbon monoxide sensor panel to improve air quality and life safety.
- F. Renovate and reconfigure second floor of South Wing for North Dakota Vision Services Administration and Outreach services. Replace original mechanical systems with new heat exchangers, pumps, piping, HVAC equipment, plumbing fixtures, and temperature control equipment. Replace original electrical systems with new distribution panels, wiring, devices and life safety systems.
- G. Following second floor renovation of south wing, remodel and reconfigure select areas of first floor for repurposed use. Replace mechanical heating piping in first floor of south wing, and install digital temperature control systems.
 - 1. Create new north entry for School for the Blind to improve accessibility and visibility from north parking lot. Create new vestibule and corridor through existing building, and relocate Music classroom to be adjacent to Gymnasium.
 - 2. Relocate Daily Living Skills from south wing to a location adjacent to apartments and suites.
 - 3. Reconfigure outreach services on first floor to consolidate Vision Store and create training rooms where existing functions are relocated to second floor.
 - 4. Expand Vision Resource Center Storage into space currently occupied by Daily Living Skills, and reconfigure Technology services to consolidate demonstration and storage in space currently used by IT.

- H. Renovate and reconfigure West Wing for Grand Forks Public School Community High School and Adult Education. Replace original mechanical systems with new heat exchangers, pumps, piping, HVAC equipment, plumbing fixtures, and temperature control equipment. Replace original electrical systems with new distribution panels, wiring, devices and life safety systems.
- I. Upgrade existing air-handling unit in Gymnasium which is currently not functional.
- J. Provide new central, digital temperature control system equipment to serve complex. This is head-end equipment only. Temperature control upgrades for remodeled areas are included under their respective projects.
- K. Replace original primary and secondary electrical service equipment.
- L. Replace original electrical circuit breaker load centers in Garage/Shop and Steam House.
- M. Replace and upgrade site lighting.
- N. Replace original Garage/Shop lighting and electrical wiring devices.
- O. Construct new on-site Training Room facilities to accommodate large groups of up to 70, with technology equipment and catering kitchen.

Deferred Maintenance Costs 5-10 years

- P. Replace individual split system air conditioning units in the 1959 two-story building with a Variable Refrigerant Volume System utilizing an air-to-air heat pump with central compressor. This would increase system efficiency and minimize the number of compressors in the system to maintain. This could be addressed sooner if major renovations were to occur in this area.

Other Project Costs

- Q. Hazardous (asbestos-containing) materials remain in floor tile and acoustic plaster ceilings located in the Stanford Centre (west wing), second floor of the south wing and contaminated soils in the perimeter pipe tunnels. These materials should be removed before subsequent damage or deterioration causes exposure concerns to building occupants.

**NDVS/School for the Blind
Project Cost Estimates**

Estimated Project Costs

A	Elevator Installation	\$230,000
B	West Wing Window Replacement	\$180,000
C	Install site drainage utilities	\$56,000
D	Replace Garage Unit Heaters	\$12,000
E	Install Garage Exhaust and Makeup Air System	\$15,000
F	Second Floor Renovation for NDVS	\$800,000
	<i>(Includes reconfiguration of space, HVAC, Plumbing and Electrical Systems replacement)</i>	
G	First Floor Remodeling for NDVS	\$700,000
H	West Wing (Stanford Centre) Renovation	\$2,200,000
	<i>(Includes reconfiguration of space, HVAC, Plumbing and Electrical Systems replacement)</i>	
I	Replace Gymnasium Air-handling unit	\$145,000
J	Replace temperature control system	\$200,000
K	Replace primary and secondary electrical service	\$100,000
L	Replace shop and steam house electrical service	\$15,000
M	Repair and upgrade site lighting	\$12,000
N	Replace Shop lighting, and wiring devices	\$40,000
O	Training Center Addition for NDVS	\$700,000
	Total Estimated Project Costs	\$5,405,000

Deferred Maintenance Costs 5-10 years

P	Install central AC system in South Wing	\$270,000
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Estimated Other Project Costs

Q	Hazardous Material (Asbestos) abatement	\$262,000
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Notes:

1. Project cost estimates represent 2012 dollars. Adjustments should be made for inflation if projects are implemented in subsequent years.
2. Project costs are inclusive of construction costs, construction contingencies, design fees, and other miscellaneous estimated costs.

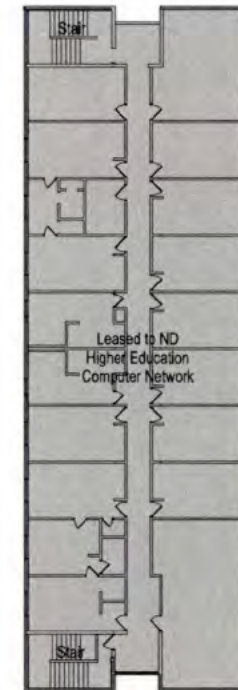


NDVS/School for the Blind Existing Building Plan

05/08/12



First Floor



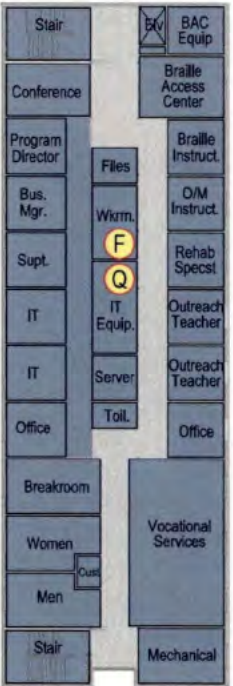
Second Floor

- North Dakota Vision Services
School for the Blind
- Grand Forks Public Schools
- Shared Facilities
- Leased Space (ND HECN)



NDVS/School for the Blind Building Masterplan

05/08/12



- North Dakota Vision Services School for the Blind
- Grand Forks Public Schools
- Shared Facilities
- New Construction

Testimony for HB1013 with regard to North Dakota Vision Services – School for the Blind:

Submitted to the Attention of Senator Ray Holmberg, Chair of the Senate Appropriations Committee, North Dakota 63rd Legislative Assembly.

Re: Testimony specifically offered in reference to the Appropriation provided for North Dakota Vision Services / School for the Blind for the upcoming biennium of 2013 – 2015.

Submitted By: Allan Peterson, Co-Legislative Liaison,
North Dakota Association of the Blind (NDAB).

Home address: 7009 Horseshoe Bend, Horace, ND 58047. I reside in state District 22
Office phone: (701) 231-6040; Home: (701) 282-4644; cell: (701) 429-7209
Email address: apeterson6@q.com

Greetings Chairman Ray Holmberg and members of the Senate Appropriations Committee,

I am testifying on my own behalf as well as for that of the North Dakota Association of the Blind, we are testifying in support of the budget request that has been submitted for North Dakota Vision Services / School for the Blind for its operation and capital expenditures for the next biennium of 2013 - 2015.

A resolution, in support of the biennial appropriations request of the North Dakota Vision Services / School for the Blind, was unanimously adopted at NDAB's most recent Convention that was held June 8-10, 2012 in Bismarck. Refer to the said resolution which is attached to this testimony.

To be clear, we are testifying in support of the 2013-2015 biennial budget proposal for ND Vision Services / School for the Blind that was submitted by Governor Jack Dalrymple for consideration by this, the 63rd session of the State Legislature.

It cannot be emphasized enough, how very important it is that persons who lose some or all of their eyesight, be afforded the opportunity to receive appropriate quality blindness rehabilitation skills training, so that they are best equipped to deal with this life altering change.

As someone who lost his eyesight as an adult, I can personally testify to the importance and efficacy of the training offered by NDVS-SB. The skills that I learned through what is known as "orientation and mobility" using a white cane, is a adaptation I use every day and is of immeasurable importance to my independence. Orientation and mobility is a skill set that is taught by a qualified mobility instructor who has been certified to do this training. It is a skill set that is learned and perfected over a period of several weeks of training.

Besides the "orientation and mobility" skills that I've learned, I rely heavily on the use of a computer that has been equipped with an audio output program, which allows me to work productively as a person that has no usable eyesight.

The instruction that I've received from the NDVS-SB technology experts on using audio output from my computer has been absolutely vital in developing my skills to access this mode of communication. Many others in the population of people who are blind would provide similar testimonials on the vital need for the services of these skilled technology instructors.

Another vital skill I've learned and used extensively with the aid of instruction from teachers at NDVS-SB is to read and write in Braille. I've found this skill to be very useful in writing notes and marking items; Braille is an adaptation comparable to the use of paper and pencil by a person who is sighted.

Whether they are children or are adults who experience loss of sight later in life, learning the skills to deal with blindness are best done at a teaching facility that is equipped and has the professional staff needed to instruct their students so they are better able to deal with this disability.

The only teaching institution in North Dakota that offers a comprehensive program of instruction to deal with sight loss adjustment is that which is available at North Dakota Vision services / School for the Blind. It is an absolute treasure of instruction for the state particularly for those of us who must deal with sight loss.

The core curriculum of instruction (which is available at North Dakota Vision Services / School for the Blind) that best helps students to make the most successful adjustment to deal with a loss of eyesight is very comprehensive and includes,) 1) mobility and orientation skills training on the use of the white cane, (2) operating a computer equipped with speech output, (3) learning the Braille code, (4) instruction on the use of technical aids and appliances, (5) teaching the techniques of daily living skills that allows the student to live life with greater independence, (6) adjustment counseling – plus others. Learning this skill set takes time in order to gain some mastery on their use.

We can testify that the adult student clients that have received instruction and training at NDVS/SB have found it to be an excellent resource in making their adjustment to help them deal with their loss of eyesight. Some who have received training elsewhere have indicated that the training at NDVS/SB to be as good as or superior to that which they had received elsewhere earlier at another center.

Demographic statistics on the incidence of blindness strongly supports the need for the provision of blindness skills rehabilitation services in North Dakota. Despite the best efforts of eye care professionals, a significant proportion (about 2 to 3%) of people today in 2013 have problems with eyesight that isn't amenable to treatment or correction. It's estimated that 18,000 or about 2 to 3% of North Dakotans possess some degree of impaired eyesight which isn't medically correctable. In this population of ND residents, approximately two thirds have mild or moderate degrees of sight loss and one third are severely visually impaired or totally blind. And, the trend is toward a greater number of people who will experience sight loss as our state's population continues to be one that is of an older average age.

NDAB Resolution 2010-03: State 2013 – 2015 Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, the North Dakota Data Census Center projects that by the year 2015, 14,335 citizens of the state will have experienced medical conditions that will have resulted in a significant loss of their eyesight, of this number 10,283 will fit the definition of persons with "low vision" and the remaining number in excess of 4,000 will fit the definition of persons that are "legally blind"; and,

Whereas, North Dakota Vision Services / School for the Blind in Grand Forks has the capability and capacity that allows it to serve people of all ages (i.e. it has both children and adult oriented training programs); and,

Whereas, the loss of eyesight is a severe life altering disability that requires specialized and specific rehabilitation skills training to help people of any age cope with this condition; and,

Whereas, children and adults with blindness, who receive a regimen of comprehensive and intensive center based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a great deal of independence; and,

Whereas, all the Components of a comprehensive center based blindness skills training program are available at North Dakota Vision Services / School for the Blind and the program is recognized regionally and nationally as a program of excellence and high quality;

Now, therefore, be it resolved by the North Dakota Association of the Blind in Convention assembled on this day, Sunday, June 10th, 2012 at the Doublewood Best Western Inn in Bismarck that we, given the current and future projected demands for vision rehabilitation services:

- (1) urge the Governor to maintain and to increase, as service needs are determined, the level of funding for North Dakota Vision Services / School for the Blind in the budget request that his office submits to the 63rd North Dakota Legislative Assembly and,
- (2) Urge the North Dakota Legislative Assembly that convenes in January of 2013 to maintain and expand the budget appropriation for North Dakota Vision Services / School for the Blind so that it is able to meet the vision rehabilitation service needs of those North Dakotans who have sight loss.

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

5
3-18-13 AM
HB 1013



Testimony to the Senate Appropriations Committee House Bill #1013

SCHOOL
FOR THE
BLIND

Carmen Grove Suminski, Superintendent
and
Tami Purcell, Business Manager

March 18, 2013

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com

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Testimony – Carmen Grove Suminski

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager of NDVS/SB and I will provide testimony relative to House Bill #1013.

It is a pleasure to speak before you today and share an historical perspective plus the mission and vision of NDVS/SB.

Mission of NDVS/SB: To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB: To be recognized as state and national leaders in the field of visual impairment.

Historical Perceptive

- Listed in the time table on Appendix A
- We are most appreciative of the governor's budget including the funding for an elevator to the second level of our center.

Services Provided

- Statewide and center based programming specific to the blind and visually impaired is provided to persons of all ages; infants and their families, students and adults.
- See NDVS/SB brochure
- Expanded core curriculum is provided in the following areas:
 - Daily Living Skills (May include dressing, grooming, food preparation, social graces, housekeeping, and clothing care)
 - Braille (Includes instruction in reading and writing braille, and braille music)
 - Orientation and Mobility (Consists of instruction in the white cane, public transportation, telescopic aids, street crossings, and stairway negotiation)
 - Assistive Technology (Access to the computer using large print, braille, or synthetic speech output, and use of the closed circuit television and other devices)
 - Career Education (Includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
 - Recreation/Leisure (Includes team games, athletics and other leisure activities that focus on the development of life-long skills)
 - Social Interaction Skills (Includes learning ways to relate to others and to examine their own personal development)

- Visual Efficiency Skills (Includes learning techniques to use their existing vision with proper modification and aids)
- Self-Determination (Includes learning to advocate for themselves)
*One unit of credit is earned by the student for 120 contact hours becoming part of their local high school transcript

National Involvement

- Product that teaches directionality developed by Paul Olson is available through the American Printing House for the Blind and is distributed to the blind and visually impaired nationally
- Ongoing presentations regarding services
- Two instructional staff presented at the national Outreach Forum in Great Falls, Montana
- Presentation in Council Bluffs, Iowa to an advisory committee as to services for the deaf and for the blind in North Dakota

Major Accomplishments

- Ongoing development of short term center based programming providing instruction in all areas of academic and disability-specific core curricula based on individualized assessment of needs and increased weeks of programming
- Increasing services to adults in orientation and mobility, independent living skills, career education, use of assistive technology and low vision
- Strengthening the collaboration with related entities (i.e., vocational rehabilitation counselors, vision rehabilitation specialist, local school personnel and family members; Strategic Planning between NDVS/SB and Vocational Rehabilitation
- Training of staff via HRMS
- Completing of Facility Master Plan of Buildings and Grounds
- Achieving maximum accreditation via National Accreditation Council for the Blind & Low Vision Services through 2017
- Winning national recognition in students use of American Printing House for the Blind products
- Photo of North Dakota students on display in Washington, DC on May 17, 2012, as part of Council of Schools for the Blind (Appendix C)
- Braille Music Institute held July 9-13, 2012, with Bill McMann and Natasha Thomas as instructors
- Updating of Strategic Plan

Agency Future Critical Issues

- Implementing Facility Master Plan and ensuring accessibility of the building plus adequate instructional and office space
- Continue implementation of Strategic Plan
- Maintaining state-of-the-art assistive technology equipment
- Continuing to recruit qualified staff and personnel

- Continually review staffing needs based on geographical demands
- Continue Professional Development to ensure highly qualified staff
- Continue to secure viable tenants when change occur with leasing arrangements
- Evaluate and develop a closer relationship and sharing of resources between NDVS/SB and NDSD/RCDHH
- Staff transition with my anticipated retirement the summer of 2014
- To have additional space for instruction during short term programming



2012 Kids Camp

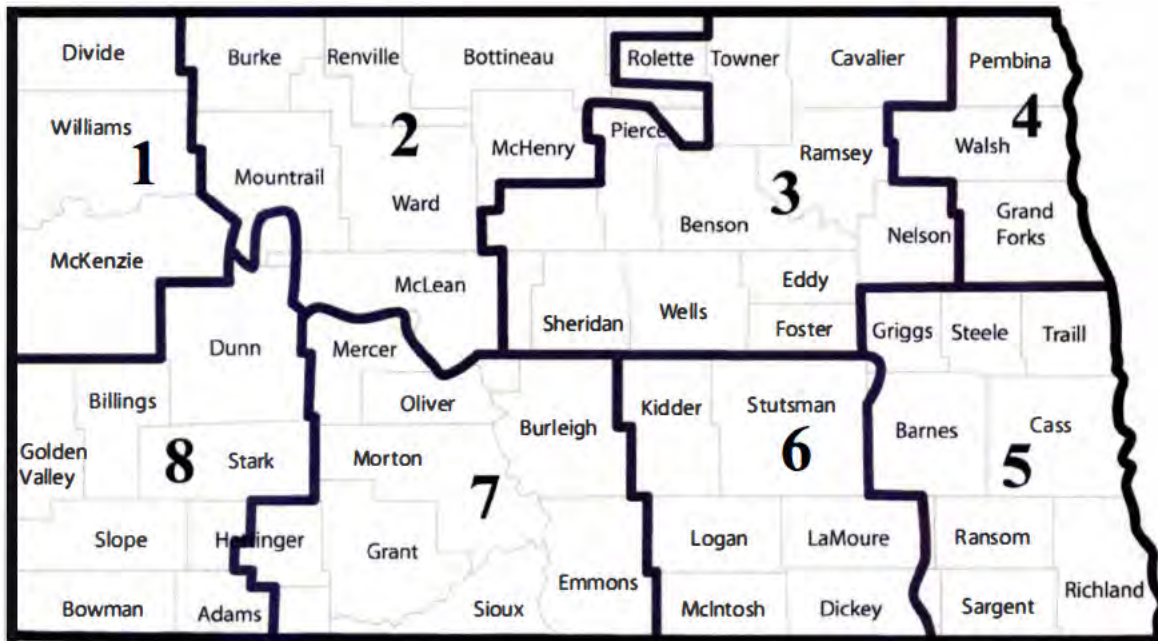


2012 Teen Camp

Client Services Data

Services Provided	2009-2011 Biennium	7/1/2011-12/31/2012 18 Months
Clients Served (Unduplicated):		
Infants	178	94
Students	184	165
Adults	<u>196</u>	<u>160</u>
Total	558	419
Vision Resource Center:		
Items Circulated	36,341	25,808
Talking Book Machines (quarterly)	2,222	1,905
"Reaching Out" Newsletter (circulated quarterly)	1,603	1,645
APH Federal Registry	245	275
Store Sales (Invoices)	480	397
Braille Access Center (pages)	23,947	13,469
Short-term Center Based Programs (Persons Served):		
Short Term Programming	132	105
Adult Week	41	47
Summer Camps	40	37
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,621	1,186
Evaluations	433	262
Instruction	8,146	7,044
In-Service Training (Attendees)	1,025	1,044
	2009-2011 Biennium	7/1/2011-12/31/2012 Annual
Adult Services		
Total Adults Served	196	160
Adult Evaluations, Consultations and Instructions (Services Provided):		
Consultations	486	395
Evaluations	67	35
Instruction	1,770	1,826
Adults Served at Center Base	110	83

Persons Served By Region July 1, 2011 to December 31, 2012



Region 1 - Williston

Infants/Students: 9
 Adults: 6
 Total: 15

Region 2 - Minot

Infants/Students: 36
 Adults: 17
 Total: 53

Region 3 - Devils Lake

Infants/Students: 21
 Adults: 7
 Total: 28

Region 4 - Grand Forks

Infants/Students: 42
 Adults: 48
 Total: 90

Relocated/Out of State

Infants/Students: 8
 Adults: 8
 Total: 16

Region 5 - Fargo

Infants/Students: 58
 Adults: 42
 Total: 100

Region 6 - Jamestown

Infants/Students: 22
 Adults: 12
 Total: 34

Region 7 - Bismarck

Infants/Students: 44
 Adults: 13
 Total: 57

Region 8 - Dickinson

Infants/Students: 19
 Adults: 7
 Total: 26

Totals

Infants/Students: 259
 Adults: 160
 Persons: 419

2011-2013 Appropriation and Status on One-Time Funding Items

Expenditures by Line Item	Original Appropriation	Current Appropriation	Expenditures	Remaining Appropriation	% Remaining
25310 Salaries and Wages	\$ 3,815,825.00	\$ 3,815,825.00	\$2,700,073.00	\$1,115,752.00	29%
25330 Operating Expenses	\$ 751,506.00	\$ 751,506.00	\$ 535,143.45	\$ 216,362.55	29%
25350 Capital Improvements	\$ 65,000.00	\$ 65,000.00	\$ 35,017.18	\$ 29,982.82	46%
Total Expenditures	\$ 4,632,331.00	\$ 4,632,331.00	\$3,270,233.63	\$1,362,097.37	29%
Expenditures by Funding Source					
General Funds	\$ 3,797,240.00	\$,797,240.00	\$,159,005.37	\$ 38,234.63	17%
Special Funds	\$ 835,091.00	\$ 35,091.00	\$ 11,228.26	\$ 23,862.74	87%
Total Expenditures by Source	\$ 4,632,331.00	\$ 4,632,331.00	\$3,270,233.63	\$1,362,097.37	29%

One Time Spending Items & Deferred Maintenance:

Master Facility Plan	20,000.00	Completed 5/2012
Technology Equipment	24,500.00	Completed 7/2012
Tractor	18,867.00	Completed 11/2012
Roof Repairs	8,455.00	Completed 11/2012
Carpet Replacement	26,000.00	To be completed Spring 2013
Exterior Painting	5,040.00	To be completed Spring 2013

2013-2015 Budget Request

Line Item:	Expenditures 2009-2011	Appropriation 2011-2013	Base Budget Request 2013-15	Optional Budget Request 2013-15	Executive Recommendation	House Version
Salaries & Wages	\$ 3,361,958.00	\$ 3,815,825.00	\$ 4,025,406.00	\$ 40,097.00	\$ 4,452,015.00	\$ 4,278,533.00
Operating	\$ 609,342.00	\$ 751,506.00	\$ 720,806.00	\$ -	\$ 720,806.00	\$ 720,806.00
Capital Assets	\$ 21,555.00	\$ 65,000.00	\$ 131,900.00	\$ 430,500.00	\$ 562,400.00	\$ 562,400.00
Deferred Maintenance	\$ 57,356.00	\$ -				
Total	\$ 4,050,211.00	\$ 4,632,331.00	\$ 4,878,112.00	\$ 470,597.00	\$ 5,735,221.00	\$ 5,561,739.00

Funding Sources:

General	\$ 3,503,596.00	\$ 3,797,240.00	\$ 4,043,336.00	\$ 470,597.00	\$ 4,875,866.00	\$ 4,711,955.00
Special	\$ 546,615.00	\$ 835,091.00	\$ 834,776.00		\$ 859,355.00	\$ 849,784.00
Total	\$ 4,050,211.00	\$ 4,632,331.00	\$ 4,878,112.00	\$ 470,597.00	\$ 5,735,221.00	\$ 5,561,739.00

FTE	30	29.50	29.50	0	29.50	29.50
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2013-15 Base Budget:

Salary line item includes teachers placed on the 2013-15 Composite Salary Schedule developed by HRMS.

The Operating base budget = 15% of the total budget

The base Capital Asset budget includes:

Instructional Equipment	\$ 6,400.00
Roof Top Air Cond	8,000.00
Drainage Utilities	56,000.00
Garage Unit Heaters	11,136.00
Garage Air/Exhaust System	15,000.00
Air Conditioner/Carpet	35,364.00
Total Base/Capital Assets	\$ 131,900.00

The two primary sources of Special Fund revenue are rental income and land department income.

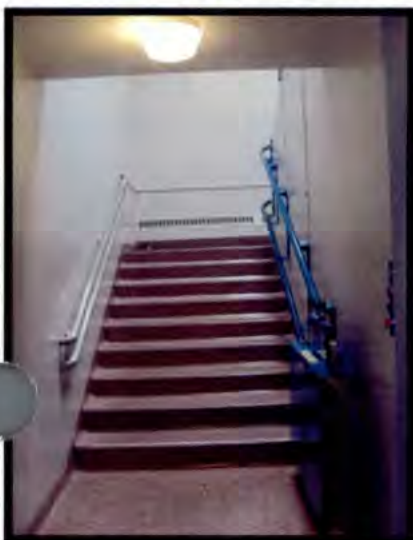
Estimated 07/01/2013 Carryover of \$318,124 plus \$728,377 Special Fund Income = \$1,046,501

Optional Requests

Priority	Request	Optional Budget Request	House/Executive Recommendation
1	Equity Adjustments for Classified	\$ 40,097.00	
2	Elevator South Wing	\$ 241,500.00	\$ 241,500.00
3	West Wing Window/Panel Replacement	\$ 189,000.00	\$ 189,000.00
		<u>\$ 470,597.00</u>	<u>\$ 430,500.00</u>

The above requests are listed in priority order and are needed for:

- Equity Adjustments for Classified Staff.** This request is for equity adjustments for eight of twenty classified employees. The equity adjustments are based on years of service and current salary in relation to the salary range. Out of the eight employees, three are reclassification requests that are currently being submitted to HRMS. **NDVS/SB concurs with the Executive recommendation for salaries for classified employees.**
- Elevator South Wing.** During the fall of 2013, NDVS will be losing the Higher Education tenants that currently lease the 2nd floor of the South Wing. NDVS will use some of that space for office and instruction space. The intent is to lease some of the space. This request includes: Install elevator and equipment to provide accessibility to second floor of South Wing. Accessibility is a Federal ADA requirement for government-owned buildings and will be necessary for continued or repurposed use of the second floor area. (2012 Building and Grounds Masterplan). **Included in the House/Executive recommendation.**
- West Wing Window/Panel Replacement.** This request is to replace original window wall system with modern, insulated window and panel system to improve operation, comfort and energy efficiency of the West Wing classroom placements. (2012 Building and Grounds Masterplan). **Included in the House/Executive recommendation.**



2. Elevator South Wing



3. West Wing Window/Panel Replacement



Conclusion

With such a major transition in programming, there was significant need for enhanced communication and team work. NDVS/SB has made a successful transition from a traditional school for the blind with a residential program to that of a statewide outreach program which includes a **combination** of center based and local services provided to persons of all ages who are blind or visually impaired, including those with multiple disabilities.

I am honored to serve as the superintendent of NDVS/SB and am so proud of the total programming that exists in our state. The highly skilled and committed group of people makes it a most positive professional environment. I am assured, and would like to assure you, that planning will be ongoing to address the increasing needs adhering to our mission and achieving our vision which is: "To be recognized as state and national leaders in the field of visual impairment." We are committed to do the best.

We are most appreciative of the Executive and House Budget, and our request is that you as a Senate Appropriations Committee support that recommendation and also support of the Additional Request for building renovation as recommended in our Facility Master Plan.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are blind and visually impaired residing in our state!

Historical Time Table

North Dakota Vision Services/School for the Blind has followed an interesting path to the dynamic outreach/center-based programming format followed today. Below are some highlights:

- 1908** North Dakota School for the Blind opens in Bathgate with 25 residential students
- 1961** Modern facility opens, with relocation to Grand Forks
- 1967** NDSB Band performs at the Multi-District Lions Convention in Regina, Saskatchewan; they end their visit with a "Command Performance" for Princess Alexandra, cousin of the Queen
- 1974** The school obtains its first piece of adaptive equipment—a talking calculator
- 1980** NDSB Pop Singers, accompanying themselves with electric guitars, bass, drums and keyboard, perform at the opening session of the Helen Keller Congress held in Boston on her 100th birthday
- 1980** NDSB begins an annual tradition of sending students to Close Up in Washington, DC.
- 1991** NDSB becomes a division of the ND Department of Public Instruction
- 1994** State legislature changes programming focus to outreach model
- 1996** Major renovation converts former residence facility into instructional centers and offices
- 1997** State legislation enables operation of The Store to provide a convenient source of low-vision aids
- 1998** Major renovation converts former pool building to accommodate center-based programming needs
- 1999** Braille Access Center begins operation
- 2001** State legislature officially changes name to North Dakota Vision Services/School for the Blind
- 2001** Legislature clarifies mandate for NDVS/SB to serve persons of all ages
- 2007** Adult FTE was added to further NDVS/SB mission to serve adults
- 2008** Centennial Celebration of NDVS/SB
- 2009** Adult FTE was added to serve eastern North Dakota
- 2012** Completed Buildings and Grounds Master Plan

N · D · A · B ·
The North Dakota Association of the Blind

June 25, 2012
The Honorable Governor Jack Dalrymple
State of North Dakota
600 East Boulevard Avenue
Bismarck N.D. 58505



Dear Governor Dalrymple,

Enclosed with this letter is a copy of a resolution that addresses the upcoming 2013 -2015 biennial budget as it pertains to North Dakota Vision Services / School for the Blind (NDVS/SB). This resolution was adopted at our recent State Convention of North Dakota Association of the Blind.

A majority (more than 80 percent) of the membership of North Dakota Association of the Blind (NDAB) is composed of people who are blind or visually impaired. As such we give voice and strongly advocate for the needs of our fellow North Dakotans who live with a loss of eyesight.

In anticipation of the convening of the 63rd session of the North Dakota Legislative Assembly in January, 2013 North Dakota Association of the Blind is advocating for an appropriation of state resources to maintain and increase the programming needs of North Dakota Vision Services / School for the Blind. It is our hope that you, in consultation with the Superintendent of Public Instruction Wayne Sanstad, Carmen Suminski, the Superintendent of North Dakota Vision services / School for the Blind and Mr. Joe Morrissette in the Office of Management & Budget, would follow the intent of our resolution to maintain and increase as programming needs require, the appropriation granted to North Dakota Vision Services/ School for the Blind in the 2013-2015 state biennial budget.

At a professional and consumer level, the programming and facilities at North Dakota Vision Services / School for the Blind is a source of much pride to our state. The skills training offered by NDVS/SB is comprehensive and meets high standards for this type of service. The School is recognized regionally and nationally as offering a program of services that are of excellence and high quality. It is this excellence that we want to maintain and expand upon as the incidence of blindness increases as our population continues to age in future years.

Your consideration of our resolution to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind is greatly appreciated! Thank you!

Sincerely,

Allan Peterson, Legislative Liaison
North Dakota Association of the Blind

Allan Peterson

C: Dr. Wayne Sanstead, Superintendent of Public Instruction
C: Carmen Suminski, Superintendent, North Dakota Vision Services / School for the Blind
C: State Senator Ray Holmberg, Chair, North Dakota Senate Appropriations Committee
C: State Representative Jeff Delzer, Chair, North Dakota House Appropriations Committee
C: Joe Morrissette, Office of Management & Budget



"Not He Who Lacks Sight, But He Who Lacks Vision Is Blind."

COSB Pictures
Council of Schools for the Blind
A Day in the Life of a Blind Child Photo Contest



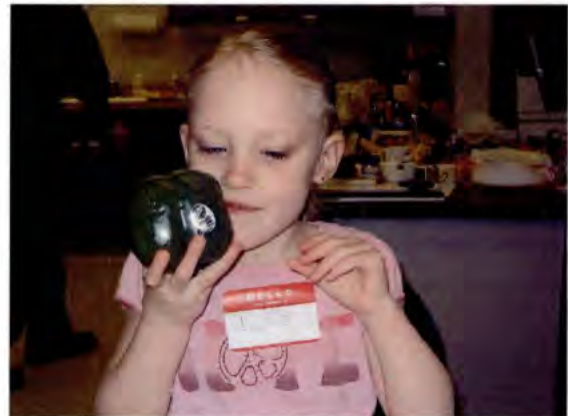
First Place
Independent Living Skills
*Brandon and Ethin fixing a
down spout.*



Third Place
**Compensatory Skills, including
communication modes**
Lilli is reading a braille book.



Third Place
Orientation and Mobility
*Katie and Lydia are walking
through a maze.*



Third Place
Sensory Efficiency Skills
*Lydia is learning textures and scents
of a green pepper.*

2012–2013 NDVS/SB Short Term Programs

"Happiness is a perfume you cannot pour on others without getting a few drops on yourself!"
Ralph Waldo Emerson

2012

July 9-13	Braille Music Institute
August 6-10	Kids Camp
August 21	School Begins
August 22-23	Staff Meetings
August 29-30	Para Tech Training
September 4-14	Adults
Sept. 23-28	STP- Literacy Group 1
Oct. 7-12	Kids Fall STP Group 5
Oct. 18	Visions Forum + (NDEA Fargo)
Oct. 21-26	STP-Middle School Group 2
Nov. 4-9	STP- Literacy Group 1
Nov. 25-30	STP – Middle School Group 3
Dec. 2-7	Adults
Dec. 12-13	Staff Meetings

2013

January 2	School resumes
Jan. 13-18	STP-Middle School Group 2
Feb. 3-8	STP –Literacy Group 1
Feb. 13	Braille Challenge-Nebraska
Feb. 18-22	Teens/Careers – Groups 3 & 4
Feb. 23	Goalball Event
Mar. 3-8	STP Middle School Group 2
Mar. 19-21	Staff Meetings
Mar. 25-Apr. 1	Spring Break
April 5-6	Family Weekend in Fargo
Apr. 7-12	Adults
Apr. 14-19	STP-Literacy Group 1
Apr. 28-May 3	Kids Spring STP Group 5
May 8-9-10	Dakotas Chapter AER in GF
May 16-17	Preschool/Parent STP Group 6
May 22-23	Staff Meetings
May 24	Last School Day

Summer 2013

Teen Camp	June 2-7 * subject to change
Adult STP	June 16-28
Kids Camp	Aug. 5-9 (Mon-Fri)



NDVS/SB Services Video

Please see the attached DVD.



North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



Dr. Larry Ryblad
3-18-13
HB 1013

6

Additional Request to HB 1013 (NDVS/SB)

Grand Forks Public Schools' Perspective

- Nearly 2 decades of successful collaboration
- Dependency on "Landlord"
- 52 years of deferred maintenance and capital investment
- Escalating user group/community dissatisfaction
- Condensed list of facility problems
 - * Asbestos
 - * Energy inefficiency
 - * Dated systems
 - * Inadequate/Inappropriate configuration of spaces
- Time progresses; same or worsening issues
- School Board expectations for adequacy and equity of facility
- School Board decision making

Historic Timeline

1961	Stanford Center Constructed
1994	GFPS's Community High School (grades 9-12 alternative high school) and Adult Learning Center occupy West Wing of Stanford Center (temporary?)
1994-2008	Ongoing Staff Concerns
2008	Formal Staff Complaints

November 2009	AdvancEd (NCA) Accreditation Report
April 2010	Organizational Study (Worner Report)
April 2010	Report on District-wide Facilities Evaluation (ICS Report)
February 2010	Public Forum
May 2011	ND Legislature Appropriates \$20,000 for Study
August 2011	District Strategic Plan
January 2012	Demographic Task Force
January 2012	Public Forum
February 2012	School Board Resolution
May 2012	Building & Grounds Master Plan (Foss Architects)

Conclusion

Support of the Additional Request to HB 1013 will allow for:

- Continuation of a successful collaborative partnership between state and local government
- Appropriate education for at-risk learners
- Cost-effective educational delivery
- A 4-Way Win
 - WINNERS: ND Taxpayers
 - WINNERS: GF Taxpayers
 - WINNERS: GFPS Students
 - WINNERS: NDVS/SB Students

Dr. Larry P. Nybladh
 Superintendent of Schools
 Grand Forks Public Schools
 Mark Sanford Education Center
 2400 47 Avenue South
 Grand Forks, North Dakota 58201
 701-787-4880
larry.nybladh@gfschools.org

#1

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing

A Division of the
Department of Public
Instruction

Kirsten Baesler
State Superintendent



"A School without Walls"



Testimony to the Senate
Appropriations Committee
House Bill #1013

Carmen Grove Suminski, Superintendent
and
Michael Loff, Business Manager

March 18, 2013



1401 College Drive North
Devils Lake, ND 58301

www.nd.gov/ndsd

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Testimony

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSB/RCDHH). Michael Loff, Business Manager, and I will provide testimony relative to House Bill #1013.

Mission: To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.

Purpose: To develop, coordinate, and maintain a comprehensive continuum of services for all citizens who are deaf or hard of hearing (infants through senior citizens).

A School without Walls

Historical Information:

The historical information is included as Appendix A and was compiled by Lilia Bakken, NDSB Communications Department. NDSB/RCDHH has a strong heritage having been at his original site since 1890. This information includes photos and lists accomplishments and methods of communication during each superintendent's timeframe.

This biennium has been one of **change, partnering** and **planning**.

National Involvement:

- Presented on North Dakota services for the blind and deaf before a Feasibility and Planning Study Committee in Council Bluffs, Iowa, per the request of CEASD (Conference of Educational Administrators of School and Programs for the Deaf)
- Maintain membership and attend regional and national conferences with the CEASD
- Outreach personnel on EHCI (Early Hearing Detection Intervention) Team
- Outreach personal on Advisory Board for the Midwest Gallaudet University Regional Center

Major Accomplishments:

- Implemented a working Strategic Plan with the facilitation of Mike Bello, Massachusetts (Appendix G)
- Mission and purpose established via the Strategic Plan
- Implemented new name on January 1, 2012 and statewide mission North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH)
- Continued partnership for Grades 9 to 12 with Devils Lake Public Schools with three deaf students graduating in May 27, 2012 (Appendix B)
- Outreach staff increased from 4 in 2009 to 8 in 2012 including 2 adult positions (reclassification of current FTE's)
- Parent Infant Outreach personnel are offering of a pilot Language and Auditory Fun Therapy Group designed for ages 18 to 36 months in Fargo and Minot with 11 attendees
- Collect relevant data to identify the number of infants, students, and adults and families that are served by faculty and staff
- Contracted with cochlear implant specialist to provide workshops and consultations
- Provide support and professional development of educational interpreters in the state through the partnership of NDSD/RCDHH and Lake Region State College
- Renovation of the Spears Building in compliance with the Facility Master Plan and to assure safety to the Head Start Program (new heating and cooling, upgrading electrical system, addition of sprinkler system, new smoke detector system and new ceiling and light fixtures)
- Demolished an apartment house and garages (Infirmary demolished in previous biennium)
- Updating of Camera Security System
- Replacement of electrical transformers
- Installation of new windows in Administration Building for energy efficiency
- Rental of additional space to Lake Region State College plus the Interpreting Program

The campus is used not only by the NDSD/RCDHH but also the following community and state entities: (Appendix C)

- Rental of space to Head Start, Department of Commerce, EduTech, Protection and Advocacy and Lake Region State College
- Classrooms in areas once used as a dorm

- Superintendent's house as my residence and is available for meetings both by NDSB/RCDHH, NDVS/SB, and the Dual Sensory Project
- Swimming pool used by local Park Board, Camp Grafton, JROTC, Lake Region Search and Rescue, New Outlooks, Harmony House, Therapeutic/Medical Referrals, Senior Citizens and others
- Football field used by Devils Lake High School
- Instructional space used by Lake Region Special Education and Devils Lake Public Schools
- Gym utilized by community, Park Board, Head Start, Devils Lake Public Schools
- Lake Region State College Interpreting classes
- IVN sites available upon requests
- Blackhurst Dorm lobby used by community, Deaf Alumni, meetings and trainings
- Trades Buildings used for Martial Arts and Yoga Classes

Agency Future Critical Issues

- Continue to implement the Facility Master Plan assuring ADA Compliance and safety for all persons
- To continue to recruit qualified staff and personnel
- To insure that NDSB/RCDHH be a point of entry for deaf and hard of hearing persons in compliance Century Code statute (25-07-10)
- To inform stakeholders of the scope and quality of services provided by the Outreach Specialists who utilize "*best practices*" in the renewed statewide effort to serve deaf and hard of hearing persons in this "*school without walls*" strategy
- To develop a client search system for locating deaf and hard of hearing adults (21 years and/or high school graduate and up) who are in need of service and resources, enter results into data collection system
- To increase the number of infants and their families, students, and adults that are served within
- To educate all stakeholders of the fact that deaf and hard of hearing people of all ages are at risk if appropriate intervention is not provided

**Statistical Information
 Services Provided**

	2009-2011 Biennium	7/11-12/12
Outreach Services		
Parent Infant		
Consultations	2,766	1,484
Evaluations	105	59
Direct Service	1,225	953
Persons served (unduplicated)	55	83
School Age		
Consultations	2,091	1,213
Evaluations	42	61
Direct Service	888	463
Persons served (unduplicated)	90	67
Adults		
Consultations	413	530
Evaluations	5	8
Direct Service	76	95
Person served (unduplicated)	0	78
Support Groups Attendees	0	126
Presentations/In-services Attendees	1,492	366
Family Learning Vacation	85	25
Summer Camps	33	3
Outreach Miles Traveled		179,644
Dual Sensory Project		
Dual Sensory Census	35	37
Communications		
ND Captioning Center		
Transcription	140 hours	147 hours
Edit/Encode	203 hours	209 hours
Teaching of Sign Language		
American Sign Language	504 students	312 students
Basic Conversational Sign	244 persons	116 persons
Baby Sign Language Class		35 persons
IVN Classes on campus	192 persons	892 persons
IVN Classes off campus	1,743 persons	1,511 persons
Library Circulation		
	3,663 items	2,922 items

On Campus Education Services (2009-2010 School Term)

Preschool – 6 (1 with cochlear implant and 1 with secondary disability)
Elementary – 5 (4 with cochlear implants and 5 with secondary disabilities)
Middle – 9 (3 with cochlear implants and 6 with secondary disabilities)
Secondary – 4 (1 with cochlear implant and 1 with secondary disabilities)

On Campus Education Services (2010-2011 School Term)

Preschool – 7 (2 with cochlear implants and 1 with secondary disability)
Elementary – 6 (3 with cochlear implants and 1 with secondary disability)
Middle – 5 (3 with cochlear implants and 2 with secondary disabilities)
Secondary enrolled at DLHS – 7 (1 with cochlear implant and 1 with secondary disability)

On Campus Education Services (2011-2012 School Term)

Preschool – 4 (3 with cochlear implants and 1 with secondary disability)
Elementary – 7 (3 with cochlear implants and 2 with secondary disability)
Middle – 5 (2 with cochlear implants and 1 with secondary disabilities)
Secondary enrolled at DLHS – 8 (1 with cochlear implant and 1 with secondary disability)

On Campus Education Services (2012-2013 School Term)

Preschool – 5 (2 with cochlear implants and 1 with secondary disability)
Elementary – 7 (3 with cochlear implants and 2 with secondary disability)
Middle – 4 (2 with cochlear implants and 1 with secondary disabilities)
Secondary enrolled at DLHS – 8 (1 with secondary disability)

3,675 persons were impacted by NDSR/RCDHH from 7/1/11 – 12/31/12

**North Dakota School for the Deaf/RCDHH
 2013-2015 Budget Request**

	1	2	3	4	5
Line Item:	Expenditures 2009-2011	Appropriation 2011-2013	Base Budget Request 2013-15	Executive Recommendation 2013-15	House Recommendation 2013-15
Salaries and Wages	\$ 4,980,439	\$ 5,932,638	\$6,379,856	\$ 7,044,843	\$ 6,810,413
Operating Expenses	\$ 1,383,814	\$ 1,633,910	\$1,908,794	\$ 1,908,794	\$ 1,892,495
Capital Assets	\$ 175,932	\$ 1,240,230	\$1,177,637	\$ 1,194,021	\$ 1,194,021
Capital Construction Carry	\$ 232,887	\$ 118,677	\$ -	\$ -	\$ -
Deferred Maintenance	\$ 65,469	\$ -	\$ -	\$ -	\$ -
Grants to ND Colleges	\$ 173,066	\$ 226,934	\$ 200,000	\$ 200,000	\$ 200,000
Total	\$ 7,011,607	\$ 9,152,389	\$9,666,287	\$ 10,347,658	\$ 10,096,929
Federal Funds	\$ 288,360	\$ 295,676	\$ 321,765	\$ 343,626	\$ 334,541
General Fund	\$ 6,422,806	\$ 6,864,382	\$7,204,678	\$ 7,771,990	\$ 7,530,346
Special Funds	\$ 300,441	\$ 1,992,331	\$2,139,844	\$ 2,232,042	\$ 2,232,042
Total	\$ 7,011,607	\$ 9,152,389	\$9,666,287	\$ 10,347,658	\$ 10,096,929
FTE	43.94	43.94	43.94	44.61	44.61

2013-2015 Base Budget

Salary line item includes \$328,495 from the general fund for teachers placed on 2013-15 Composite Salary Schedule.

Operating expense includes strategic distribution of \$262,000 in new Land Trust Department special funds for implementation of adult outreach, expansion of outreach PIP services, DOT fleet cost increases, campus utility cost increases, and food cost increases. \$16,299 in general funds increase professional development related to deaf education. This was not included in the House recommendation. Based on the requirement that our agency be the statewide leader, it is imperative that these funds be reinstated. Operating expense comprises 21.3% of total operational expense with salary and wages.

Capital assets general fund totaling \$126,262 are distributed to complete upgrade of fire alarm system, security update to door an camera system and power plant component replacements.

Capital assets funded by special funds total \$1,051,375. Previously approved Master Facility projects which are designed, bid, and carried forward to request appropriation authority \$925,875. Replacement of walk in coolers in kitchen area and sealing of parking lot \$60,000. IVN room equipment and campus server replacement (Information Technology) \$43,000. Replacement of convection oven and riding lawn mower \$22,500.

Total biennium special fund revenue \$1,189,600 is from the following sources; meals, miscellaneous, and interpreter services totaling \$282,600; rental income derived from various lease occupants primarily head start program \$191,000 and transfer of funds from common schools land trust department \$716,000.

2013-2015 Executive Recommendation Changes

The executive budget assumes that special funds are available to increase the inflation allowance from 3% to 4% on Master Facility projects involving extraordinary repair to Blackhurst Dorm and Smith Building kitchen facilities. The special fund appropriate request for these projects is increased by \$16,384 to \$942,259.

The executive budget assumes special funds are available to fund .67 FTE to expand partial year teacher positions to year round adult service positions. Additional special funds spending authority totals \$75,176. The FTE increase relates to an optional general fund request for an aggregate 2.35 FTE increase of partial positions to expand service capacity.

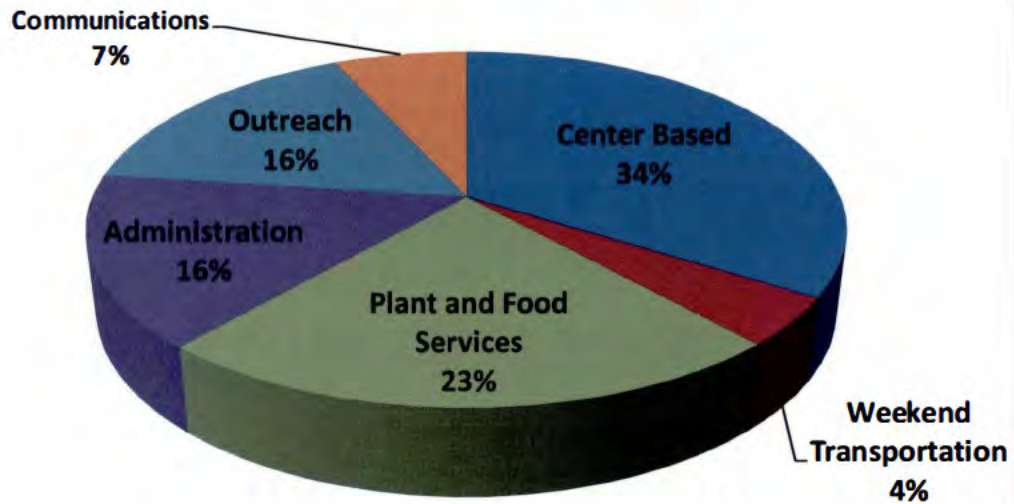
Provides \$427,890 of which \$410,774 is from the general fund for executive compensation package. As noted under the base budget commentary, executive budget provides \$328,495 from the general fund to maintain teachers on the statewide Composite Salary Schedule. The executive recommendation includes a partial remedy to an optional package request based upon current wage compression and Hayes system implementation.

Additional Optional Budget Commentary and Requests

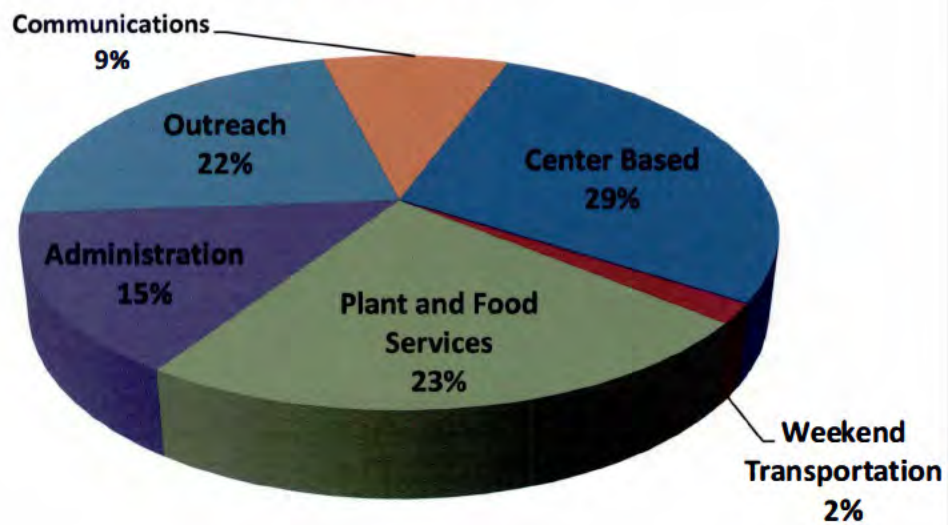
Dual Sensory (Deaf Blind Program) contingency request. Although advised to approach the emergency commission regarding loss of federal funding for this program we are concerned that funding to replace the \$210,000 biennial cost will not be available when needed. The program currently serves 37 Dual Sensory children.

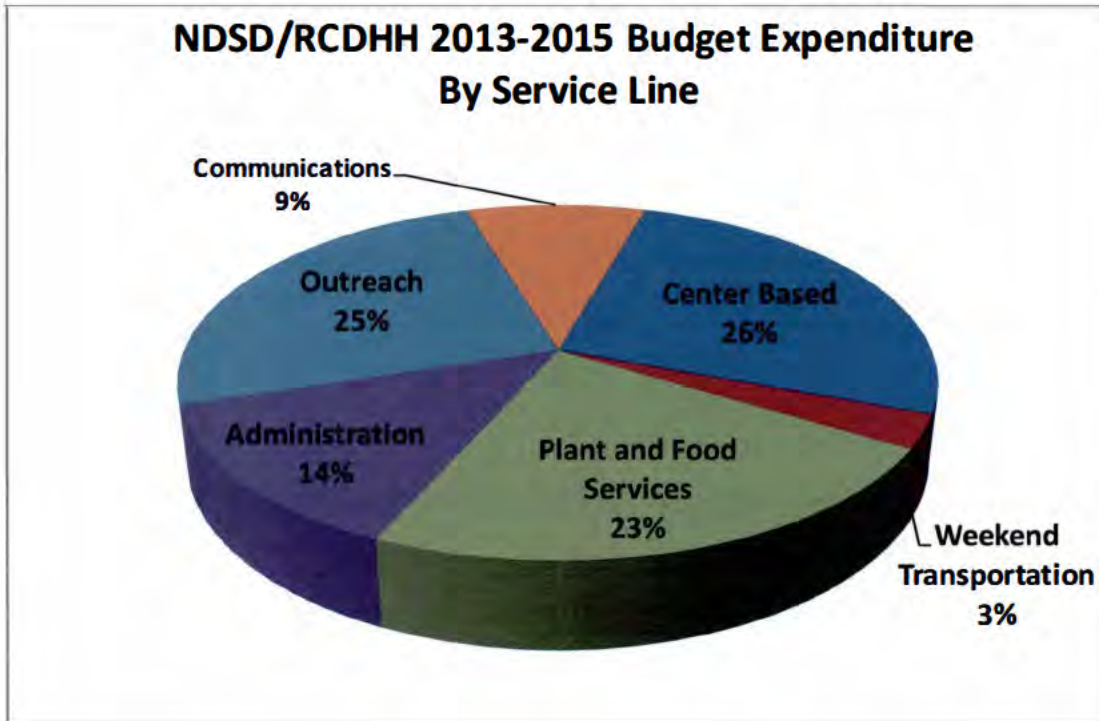
NDSB is requesting approval and funding for an enclosed entryway between the Spears Building and the Trades Building on campus. The capital project designed by EAPC of Grand Forks would address ADA access issues for both buildings. Total projected cost \$1,845,000.

NDSR/RCDHH 2009-2011 Actual Expenditures by Service Line



NDSR/RCDHH 2011-2013 Actual Expenditures by Service Line





Conclusion

I am honored to serve as the superintendent of NDSD/RCDHH. This is a critical; yet, exciting time to be at NDSD/RCDHH.

I ask that you please allocate the funds as included in the Executive Recommendation plus this includes the Accessible Entry and enables NDSD/RCDHH to be in compliance with code and ADA and allows us to work and provide services in a "safe" and "accessible" environment. This accessible entry would be attached to the Trades Buildings and make the Spears Building and Gymnasium accessible. The current steps to the primary entrance is extremely dangerous and a risk.

Our mission is to serve persons who are deaf and hard of hearing of all ages across the state of ND. With your support, we can continue to make that happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are deaf and hard of hearing!

North Dakota School for the Deaf

Chronological History 1890 - 2013

Prepared by Lilia Bakken
Communications Coordinator

1. Superintendent name and years of service
2. Average number students during tenure at NDSB
3. Communication mode used during tenure
4. Major initiatives during tenure
5. Photos of campus scenes during tenure

(Note: information herein was compiled from *NDSB Biennial Reports*)

History of the North Dakota School for the Deaf

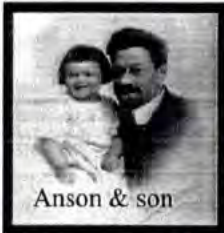


Superintendent Anson Spear 1890-1895



Average number of pupils during Spear tenure: 28

Communication: **Combined method** - use of signs and manual alphabet
Use of oral methods with pupils who showed ability



Spear tenure

- Only deaf superintendent - 1890 helped establish North Dakota School for the Deaf
- Oversaw construction of main building ready for occupancy-1893
- Implemented trade programs: farm, dairy, garden, printing, sewing and housekeeping
- Established the *Banner*, a semi-monthly newspaper printed by students
- Law passed - \$50 penalty for parents who refused to send their deaf child to school

Superintendent Dwight Bangs 1895-1912



Average number of pupils during Bangs tenure: 66

Communication: **Combined Method:** use of signs, finger spelling, writing, and speech, adapting their uses with pupils as needed

Bangs tenure

- School awarded first prize medal at 1904 *World Fair* in St. Louis for excellent exhibit of school work
 - Power plant, steam heat, sewers, electricity and fire escapes
 - Construction of infirmary, barn and new school building (construction of school was not completed until 26 years later)
 - Implemented carpentry class
 - First class of graduates 1900
- Lobbied for:
 - stricter laws regarding school attendance for deaf children
 - procedures for reporting deaf children from tax assessor's office to school census
 - change school name from *Deaf & Dumb Asylum* to *ND School for the Deaf and Dumb*

Superintendent J.W. Blattner 1912-1915

Average number of pupils during Blattner tenure: 111

Communication: **Combined method** - emphasis on oral method – if pupils did not show benefit, transferred to manual department

Blattner tenure

- Construction of:
 - concrete silo
 - coal storage shed
 - Pupils won state merits for art work
- Lobbied for:
 - funds for additional trade programs
 - construction of Trades building (failed)
 - source of clean drinking water



Superintendent Frank Read 1915-1920

Average number of pupils during Read tenure: 118

Communication: **Combined method** – upon entry into school pupils placed in oral method and instructed in speech. If progress was not successful pupils transferred to manual department (1916: seven oral classes and three manual classes)

Read tenure

- Lobbied for Trades building (failed)
- Purchased new printing equipment
- Implemented cabinet making and china painting
- Initiated *lawn fete*, an elaborate outdoor program performed by pupils
- Requested funds for additional trade courses: shoe repair and cooking
- North Dakota Association of the Deaf was established (1916)
(Note: Mr. Read died during his tenure - his wife assumed duties until a new superintendent was hired)



Superintendent M.C. McClure 1920-1921

Average number of pupils during McClure tenure: 120

Communication: **Oral method** however if pupils were unsuccessful they transferred to manual department

McClure tenure

- Main building reshingled by carpentry pupils and instructor
- Lobbied and obtained funds to build new boys' dormitory



Superintendent Burton Driggs 1921-1937

Average number of pupils during Driggs tenure: 123

Communication: **Oral method**; pupils were taught speech and lip reading; **aural method**; pupils were reached through medium of the ear; **manual method**; use of signs and finger spelling

Driggs tenure

- Implemented new programs: barbering, nursing, beauty culture, typing, shoe repair, bookbinding, home economics, rug weaving
- Lobbied for completion of unfinished school building and need for new gymnasium
- Construction of Trades building and boys' dormitory
- Secured better farm stock
- Employed trained nurse to provide health care
- Established campus pond and bridge
- Built fire proof vault to protect school records
- The *Banner* elicited high praise nation wide
- Implemented spring pageants performed for the public



Superintendent A. P. Buchanan 1937-1945

Average number of pupils during Buchanan tenure: 119

Communication: **Combined method** - all pupils began in oral department and transferred to manual department as necessary

Buchanan tenure

- 1937-1939 highest enrollment in history, 140 pupils
- Purchased school bus
- Installation of two tennis courts
- Pupils presented popular outdoor revues
- Lobbied for increase in size of school and need for new gymnasium



Superintendent Carl Smith 1945-1969

Average number of pupils during Smith tenure: 89

Communication:

1945 pupils taught orally until 7th grade - if progress was not made then manual communication used

1951 pupils taught orally until 5th grade

1963 *Rochester* method adopted oral and speech reading supplemented with finger spelling

Smith tenure

- Discontinued farming operation
- Discontinued shoe repair program
- Construction of buildings: administration/girls' dormitory, gymnasium and completion of school
- Connected campus to city water and sewer lines
- Implemented new programs: driver training, maintenance, baking, painting, upholstery
- Lobbied to increase teacher salaries
- Sold 70 acres of land to city of Devils Lake for construction of junior college (1961)
- Cooperated with *Minot State University* to provide onsite training for teachers of the deaf
- Captioned Films for the Deaf
- Recommended *Old Main* be razed and new superintendent's house built
- Lobbied to change name from *ND School for the Deaf and Dumb* to *ND School for the Deaf*



Superintendent Alan Hayek 1969-1981

Average number of pupils during Hayek tenure: 101

Communication: **oral supplemented** by use of sign language and finger spelling

Hayek tenure

- NDSB fully accredited
- Implemented:
 - Audiology Department
 - Captioned Video Lending Library
 - Parent-Infant Program
- Initiated idea of NDSB as *state resource center*
- PL 42-142 *Education for All Handicapped Children Act*
- Media Resource Center-High School and superintendent's house constructed
- North Dakota Registry of Interpreters for the Deaf established
- Sold 30 acres of land for construction of Vo-Tech Center
- Students enroll in trade classes at Vo-Tech Center
- Jr. Association of the Deaf established at NDSB (1971)
- Students participate in World Games for the Deaf



Superintendent Dr. Gary Holman 1982-1986

Average number of pupils during Holman tenure: 67

Communication: **Signing Exact English** – signs devised to represent English, accompanied by spoken language, the SEE system provided simultaneous representations of visual and oral English

Holman tenure

- Implemented
 - Psychology Department
 - Close-Up Program
 - Communications Department (interpreters provided for mainstream students)
 - Reverse mainstream programs
 - Weekend flight transportation
 - Sports coops
- Construction of swimming pool
- Pool open to community coops



Superintendent Alan Mealka 1986-1990

Average number of pupils during Mealka tenure: 48

Communication: **Total communication** used combination of communication modes including sign language, finger spelling, speech, speech reading, amplification and writing



Mealka tenure

- Implemented
 - Summer camps for deaf and hard of hearing children
 - Family Learning Vacation
 - NDSB Outreach Program (1988)
 - Parent Hotline
 - Volunteer Program
 - NDSB's first promotional video
- Collaborated with special education units to form the *ND Coalition of Service Providers for Hearing-Impaired*
- NDSB *Heritage Center* established
- Individuals with Disabilities Education Act (IDEA) enacted

Superintendent Jaime Galloway 1990-1998

Average number of pupils during Galloway tenure: 55

Communication: **bilingual-bicultural** - affirmed role of *American Sign Language* as natural language of deaf persons and fostered competency in both English and *American Sign Language*



Galloway tenure

- Celebrated NDSB Centennial (1990)
- Revised NDSB mission statement to include outreach services to deaf and hard of hearing children in North Dakota
- Caption-ready televisions (1993)
- FCC enacts captioning law (1996)
- Internet service
- Telephone relay service
- Individuals with Disabilities Education Act reauthorized (direct communication)

Superintendent Rocklyn Cofer 1998–2005

Average number of pupils during Cofer tenure: 36

Communication: **bilingual-bicultural** - affirmed role of *American Sign Language* as the natural language of deaf persons and fostered competency in both English and *American Sign Language*



Cofer tenure

- Hearing screenings for infants
- Discontinued Trades program
- Blue Ribbon Task Force established
- ND Interpreter Law passed
(Collaboration with ND Association for the Deaf)
- Implemented ASL & Interpreter Training Program (Collaboration with Lake Region State College)
- Implemented ND Captioning Center (Collaboration with ND Friends of Deaf Children Foundation)
- Offered Interactive Television Network classes
(Collaboration with Lake Region State College)
- ND Deaf/Blind Services housed at NDSB
- Individuals with Disabilities Act (IDEA) amended (2004)
- Down-sized - school building leased to Head Start

Superintendent Dennis Fogelson 2006-2009

Average number of pupils during Fogelson tenure: 26

Communication: Endorse use of visual communication and promote an environment in which *American Sign Language* and English mutually co-exist – communication must be direct, comprehensible and accessible



Fogelson tenure

- Legislature authorized expansion of services to adults
- Legislature passed Interpreter bill NDSB delegated to distribute financial reimbursements to state institutions of higher learning for interpreters and real-time captioning costs incurred
- *American Sign Language* approved as vocational course by ND Department of Career & Technology Education
- Legislature mandated formation of transition team to review future role of NDSB

Superintendent Carmen Grove Suminski 2009 – present

Average number of pupils during Suminski tenure: 24

Communication: Endorse use of visual communication and promote an environment in which American Sign Language and English mutually co-exist communication must be direct, comprehensible and accessible



Suminski tenure

- Installation of elevator
- Implemented Power School
- Instituted a Memo of Agreement between Devils Lake Public Schools and NDSB. High school students enrolled at DLPS with educational and interpreter services from NDSB
- Demolished the infirmary building, apartment house and garage
- Completed Facility Master Plan by EAPC Architects, Grand Forks
- Shared superintendent position with North Dakota Vision Services/School for the Blind
- Installed public access videophones on campus
- Completion of Future Services Plan as per Legislative mandate and Strategic Plan
- Adult and Outreach Services enhanced



Devils Lake High School

Class of 2012

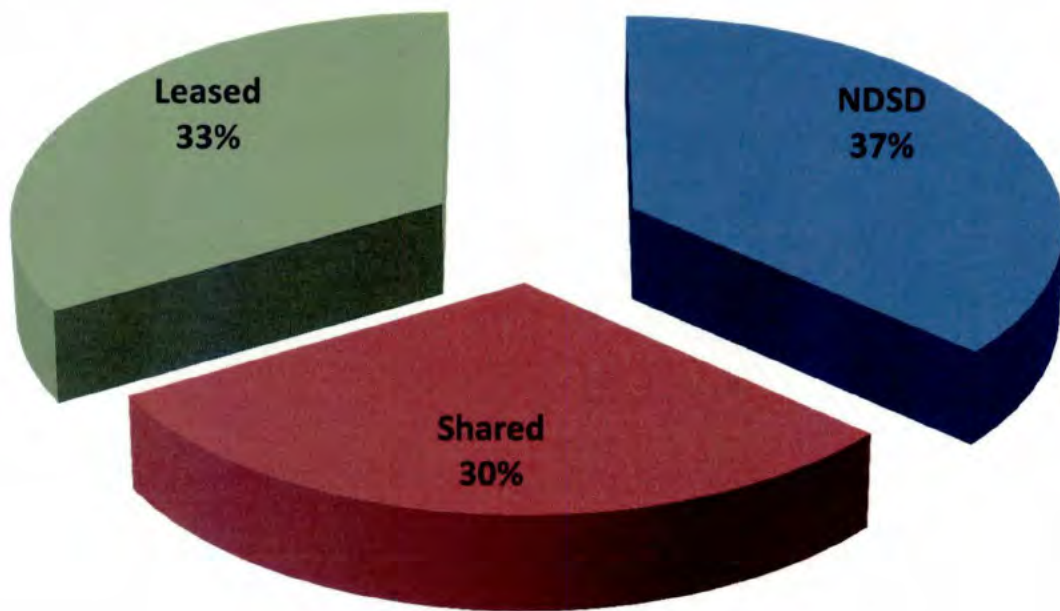
Collin Pribula.....Milnor, North Dakota

Bryce Lindgren.....Belcourt, North Dakota

Lindsay Simms.....Devils Lake, North Dakota

NDSR/RCDHH Useable Campus Space

■ NDSR ■ Shared ■ Leased



Accessible Entry Project

<u>Buildings</u> <u>(not currently handicap accessible)</u>	<u>Total</u> <u>SF</u>	<u>Square footage</u> <u>not accessible</u>	<u>Year</u> <u>built</u>
Spear (currently occupied by Head Start)	17,112	17,112	1910
Gym	6,820	6,820	1953
Trades (1 st floor is accessible) (Lake Region Budakan on 2 nd floor) (DL Football rents basement area)	18,750	12,500	1928

Currently these areas are not handicap accessible. We have a non-working chair lift and highly recommend an investment of an elevator.

The investment of an accessible entry would put the final touches on the remodel/upgrade that we invested into this past year. The Spear building would become accessible along with the additional highly used area of the gym. This accessible entry would give added value to our trades building – making it more appealing to a future renter with accessibility issues easily addressed with future remodeling of the Trades building.

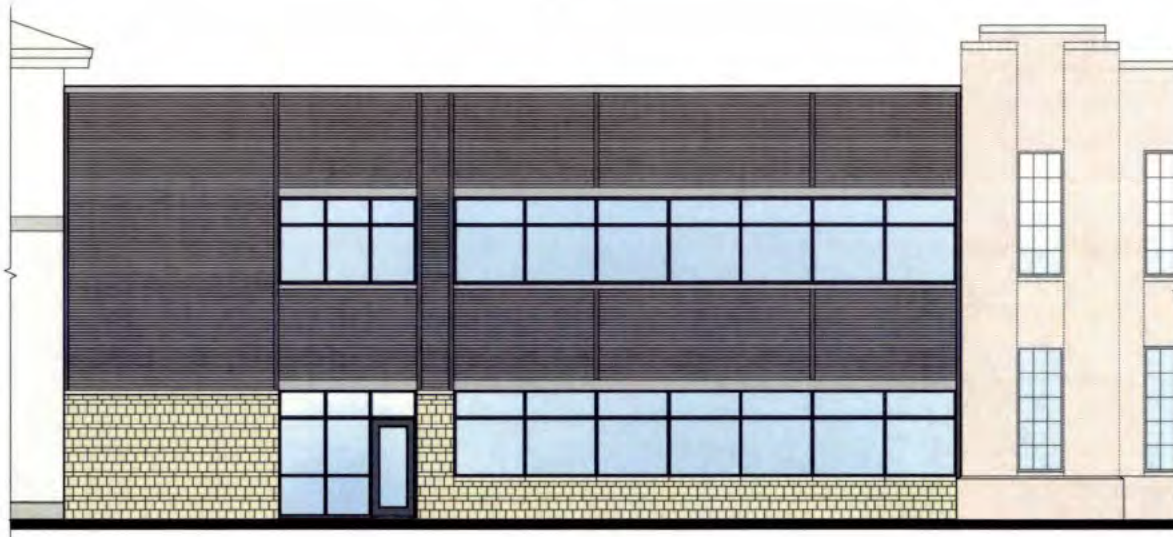
The Accessible Entry is a project that will essentially connect the Spear and Trades building. The entry will house the elevator and each floor will have handicap accessible bathrooms as well as areas that could be used for much needed meeting rooms.

The Trades building is an integral part of our campus infrastructure. The basement level houses a number of systems such as:

- 1) electrical transformers that feed other parts of our campus
- 2) pneumatics/air system which controls heating and cooling
- 3) sewer systems for that part of campus
- 4) water systems for that part of campus

Structurally the Trades building is sound, however, it will need remodeling by a tenant to be suitable. The accessible link will make Trades building a better asset to our campus and state.

Prepared by
LeRoy Shereck
Physical Plant Director



EAST ELEVATION



WEST ELEVATION

ACCESSIBLE ENTRY BUILDING

Exterior Elevations

Devils Lake, North Dakota

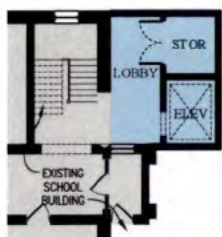




SECOND FLOOR
2866 SF



FIRST FLOOR
2888 SF



BASEMENT PLAN
290 SF

- COMMONS AREAS
- UNASSIGNED
- EXISTING BUILDING

ACCESSIBLE ENTRY BUILDING

Floor Plans

Devils Lake, North Dakota





3100 Demers Avenue, Grand Forks ND 58201 | TELE 701.775.3000 | FAX 701.772.3605

August 8, 2012

North Dakota School for the Deaf
Attn: Carmen Suminski
1401 College Drive North
Devils Lake, North Dakota 58301

Subj: Accessible Entry Building

Re: Estimate of Probable Costs

Dear Carmen:

We estimate the probable cost of the Accessible Entry connecting the Spear and the Trades building would cost \$1,500,000 in hard construction costs. Because of the dynamics of the construction market in North Dakota bids could vary %10 either side of that number. We recommend a contingency allowance be included to cover unforeseen conditions during construction. Design fees are listed as a separate item.

Summary:

Construction Estimate	\$1,500,000
Project Contingency	\$ 225,000
Design Fees	<u>\$ 120,000</u>
Budget Total	\$1,845,000

If you have any questions on the above estimate please call.

Sincerely,

Randle Kling, AIA
Architect for EAPC

**Entry way to the Spears Building
where the Head Start
program is located.**





EARLY EXPLORERS
EXPLORING THE POSSIBILITIES TOGETHER

NDSR/RCDHH - Agency 252
Budget Request 2013-2015
Appendix D - Page D-6

Head Start
TGU School District #60
701 Main Street North
Towner, ND 58788
Phone: 701-537 5409
Fax: 701-537-5312

Early Head Start
TGU School District #60
1401 College Drive North
Devils Lake, ND 58301
Phone: 701-662-9049
Fax: 701-662-9042/9046

March 14, 2013

Dear Chairman Holmberg and Members of the Senate Appropriations Committee,

This letter is response to HB 1013 regarding the North Dakota School for the Deaf's request for an accessible entryway. Early Explorers Head Start and Early Head Start rent a large three story building on the campus that houses ten classrooms. The program serves approximately 140 children and 20 staff. The facility received significant upgrades during the 2012 summer including central hair, sprinkler system, electrical work, roof repair, and security system and air quality improvements. The major renovations improved the quality of education and safety for the children. The upgrade to the facility did not include accessibility upgrades. The North Dakota School for the Deaf does not meet the Americans with Disabilities Accessibility requirements. A campus that serves individuals with disabilities cannot ensure accessibility. This is unacceptable.

The school is requesting an accessible entryway that includes an elevator and covers the front steps of the facility. This request accomplishes two goals. The first goal is to make the facility accessible by adding an elevator. The building has one wheel chair lift that transports individuals from the garden level to the main floor. The lift is over twenty years old and is dangerous. In the nine years of occupancy, the program has never used the lift in fear of injury and liability issues. One child in a wheelchair had to be removed from her chair, carried up the stairs and returned to the chair. Parents in wheelchairs must have meetings in different locations other than the school. In addition to individuals in wheelchair, the program has had a number of parents/grandparents with bad knees or other mobility issues that make climbing stairs impossible.

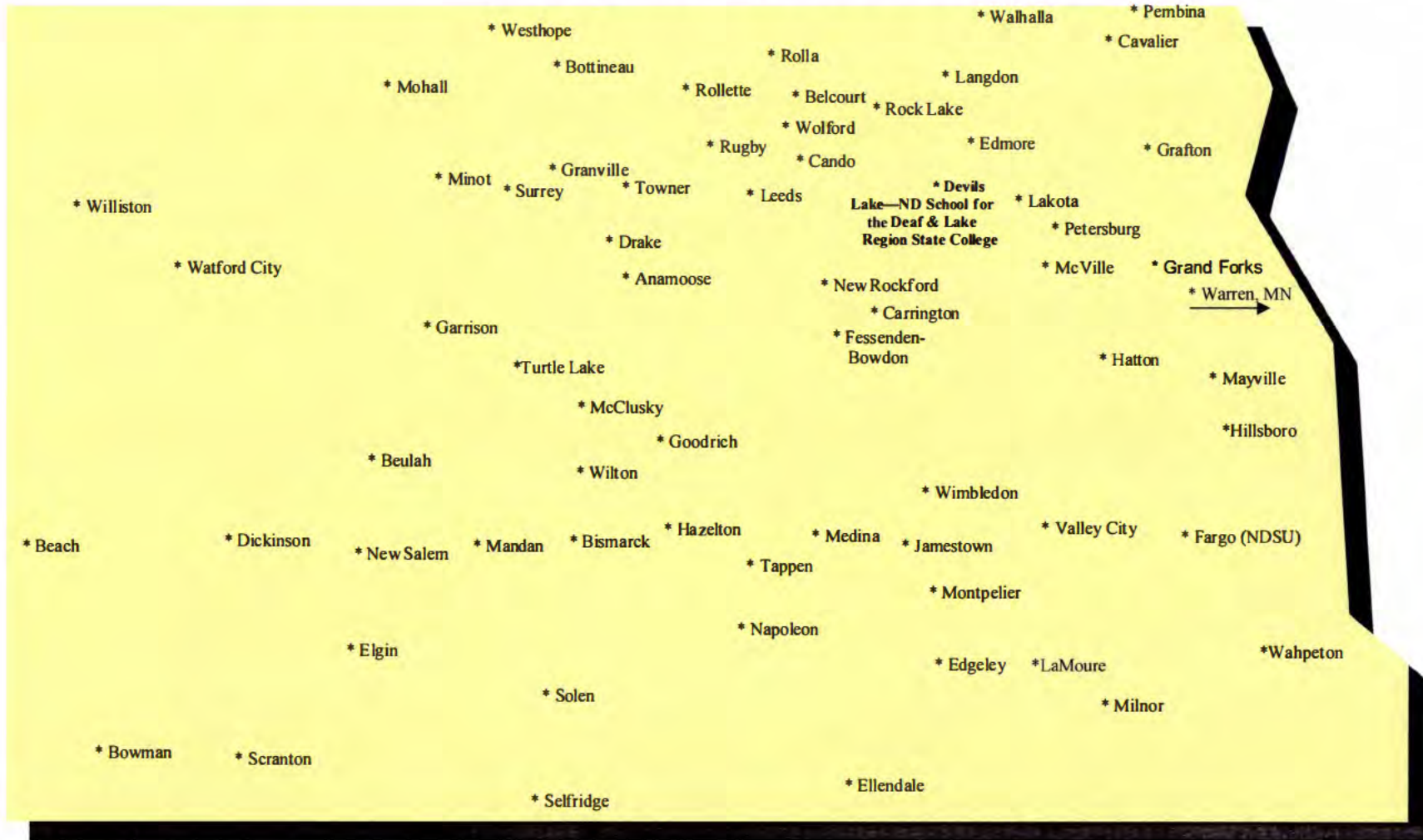
The second goal is the covering of the front stairway that will house the elevator. Without this project the state facility is not only not accessible, it is open to great liability issues. The steps are cement and become icy in the winter. The walk way is located above the heated tunnels. Keeping the surface safe is a difficult task. The program has had a number of falls on the steps. Every day 140 children, parents, staff, service professionals and volunteers enter and leave the facility equating to over 3000 people per week.

I ask that you recognize the importance of this project and fully fund the request. The North Dakota School for the Deaf must be accessible for all.

Sincerely,

Allison Dybing-Driessen
Program Director

American Sign Language ITV sites since January, 2004 (Map updated: Spring, 2013)



Since January, 2004, these schools/communities have linked into **interactive television network (IVN) at the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing** to receive instruction in American Sign Language (ASL). Classes are taught from the Communications Department on the campus of the North Dakota School for the Deaf in cooperation with Lake Region State College (LRSC). Sign Language courses provided by NDSD/RCDHH include: American Sign Language I, American Sign Language II and Basic Conversational Sign Language.

NDSB/RCDHH American Sign Language Schedule

Listed below are **American Sign Language** classes currently available from the **ND School for the Deaf**. If you know someone wanting/needing to learn sign language, please share the information. It's never too late to learn!
Lilia Bakken, Communications Coordinator, ND School for the Deaf/Resource Center for Deaf and Hard of Hearing

8:30-9:20 American Sign Language I and II (dual credit opportunity for ITV high school sophomores, juniors, seniors)

Bottineau High School
North Star/Cando High School
Carrington High School
Cavalier High School
Drake High School
Goodrich High School
Scranton High School
Westhope High School

10:30-11:00 Thursdays: Signing Language for Senior Citizens

Heartland Care #4 Assistive Living Center

11:55-12:45 American Sign Language I and II (dual credit opportunity for high school sophomores, juniors, seniors)

Devils Lake High School

12:05-1:30 Tuesdays and Thursdays: Coffee Break Sign Class (open to all ages)

North Dakota School for the Deaf (ASL classroom)

1:35-2:25 American Sign Language I and II (dual credit opportunity for ITV for high school sophomores, juniors, seniors)

Beach High School
Beulah High School
Hazleton/Moffit/Braddock High School
New Salem High School
Selfridge High School
Turtle Lake/Mercer High School
Wilton High School

3:00-3:50 American Sign Language I and II (college students only)

Lake Region State College
Mayville State College
Minot State University
Williston State College

4:00 – 4:50 Mondays - Basic Conversational Sign Language (open to all ages)

McVillie ITV
Petersburg ITV
Bowman ITV
Abercrombie/Colfax ITV
Devils Lake (at NDSB)

4:30 – 5:30 Tuesdays – Religious/Church Sign Language instruction for those interested in learning how to interpret church services for people who are deaf (open to all faiths)

5:30 – 6:30 Mondays (one class per/each semester) - Baby-Toddler Sign Language classes for parents/families/caregivers of babies who are hearing or deaf (babies/toddlers also welcome)

American Sign Language Levels III & IV (dual credit opportunity) planning in **progress** for 2013-2014 school year for ITV high school students + Devils Lake High School students per requests from students and principals.

NDSB/RCDHH Celebrates National Deaf Awareness Week
Submitted by Lilia Bakken, Communications Coordinator

National Deaf Awareness week is celebrated during the last full week in September. Each year students and staff at the *North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSB/RCDHH)* plan activities to help raise awareness about hearing loss in order to create a greater understanding of the issues faced by individuals who are deaf or hard of hearing. Local and statewide awareness events are being planned by NDSB/RCDHH school staff, and outreach workers in Devils Lake, Bismarck, Fargo, Minot, and Rolla as well as by students enrolled in American Sign Language class at Devils Lake High School.

Awareness information regarding the *North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing*:

- Devils Lake is the only community in North Dakota that has a state school for deaf children.
- ND legislators passed a bill authorizing the ND School for the Deaf to expand its services to include adults (as well as children) who are deaf and hard of hearing.
- In January-2012 the North Dakota School for the Deaf adopted a new name to reflect the expansion of outreach services to adults. The official name of the school is now *North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSB/RCDHH)*.
- An Adult Outreach program was implemented and a coordinator of adult services hired.
- The North Dakota School for the Deaf high school department was closed but the school continues to provide on-campus instruction to students at grade levels pre-school through middle school.
- High school students attend classes and extra-curricular activities at Devils Lake High School. Students whose families do not live in Devils Lake reside in the dormitory at NDSB and continue to obtain educational support services from NDSB staff.
- NDSB/RCDHH has outreach offices located in Fargo, Bismarck, Minot, Rolla and Devils Lake. Outreach workers provide services to families of children who are deaf and hard of hearing and provide consultation services to educators. NDSB/RCDHH staff from the outreach department travel the entire state to serve students who are deaf or hard of hearing.
- During the past 2011-2012 school year NDSB/RCDHH served 24 students on campus. In addition, the outreach department served more than 1,472 individuals through outreach services.
- Information obtained from 2011-2012 quarterly reports compiled for the *Department of Public Instruction* documented the following provision of services by staff from NDSB/RCDHH:
 - 1,272 individuals were provided with interpreter services by NDSB/RCDHH.
 - 128 individuals enrolled in American Sign Language class provided by NDSB.
 - 72 adults (deaf or hard of hearing) were served by the NDSB/RCDHH Adult Outreach program.

- 265 presentations (by the Adult Outreach coordinator) were presented statewide.
- 1,871 consultations were made to ND schools and the Parent/Infant program.
- 845 outreach contacts were made in the provision of direct services to students, educators, and families.

This summary of services is an over-view of the daily happenings at *the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing*. For additional information regarding any of the services provided by NDSB/RCDHH, please contact Superintendent Carmen Suminski at 665-4400.

From: MicheleBuster Rolewitz [rolewitz@hotmail.com]
Sent: Thursday, January 17, 2013 2:17 PM
To: Suminski, Carmen Grove
Subject: RE: Hi

Good afternoon Carmen,

I hope this below message is ok. Also, is that bill # correct? I hope. If not, please let me know. Since it is a limited time, I keep this short and sweet. Thanks and I wish you good luck on your testimony tomorrow morning. Michele

RE: House Bill No. 1013

In behalf of the North Dakota Association of the Deaf, we support House Bill No. 1013 that the North Dakota School for the Deaf continues to provide services . Please do pass the bill.

Thanks!

Michele Rolewitz
NDAD President



Sponsored by

The North Dakota Parent-Infant Program for Children who are Deaf and Hard of Hearing, Age Birth to Three Years Old, and their Families

“Serving all of North Dakota”



A Division of the North Dakota Department of Public Instruction, Kirsten Baesler, Superintendent

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

1/10/2013



Parent-Infant Program

A Family-Centered Approach for Supporting Families with Infants and Toddlers who are Deaf or Hard of Hearing

“Serving all of North Dakota”

Services Provided by Teachers of the Deaf Parent-Infant Specialist

- ❖ Empower parents with specialized knowledge and skill about the impact of hearing loss.
- ❖ Reinforce and support families with helpful local, state and national resources.
- ❖ Integrate play activities in a family’s lifestyle to encourage communication, language, audition and speech skills.
- ❖ Identify strengths and needs of families to have full participation in the intervention plan that have appropriate outcomes.
- ❖ Collaborate through parent and professional partnerships to maintain consistency.
- ❖ Support parents in understanding the audiogram and how to monitor the use and care of their child’s hearing aids.
- ❖ Provide information regarding communication and educational options to assist with the transition out of the early intervention program(s).



A Parent-Infant Specialist combines fun with learning in a supportive environment for you and your family.

Parent-Infant/ Outreach Offices

Please direct referrals and questions to the Parent-Infant Program Specialist in your area:



Coordinator:
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4400 or
Toll Free: 1-800-887-2980

Grand Forks:
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4420

Minot:
Memorial Hall
500 University Avenue West
Minot, ND 58707
Phone: 701-858-3357

Bismarck:
418 East Broadway, Suite 228
Bismarck, ND 58501
Phone: 701-328-3987

Fargo:
1510 12th Avenue North
P.O. Box 5036
Fargo, ND 58105
Phone: 701-231-6036

Speech-Language Pathologist
C/O Mt. Pleasant School
201 5th Street NE
Rolla, ND 58367
Phone: 701-477-5062

Why Early Intervention?

The first months and years of a child's life provide the foundation for later learning. Research tells us the period between birth through age five is a critical window for development. Children learn from their environment - absorbing language, thinking skills, and social skills as they experience the world with their families and caregivers.



Infants and young children with hearing loss have many of the same needs as other young

children, however, the impact of hearing loss creates unique developmental needs. Qualified early interventionists provide support for families and caregivers to help them recognize their strengths and weaknesses.

Parent-Infant Overview

The North Dakota Parent-Infant Program for children who are deaf and hard of hearing, age birth to three years old, and their families offers intervention in a family's natural environment through daily routines.



Through regular visits to the child and family, certified teachers of the deaf address the family's concerns and help determine priorities. Together, families, caregivers and early interventionists share information, discuss ideas and adaptations and monitor the child's progress. The purpose is to enhance each family's ability to help his/her child to become a participating family member and a part of the larger community.

The program also supports families and caregivers as they plan for the transition of children out of early intervention services and into the family's selected option for their three to five year old child.

This program is offered at no charge to families throughout the state of North Dakota and is provided through the Parent-Infant Program of the North Dakota School for Deaf.

Any child residing in North Dakota with a suspected or diagnosed hearing loss can be referred to this program.

Referrals can be made by family members, physicians, school districts,

audiologists, speech and language centers or other agencies.



What Parents are saying about PIP

"No words could ever express our gratitude for all you have done and sacrificed for [my daughter]. Having two hearing impaired children and seeing the differences at the same age due to the times (ages) each were identified and the solid foundation [my daughter] now has just warms my heart."

- Hettinger -



"The Parent-Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent-Infant Program."

- Milnor -

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of highly specialized vision specific services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

*Carmen Grove Suminski
Superintendent*

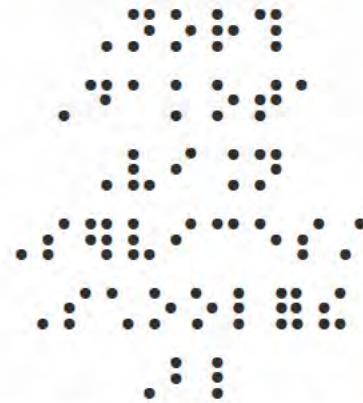
NDVS/SB is a
Division of The Department of
Public Instruction
Dr. Wayne Sanstead,
State Superintendent

**Serving the
Visually Impaired
Since 1908**



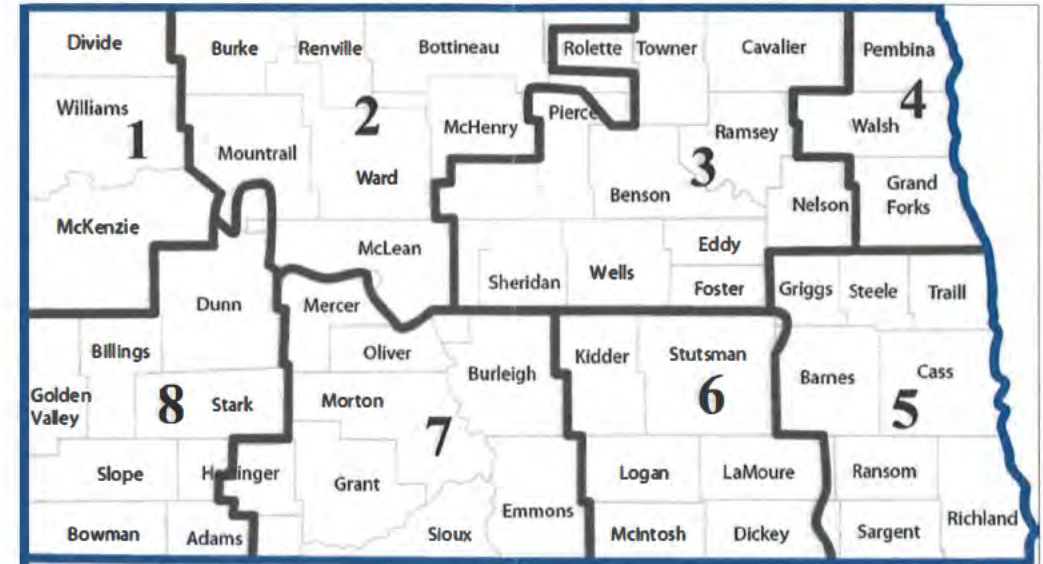
NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

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**North
Dakota
Vision
Services/
School
for the Blind**



500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

**Serving Visually Impaired Persons throughout
the state of North Dakota**



REGION 1 & 2
Lori Mattick, Coordinator
1015 S Broadway Suite 18
Minot, ND 58701
701-857-7635

REGION 5
Linda Kraft, Coordinator
SE Human Service Center
2624 9th Ave. SW Rm 232
Fargo, ND 58104
701-298-4428

REGION 3
Kathy Grzadzielewski, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2722

REGION 6
Lanna Slaby, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

REGION 4
Cindy Williams, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2704

REGION 7 & 8
Mary Verlinde, Coordinator
418 E. Broadway Ave. Suite #228
Bismarck, ND 58501
701-328-3986

History



North Dakota's first School for the Blind was constructed in Bathgate for \$24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.

In 1995, renovation was completed consisting of outreach and administrative offices and centers in the vision specific areas including daily living skills, technology, vision resources, vocational, and music. In 1998, additional renovation was done which includes two apartments, two suites, conference room, commons area, two offices, and instructional center.



Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Also available is information about services and products that can help in maintaining independence.



Eligibility: Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instructions:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

Housing is available for students and adults while participating in programming.



Vision specific and technology equipment are available on loan to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center

- Consumer and Professional Library
- American Printing House Quota Funds and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Sensory Education Library
- Access to Information
- The Store (adaptive aids for sale)
- Braille Access Center

Short Term Programs

- Preschool (mini-session)
- Kids Weeks (1st—6th Grade)
- Middle School (JAM mini-session)
- Teen Weeks (7th—12th Grade)
- Career Week (10th-12th Grade)
- Adult Weeks
- Summer Camps (Elementary & High School)

Speakers Bureau

Inservice Training



/

TESTIMONY ON HOUSE BILL # 1013

Re: North Dakota State Library

SENATE APPROPRIATIONS COMMITTEE

March 18, 2013

Hulen E. Bivins
State Librarian
North Dakota State Library

Mister Chairman and members of the committee:

Thank you for the opportunity today to highlight the activities, services, and needs of the North Dakota State Library (NDSL). My name is Hulen Bivins and I am the State Librarian of North Dakota.

I am pleased to give testimony in support of House Bill # 1013 in the state's 2013-2015 budgets. This Bill provides appropriations for the State Library's programs and activities. The Bill also provides direct support (State Aid) for the public libraries of North Dakota. These appropriations, by and through cooperative activities with the State Library, also supports the informational and library service programs of college/university libraries, special libraries, and school libraries as well as the public libraries in our state.

In North Dakota and across our nation, knowledgeable librarians provide diverse communities with a broad range of services for people of all ages and backgrounds. In North Dakota, any citizen may visit a state-aided library and access a variety of materials for educational, informational, and enrichment reasons. This accessibility is available regardless of the individual's age, income, educational level, or physical ability. Indeed, this accessibility is available because libraries exist to serve individuals throughout their lifecycle.

THE MISSION

The mission of the State Library of North Dakota continues to be to provide, for all citizens, access to information. To accomplish this mission, the State Library works to fulfill four primary goals: 1) to serve as a leader in the library and information field; 2) to develop access, via cooperative activities, to information in a variety of formats; 3) to promote awareness of the usefulness of library resources; and, 4) to make available high-quality library and information resources statewide. All four of these goals lead ultimately to the tasks that ensure that all North Dakota residents are afforded the opportunity to engage in quality lifelong learning -- learning which strengthens the State of North Dakota.

PUBLIC LIBRARY SUPPORT

The North Dakota State Library works in many ways to fulfill its mission. One way is in the disbursement of State Aid funding to public libraries under a statutory program (Century Code, 54-24.2-01 to 54-24.2-06). State dollars, when combined with local dollars, provide for the basic services --- services like the provision of qualified library workers who serve citizens and families using a core collection of useful materials. Progress has been made in the availability of these basics by North Dakota's public libraries. Much, however, remains to be done to achieve quality library services in all of the counties of the state. State Aid makes a real difference to the libraries and State Aid truly aids the efforts made to reduce the informational disparities that unfortunately remain.

For the next Biennium, NDSL requests an increase in the funding of State Aid to public libraries. The request is for an additional 22 cents per capita, per year (\$266,500 for the Biennium). This request was supported by OMB in their review of NDSL's request and is included in the Governor's recommended budget.

State Aid to public libraries is distributed on a population and area of service formula. If funded at the requested level for the next Biennium, the amount of State Aid for Public Libraries provided shall still not reach the level of full funding under the formula set forth in the Century Code in 1979 (Section, 54-24.2-02). If funded at NDSL's requested level, as concurred with in the budget of the Governor, the 1979 formula for State Aid to public libraries shall be funded at a 77% level. However, when adjusted for inflation, the 2013-15 appropriation is still lower than the funding level of 1989-91. (Note: the 1979 formula has never been adjusted for inflation since the approval of the law.)

In North Dakota, too many citizens do not have adequate public library services. There are, in the state, twenty-three (23) counties that do not tax themselves to support the public library in their county. For many of these counties, especially the county residents living outside a community's service area, the North Dakota State Library serves as the only public library available to meet the needs of the citizens of these counties. (see: ATTACHMENT A). It is hoped that, as the state makes a greater contribution to meeting the State Aid formula for the funding of public libraries, more of these counties that are presently without library services for all residents of the county shall begin to offer minimum services.

It is a fact that, in many North Dakota counties, public library facilities are in need of repair and renovation. Examples of needed repairs are the replacement of leaking roofs, improvements to crumbling foundations, and the installation of energy compliant windows. An example of a needed renovation would be the update of the electrical circuits in a public library to accommodate the usage of multiple computer terminals operating on a circuit that is 40 years old. Such would be done to remove a potential fire hazard.

The North Dakota State Library for the forthcoming Biennium requests funds in the amount of \$275,000 for the repair and renovation of public library buildings. This amount would fund a pilot grant program that requires a local dollar match. The match element (1 to 1 or 1 to 2) would be varied based upon the size of the community served by the public library. No funds shall be made available for either additions or the new construction of public library buildings. Both OMB and the Governor have concurred with this request as it provides minimum aid to an area of need that has not been supported for a very long period of time.

PUBLIC LIBRARY and SCHOOL LIBRARY SUPPORT

Working with the North Dakota Coordinating Council, the North Dakota State Library awards Library Vision 2014 Grants to public and school libraries to cover the costs associated with the process of adding holdings records to the statewide database of library materials and to support advances in the use of technology in the libraries. The request for the forthcoming Biennium is \$237,500. This amount provides level funding and is at this requested level in the recommendations of OMB and the Governor's budget.

Through the work of the Coordinating Council, tremendous progress has been made to link library collections in a catalog of library materials that provides statewide inter-library loan capabilities. Progress has also been made to include the collections of

all types of libraries in the state into one network collection; presently more than three hundred and ninety-five (395) unique library catalogs in North Dakota are connected. Such a collection of catalogs allows for a statewide inter-library loan program that makes library materials in one library's collection available to the library patron of another North Dakota library. The result is the usefulness of materials in other locations may be located and borrowed for the benefit of citizens locally. Simply stated, a library user at the public library in Cavalier may make use of the informational library material that is physically located in the school library at Velva or the public library in Bowman without leaving the town of Cavalier. This program of service meets the needs of citizens quickly and precisely with high-quality, reliable information.

SUPPORT FOR ALL LIBRARIES

In the appropriation request made by the North Dakota State Library for ongoing in-agency services this Biennium, the NDSL proposes to continue to use a part of the state dollars received for the required match that is mandated for the receipt of federal funds. This match is required from all state library agencies nationally. Although North Dakota's allotment of federal dollars is among the lowest (award based on state population census), a great deal is accomplished in support of the libraries of North Dakota as they serve children, students, and adults, plus business and government.

Beyond the collections of North Dakota libraries lies a richness of resources that the citizens of North Dakota want and need as well as resources they deserve to have accessible. The connectivity of the collections of other libraries in other states and other countries are made available through the library cooperative known as "WorldCat" that provides accessibility to an international catalog of more than two hundred and eighty-seven (287) million library holdings in one hundred and twelve (112) countries and territories. The holdings include books and journals, as well as library materials in other formats. As a participant in the "WorldCat" network, the North Dakota State Library provides the ability for an in-state business to access information about the best practices of their business as conducted in another state, in a Canadian province, or in another area of the world. This information access is invaluable to North Dakota businesses and industries as they maintain and grow their operations in a fiercely competitive global marketplace. NDSL, using state dollars, provides access to this WorldCat network for North Dakota's public libraries.

North Dakota's State Library partners with other North Dakota libraries along with libraries in South Dakota and Minnesota by providing a resource sharing program known as the "Online Dakota Information Network" (ODIN) that provides subject specific

electronic databases (see: ATTACHMENT B) for use by the state's citizens. This network (ODIN) is an example of how the North Dakota State Library, using state dollars, strives to work in cooperation with other entities and how the State Library works to provide equity in the access of a core collection of accurate and reliable information resources. Beyond this wealth of resources obtained in a cooperative acquisition, the North Dakota State Library also singurally purchases and makes available a selection of subject specific databases to aid the intellectual and educational needs of citizens and to support the life's work of the state's citizens. The result of these combined resources is a collection that fulfills the information needs of children to young adults to the working parent and to our retired senior citizens.

Regarding citizens with special needs, the North Dakota State Library works with the National Library Services for the Blind and Physically Handicapped (Washington, D.C. – part of the Library of Congress) to serve those who cannot use a traditional book due to personal circumstances. Herein, exciting changes are taking place as many books are being made available in a new digital format. Program materials are also made available in the traditional formats of Braille and large-print. With the aging of the baby boomer generation, it is anticipated that the need for this specialized service shall increase. This service is also especially useful to many returning war veterans.

As previously noted, NDSL serves as the public library for several North Dakota counties who operate without local county support. Also, because the counties of Oliver, Sheridan, and Steele have no public library at all, the State Library is the only library resource for the citizens of those counties. In this service, the State Library provides personal Reference assistance via an 800-phone line, email, or text. NDSL utilizes its lending collection to support the citizens of these counties.

Other statewide programs made available to all citizens include TUTOR.ND that provides live one-on-one tutorial services for K-Adult in the subject areas of English, social studies, math, and science. NDSL also underwrites the cost of the annual Summer Reading program for the children and youth of the state. The Summer Reading program runs for 3 months each summer in the state's public libraries. North Dakota's First Lady, the State's Attorney General, the Secretary of State, and North Dakota's Chief Justice are some of the individuals who gave of their personal time to support this activity of the North Dakota State Library last year (2012).

Presently, work is being planned to convert county document records maintained by NDSL in the State Docs program (state records repository program) to an easier to use and easier to maintain format. The documents shall be converted to a digital format because of the deterioration of the original paper documents. Associated with this task will be making the docs available electronically for loan.

The North Dakota State Library is also engaged in the professional development of librarians in the agency and throughout the state. During the past Biennium, four professional librarians at NDSL were retrained to use their professional talents to better meet the needs of the state's library community. The State Library also diligently strives to assist North Dakota's libraries in the development of library services to their local patrons by providing consultation and professional development opportunities to all library staff. More is being done in the promotion and coordination of statewide librarian development --- more training, more education, and more sharing of experience with would-be librarians. To supplement these tasks, webinars and training sessions have been created and are heavily used.

Further, the State Library must continue to identify and recruit individuals who desire to acquire a quality library education and have the dedication to serve as the librarian/information providers for the next generation of citizens. This is a task that is embraced by the North Dakota State Library as we, government and citizenry working together, move forward.

The North Dakota State Library believes that the aforementioned activities and programs can be accomplished in the new Biennium at level funding. This belief in the ability of NDSL to accomplish much at a level funding amount has been endorsed in the Governor's recommended budget.

THE FUTURE

The library is one of democracy's fundamental institutions. Created by ordinary citizens to empower all people of our society, the library plays a paramount role in the free exchange of information. As the guardian of both freedom of thought and the freedom of speech, the library provides each citizen the opportunity to improve and enrich their individual lives. The financial support of the State of North Dakota is the basic aid that enables the local public library and NDSL itself to be the sustainer of this ability to improve --- to be enriched ---- and to be a contributing member of the state's society.

Programs that are being addressed in the forthcoming Biennium by the North Dakota State Library are: 1) the development of standards for the public libraries of the state (hours of service; material collection criteria; etc.); 2) an increased emphasis on collection development in North Dakota libraries (multiple formats: hardback books and electronic formats); 3) ways to provide greater support for connectivity projects in the rural areas of the state; and, 4) an expansion of technology that provides greater

accessibility to librarians who, in the future, are destined to be the information brokers of our society.

Additionally, during the next two years, the North Dakota State Library shall be looking for even greater ways to address the needs of the state's governmental units, business concerns, and citizens. In so doing, studies shall be conducted and information gathered to discern the viability that libraries, especially public libraries, in the state may and can: 1) serve as community activity and learning centers; 2) act as central sources of information about their communities and about community services; 3) partner with other community agencies, institutions, and organizations to improve the quality of life for all their citizens; 4) cooperate with their local governments and associated agencies to assist in the economic development of their communities, and, 5) promote awareness of community services and awareness of the intrinsic value of libraries.

SUMMARY

What is the result of the programs offered by the North Dakota State Library? Simply stated, it is the development of quality library services that are provided with an economy design --- a design of efficiency to benefit North Dakota's citizens as they travel the information highway in the information age. All of this is accomplished by embracing new technologies, technologies understood and used following a concise, thoughtful examination and a full analysis prior to any expenditure.

Further, it is believed that libraries shall play a special role to enhance and improve educational achievement while providing informational data to assist in greater economic development across North Dakota --- all with the result of a better life for North Dakota's citizens.

NDSL BUDGET REQUEST

(STATE DOLLARS as Recommended in the Governor's Budget)

1) State Aid to Public Libraries (with proposed increase)	\$ 1,766,500
2) Renovation & Repair Matching Grant for Public Libraries	275,000
3) Level Funding --- North Dakota Library Coordinating Council	237,500
4) Level Funding --- North Dakota State Library Operations	3,942,585
TOTAL	\$ 6,221,585 *

* As noted in the North Dakota Transportation Handbook of December 2012 on page 13 (see: ATTACHMENT C), the average cost of one mile of asphalt roadway in the state is two million dollars per mile. The entire request of STATE DOLLARS made by the North Dakota State Library for the forthcoming Biennium amounts to **\$ 6,221,585 state dollars** ---- little more than the cost of 3 miles of roadway in North Dakota. It is suggested that the support of libraries in the state is a good investment and it is hoped that the North Dakota Legislature, like the Governor, concurs.

(NOTE: the amount of funding for the State Library's Operations noted as item #4 above provides the required match for the State Library to receive **\$ 2,400,847 federal dollars** during the Biennium.)

I personally thank you for your time, patience and consideration of my testimony today. I am pleased to have had this opportunity. In support of the funding request for the North Dakota State Library, I have several letters of Testimony that I shall submit to the Committee. Kelly Steckler, the Legislative Chair of the North Dakota Library Association, and Tim Dirks, Director of the Fargo Public Library, would each like to give a brief oral Testimony. I request that you take the time to listen to their views and thoughts. Following their Testimony, I would be happy, with the assistance of Cynthia Clairmont-Schmidt, Assistant Director of the North Dakota State Library, to answer any questions you might have regarding the State Library and its proposed budget for the next Biennium.

With respect, I thank you.

ATTACHMENT A

The following table shows the levels of tax support for North Dakota's public libraries as provided by the County and by the City.

<u>County</u>	<u>\$ Levied for 2011</u>	<u>Library Name</u>	<u>City of Library</u>	<u>City \$ Levied</u>	<u>Taxable Value</u>
Adams	\$30,663.71	ADAMS COUNTY LIBRARY	Hettinger		
Barnes	\$89,114.47	VALLEY CITY BARNES COUNTY PUBLIC	Valley City	\$89,114.00	
Benson	\$0.00	LEEDS PUBLIC LIBRARY	Leeds	\$2,528.00	
		MADDOCK COMMUNITY LIBRARY	Maddock	\$2,224.00	
		MINNEWAUKAN PUBLIC LIBRARY	Minnewaukan	\$1,453.00	
Billings	\$28,685.46				
Bottineau	\$135,877.76	BOTTINEAU COUNTY LIBRARY	Bottineau		
Bowman	\$34,846.04	BOWMAN REGIONAL PUBLIC LIBRARY	Bowman		
Burke	\$0.00	BOWBELLS PUBLIC LIBRARY	Bowbells	\$2,633.00	
Burleigh	\$218,245.66	BISMARCK VETERANS MEMORIAL PUBLIC	Bismarck	\$1,602,650.00	
Cass	\$0.00	CASSELTON PUBLIC LIBRARY	Casselton	\$31,540.00	
		FARGO PUBLIC LIBRARY	Fargo	Home Rule City	332,779,107
		KINDRED PUBLIC LIBRARY	Kindred	\$9,441.00	
		MARGARET FRAASE PUBLIC LIBRARY	Buffalo	\$1,684.00	
		WEST FARGO PUBLIC LIBRARY	West Fargo	\$712,587.00	
		ENDERLIN MUNICIPAL LIBRARY	Enderlin	\$24,703.00	
Cavalier	\$87,492.90	CAVALIER COUNTY LIBRARY	Langdon		
Dickey	\$0.00	ELLENDALE PUBLIC LIBRARY	Ellendale	\$8,007.00	
		OAKES SCHOOL & PUBLIC LIBRARY	Oakes	\$13,869.00	
Divide	\$47,919.54	DIVIDE COUNTY PUBLIC LIBRARY	Crosby		
Dunn	\$0.00	DUNN CENTER PUBLIC LIBRARY	Dunn Center		107,642
		KILLDEER SCHOOL & PUBLIC LIBRARY	Killdeer	\$4,699.00	
Eddy	\$0.00	NEW ROCKFORD PUBLIC LIBRARY	New Rockford	\$8,203.00	
Emmons	\$0.00	HARRY L. PETRIE PUBLIC LIBRARY	Linton	\$9,497.00	
Foster	\$0.00	CARRINGTON CITY LIBRARY	Carrington	\$27,571.00	
Golden Valley	\$28,672.56	GOLDEN VALLEY COUNTY LIBRARY	Beach		
Grand Forks	\$448,800.08	EDNA RALSTON PUBLIC LIBRARY	Larimore		1,641,561
		GRAND FORKS PUBLIC LIBRARY	Grand Forks	\$1,427,937.00	
		NORTHWOOD SCHOOL & CITY LIBRARY	Northwood	\$7,206.00	
Grant	\$0.00	ELGIN PUBLIC LIBRARY	Elgin	\$2,183.00	
Griggs	\$44,679.47	GRIGGS COUNTY LIBRARY	Cooperstown		1,558,054
Hettinger	\$0.00	MOTT PUBLIC LIBRARY	Mott	\$7,442.00	
		NEW ENGLAND PUBLIC LIBRARY	New England	\$2,708.00	

<u>County</u>	<u>\$ Levied for 2011</u>	<u>Library Name</u>	<u>City of Library</u>	<u>City \$ Levied</u>	<u>Taxable Value</u>
LaMoure	\$44,387.08	EDGELEY PUBLIC LIBRARY	Edgeley	\$3,193.00	
		LAMOURE SCHOOL & PUBLIC LIBRARY	Lamoure	\$6,301.00	
Logan	\$32,408.31	GACKLE PUBLIC LIBRARY	Gackle	\$2,217.00	
McHenry	\$0.00	VELVA SCHOOL & PUBLIC LIBRARY	Velva	\$7,391.00	
McIntosh	\$0.00	ASHLEY PUBLIC LIBRARY	Ashley	\$3,191.00	
		WISHEK SCHOOL & PUBLIC LIBRARY	Wishek	\$4,383.00	
McKenzie	\$85,830.51	MCKENZIE COUNTY PUBLIC LIBRARY	Watford City		
McLean	\$167,728.11	GARRISON PUBLIC LIBRARY	Garrison	\$9,555.00	
		MAX COMMUNITY LIBRARY	Max	\$1,743.00	
		McLEAN-MERCER REGIONAL LIBRARY	Riverdale		
		TURTLE LAKE PUBLIC LIBRARY	Turtle Lake	\$4,334.00	
		UNDERWOOD PUBLIC LIBRARY	Underwood	\$4,862.00	
		WASHBURN PUBLIC LIBRARY	Washburn	\$12,018.00	
Mercer	\$99,743.23	BEULAH PUBLIC LIBRARY	Beulah	\$19,596.00	
		HAZEN PUBLIC LIBRARY	Hazen	\$19,124.00	
		STANTON PUBLIC LIBRARY	Stanton	\$1,301.00	
Morton	\$149,999.11	GLEN ULLIN PUBLIC LIBRARY	Glen Ullin	\$2,802.00	
		HEBRON PUBLIC LIBRARY	Hebron	\$4,637.00	
		MORTON MANDAN PUBLIC LIBRARY	Mandan	\$314,335.00	
Mountrail	\$33,095.69	NEW TOWN PUBLIC LIBRARY	New Town	\$8,460.00	
		PARSHALL PUBLIC LIBRARY	Parshall	\$4,880.00	
		STANLEY PUBLIC LIBRARY	Stanley	\$12,602.00	
Nelson	\$18,337.00	LAKOTA CITY LIBRARY	Lakota	\$5,436.00	
		MCVILLE COMMUNITY LIBRARY	McVillie		
Oliver	\$0.00				
Pembina	\$40,903.31	CAVALIER PUBLIC LIBRARY	Cavalier	\$9,154.00	
		PEMBINA SCHOOL & PUBLIC LIBRARY	Pembina	\$4,197.00	
		WALHALLA PUBLIC LIBRARY	Walhalla	\$11,910.00	
Pierce	\$71,791.28	HEART OF AMERICA LIBRARY	Rugby	\$40,018.00	
Ramsey	\$53,461.47	LAKE REGION PUBLIC LIBRARY	Devils Lake	\$68,053.00	
Ransom	\$0.00	LISBON PUBLIC LIBRARY	Lisbon	\$26,497.00	
Renville	\$0.00	MOHALL PUBLIC LIBRARY	Mohall	\$5,935.00	
		SHERWOOD PUBLIC LIBRARY	Sherwood	\$630.00	
Richland	\$0.00	HANKINSON PUBLIC LIBRARY	Hankinson	\$12,398.00	
		LEACH PUBLIC LIBRARY	Wahpeton	\$253,026.00	
		LIDGERWOOD CITY LIBRARY	Lidgerwood	\$4,467.00	
Rolette	\$0.00	ROLETTE PUBLIC LIBRARY	Rolette	\$798.00	
		ROLLA PUBLIC LIBRARY	Rolla	\$8,301.00	
Sargent	\$0.00	FORMAN PUBLIC LIBRARY	Forman	\$4,872.00	
		SATRE MEMORIAL LIBRARY	Milnor	\$4,435.00	

<u>County</u>	<u>\$ Levied for 2011</u>	<u>Library Name</u>	<u>City of Library</u>	<u>City \$ Levied</u>	<u>Taxable Value</u>
Sheridan	\$0.00				
Stark	\$113,850.80	DICKINSON AREA PUBLIC LIBRARY	Dickinson	\$393,095.00	
Steele	\$0.00				
Stutsman	\$153,757.45	JAMES RIVER VALLEY LIB. SYSTEM	Jamestown	\$424,821.00	
Towner	\$0.00	CANDO COMMUNITY LIBRARY	Cando	\$13,242.00	
Traill	\$0.00	MAYVILLE PUBLIC LIBRARY	Mayville	\$24,885.00	
Walsh	\$82,518.91	CARNEGIE REGIONAL LIBRARY	Grafton	\$30,353.00	
		PARK RIVER SCHOOL & PUBLIC	Park River	\$8,003.00	
Ward	\$200,674.55	MINOT PUBLIC LIBRARY	Minot	Home Rule City	122,714,569
		WARD COUNTY PUBLIC LIBRARY	Minot		
Wells	\$0.00	HARVEY PUBLIC LIBRARY	Harvey	\$15,010.00	
Williams	\$153,405.93	WILLISTON COMMUNITY LIBRARY	Williston	\$176,361.00	

NOTE: 23 Counties Not Levying For Library Service as per 2011 Tax Data

ATTACHMENT B

Online Library Resources -- (ODIN)

Academic (9th Grade - Adult)

Academic Search Premier
Britannica Academic Edition
Expanded Academic ASAP
General Science Collection
Science Reference Center

Art

CAMIO

Auto Repair

Auto Repair Reference Center

Business

Business Source Premier

Career Prep., Continuing Ed., and Resume Writing

LearningExpress
TutorND

Educational Resources for Teachers

ERIC
Educator's Reference Complete
Library, Information Science & Technology Abstracts
Professional Development Collection

Educational Resources for Students (K - 12)

Britannica School Edition
eLibrary
eLibrary Elementary
Kids InfoBits
Kids Search
LearningExpress
Opposing Viewpoints in Context
Points of View Reference Center
Searchasaurus
Student Research Center

Student Resources in Context
TutorND

Genealogy

Ancestry Library Edition

General Research

Britannica Public Library Edition
Literati Public --- Credo Reference
WorldCat (FirstSearch)

Health & Medical

Alt HealthWatch
Consumer Health Complete
Health Source: Nursing/Academic Edition
Health & Wellness Resource Center

Magazines and Newspapers

MasterFILE Premier
ProQuest News

Recursos en Español (Resources in Spanish)

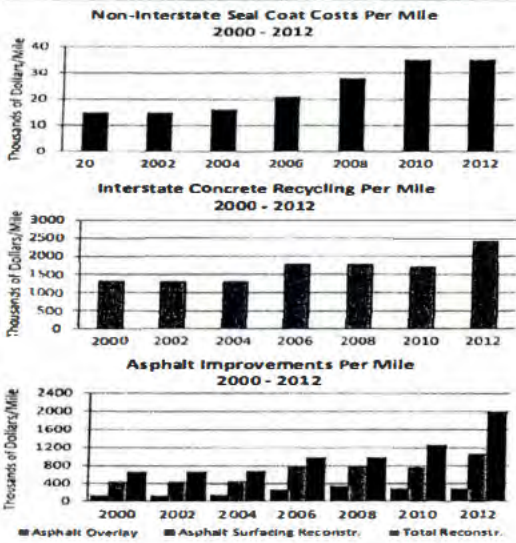
Informe

Tutoring

TutorND

ATTACHMENT C

Construction Expenditures

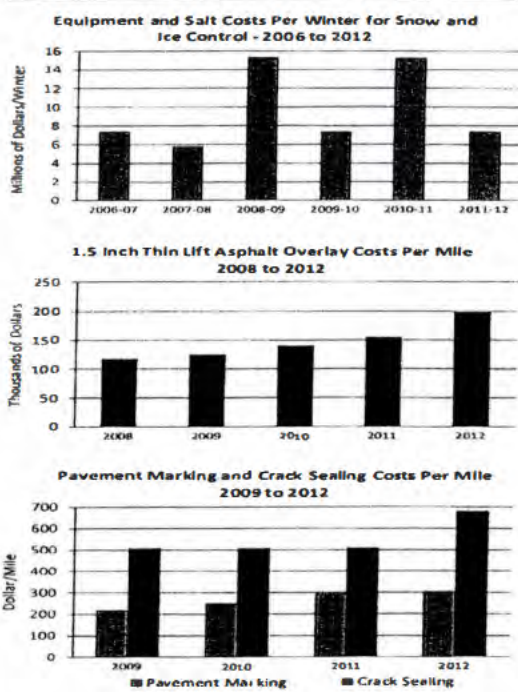


Average Construction Costs - 2012

Improvement	Dollars/Mile
Non-Interstate seal coat (by contract)	\$ 35,000
Interstate seal coat (by contract)	\$ 55,000
Thin lift overlay	\$ 200,000
3" asphalt overlay	\$ 300,000
Asphalt surfacing reconstruction (includes subgrade repair and resurfacing)	\$1,050,000
Total reconstruction (includes Grading and asphalt surfacing)	\$2,000,000
Interstate concrete paving (two lanes in one direction)	\$2,400,000

12

Maintenance Expenditures



13

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HB 1013

3-18-13

2

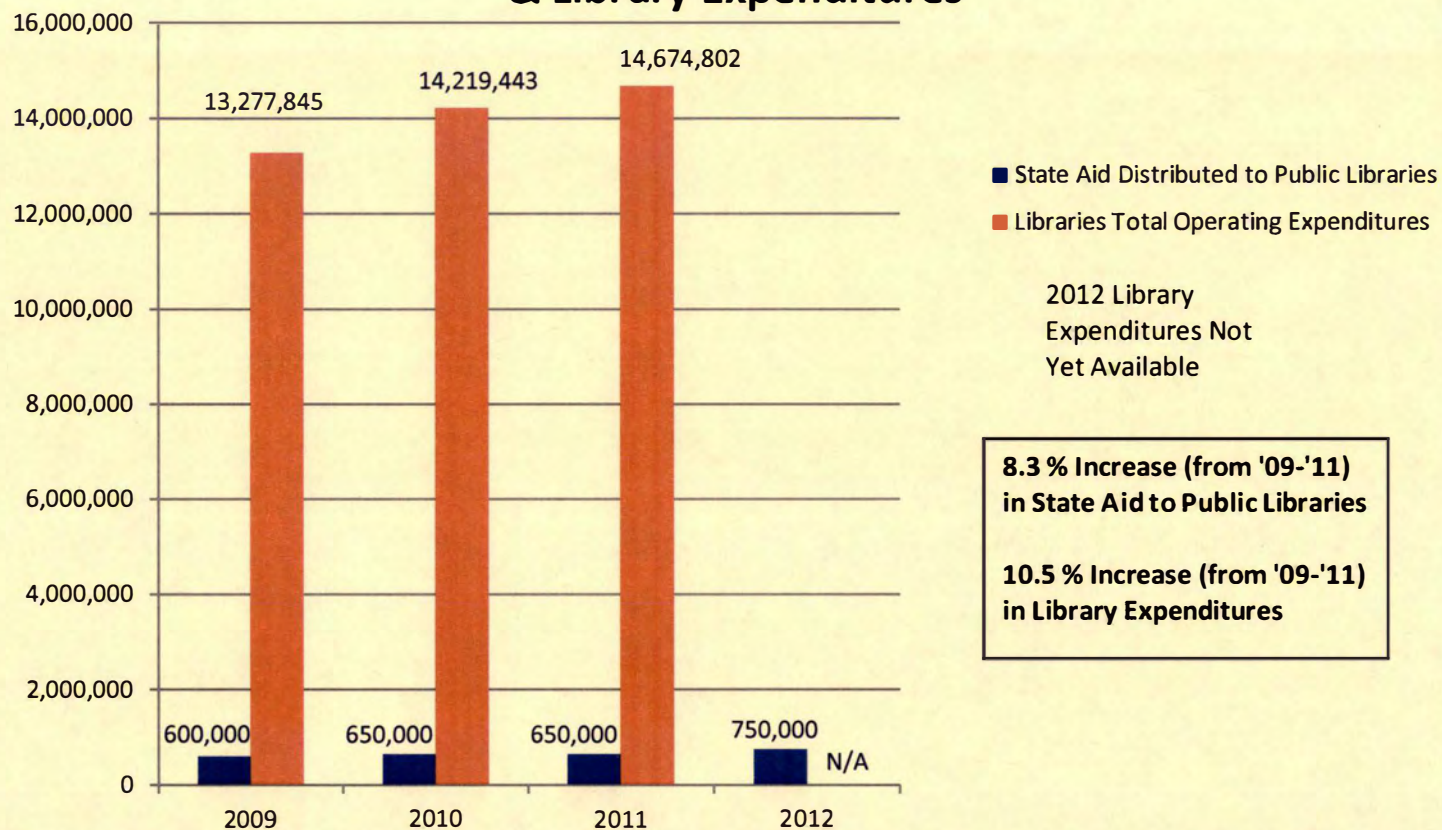
STATE AID FOR PUBLIC LIBRARIES

Acknowledgement is given concerning the State Aid funding provided by the North Dakota Legislature in the last budget that has, in proper fashion, been expended to benefit the state's citizens. This body is asked to continue this support.

The proposed Governor's budget, as requested by the North Dakota State Library and approved by OMB, provides for an appropriation of \$ 1,766,500 which includes an increase of \$266,500 in State Aid funding. These dollars would be used to:

- 1) purchase materials to be made available to the citizenry of North Dakota through the statewide interlibrary loan program;
- 2) to update technology to support the interlibrary loan program in the most remote and difficult to serve areas of the state of North Dakota, and;
- 3) to provide continued access (internet connectivity and filtering) for local citizens to online information, including the online library resources supported by the state's libraries.

State Aid to Public Libraries Revenue & Library Expenditures



	2009	2010	2011	2012
State Aid Distributed to Public Libraries	600,000	650,000	650,000	750,000
Libraries Total Operating Expenditures	13,277,845	14,219,443	14,674,802	N/A

Renovation & Repair Matching Grant for Public Libraries

The State Library of North Dakota, using state funds, proposes to provide a grant opportunity to assist North Dakota's public libraries with renovation and repair projects that improve the safety and use of the library's building. All state funds provided under the terms of the grant program require a match of "new funds" to be provided by the public library that is awarded a grant. The local libraries "new funds" may not be drawn from the normal level of local support as recorded by the public library in that library's statistical report that is provided annually to the North Dakota State Library. The local libraries "new funds" may be from donor gifts; foundation awards, or "new" local funds not previously included in the local funding normally received.

Examples of qualified projects would be: building foundation/structural repair; updated electrical wiring that meets today's safety standards; mold removal; flooring; new roofing to repair deficiencies; improved lighting meeting current code standards, especially for safety concerns; new window replacement; AC/Furnace upgrade (HVAC); handicap (ADA) compliance features including ramps and bathrooms; and, actions such as guttering or terracing of land to handle water issues. Examples of nonqualified projects would be: land acquisition; architectural fees; new construction including additions to the public library facility; building foundation costs resulting in a changed footprint; library furnishings including tables, chairs, counters, etc.; outside book-drops (drive-up or other); any appliances; and, outside projects such as driveways, parking lot alterations; and projects providing landscaping for beauty.

Public libraries in North Dakota that are eligible to make an application for grants funds must: be legally established as determined by NDSL; have a minimum square footage of 1,000; open to the general public 15 hours per week for a least 48 weeks per year; have a paid librarian; a library materials collection of at least 6 items per capita; and, have a library budget that meets the MOE of the prior year, excluding capital funds. State funds awarded under the **Renovation & Repair Grant** program require a match in the following amount:

Service population under 5,000 to 15,000..... **1 local dollar** match for 2 grant dollar
Service population, of 15,001 and up..... **2 local dollars** match for 1 grant dollar

Note: all required local funds shall be expended prior to expenditure of any state funds.

North Dakota Library Coordinating Council

The North Dakota Library Coordinating Council works to assist in the planning, coordinating, and evaluation of the services and programs of North Dakota libraries. The North Dakota governor appoints two representatives from public libraries; one from a school library; one from a public higher education institution library; one from a private higher education institution library; one from a special library (law or medical); one to represent disabled economically disadvantaged, and minority populations; and one citizen at large.

The North Dakota Library Coordinating Council has developed a "Vision" plan for library services in the state. This statewide vision seeks to view needs for all of the libraries that the Council represents. Six goals have been developed and identified as the means to achieve these needs and are based on input gathered from across the state. Each of these six goals is significant to the development of North Dakota library services. The six goals are: 1) work to assure equitable access to information resources and library services to individuals throughout the state; 2) enhance library resources including electronic, multimedia, print, and future formats; 3) sustain lifelong learning by facilitating the education of North Dakotans; 4) strengthen the North Dakota State Library in its leadership role of coordinating and enriching service in the state; 5) promote awareness of library programs and services to enhance quality of life; and 6) recognize the role of the North Dakota Library Coordinating Council in planning, promoting, coordinating, and evaluating the services and programs of libraries in the state. In support of the Council's Vision plan, grants are awarded to libraries; all grant awards are done on a competitive basis.

NORTH DAKOTA STATE LIBRARY

CONTINUING OPERATIONS

LEVEL FUNDED BUDGET FOR CURRENT SERVICES

Through the years, libraries have shown an amazing ability to be transformed to meet changing needs and have accomplished such by embracing new information technologies. Indeed, libraries have become the vehicle for the delivery of the benefits of those technologies. By providing, as well as coordinating, statewide services and being the catalyst for the availability of information to the libraries of the state, the North Dakota State Library has assured the delivery of information to the state's students, our citizens, our business entities, and our governmental leaders. In this work, the North Dakota State Library has, and has continued to, embrace a leadership role. It is therefore respectfully requested that the Governor's budget for NDSL's services be accepted. The on-going services therein provided are:

- 1) offering Library Vision grants to connect public and school libraries to the statewide online library catalog that provides both librarians and citizens access to vital information contained in and made available via library catalogs, seven days a week and twenty-four hours per day, this work in addition to providing Library Vision funds to school and public libraries for Internet access grants and advancement grants for Technology Equipment as used in public libraries;
- 2) providing cataloging services to nine state agencies (9) including Securities; Water Commission; Elimination of Health Disparities; Game & Fish; Geological Survey; Pembina County Historical Museum in Cavalier; Prevention Resource & Media Center; Protection and Advocacy; and the Legislative Council Library in addition to fifty-six (56) public/school libraries across North Dakota to add their library catalogs to WorldCat with the overall goal of connecting libraries and making their collections available to all the citizens of North Dakota via interlibrary loan;

- 3) working to provide an efficient and systematic approach to interlibrary loan to facilitate the availability of library materials;
- 4) maintaining an authoritative collection of library resources to answer the questions of both society and industry in a prompt and accurate manner while also using the collection of library resources for the benefit of twenty-three counties of the state where the residents of the county do not provide public library services to their citizens;
- 5) cooperating with other library entities to provide the group acquisition of high quality library resources at the lowest cost possible thereby extending the value of the North Dakota dollar for the benefit of North Dakota citizens;
- 6) facilitating the maintenance and preservation of state publications in the North Dakota state document collection and beginning a conversion of state docs to a digital format for preservation purposes;
- 7) continuing to recognize the opportunity to serve with audio recordings, citizens who, because of visual or physical impairment, cannot read the conventional book format;
- 8) providing the opportunity for library personnel, students and teachers, state employees and interested citizens, including business concerns and educational facilities, to receive "hands-on" training in the utilization of the materials and services of the North Dakota State Library;
- 9) coordinating the disbursement of State Aid to the public libraries of North Dakota in accord with the rules and regulations as set forth by the Legislature of the state;
- 10) continuing internet services for thirty-two (32) public libraries and providing internet filtering services for forty-eight (48) public libraries in North Dakota;
- 11) providing library service to both state employees and North Dakota residents who do not have a local public library while also functioning as a backup library services center for other North Dakota libraries when necessary;
- 12) working incessantly, as a leader in the embracement of technology, to ferret in behalf of the state's citizens, the best of library materials and use policies to further the expertise and abilities of everyone to face the opportunities and challenges of a new century;

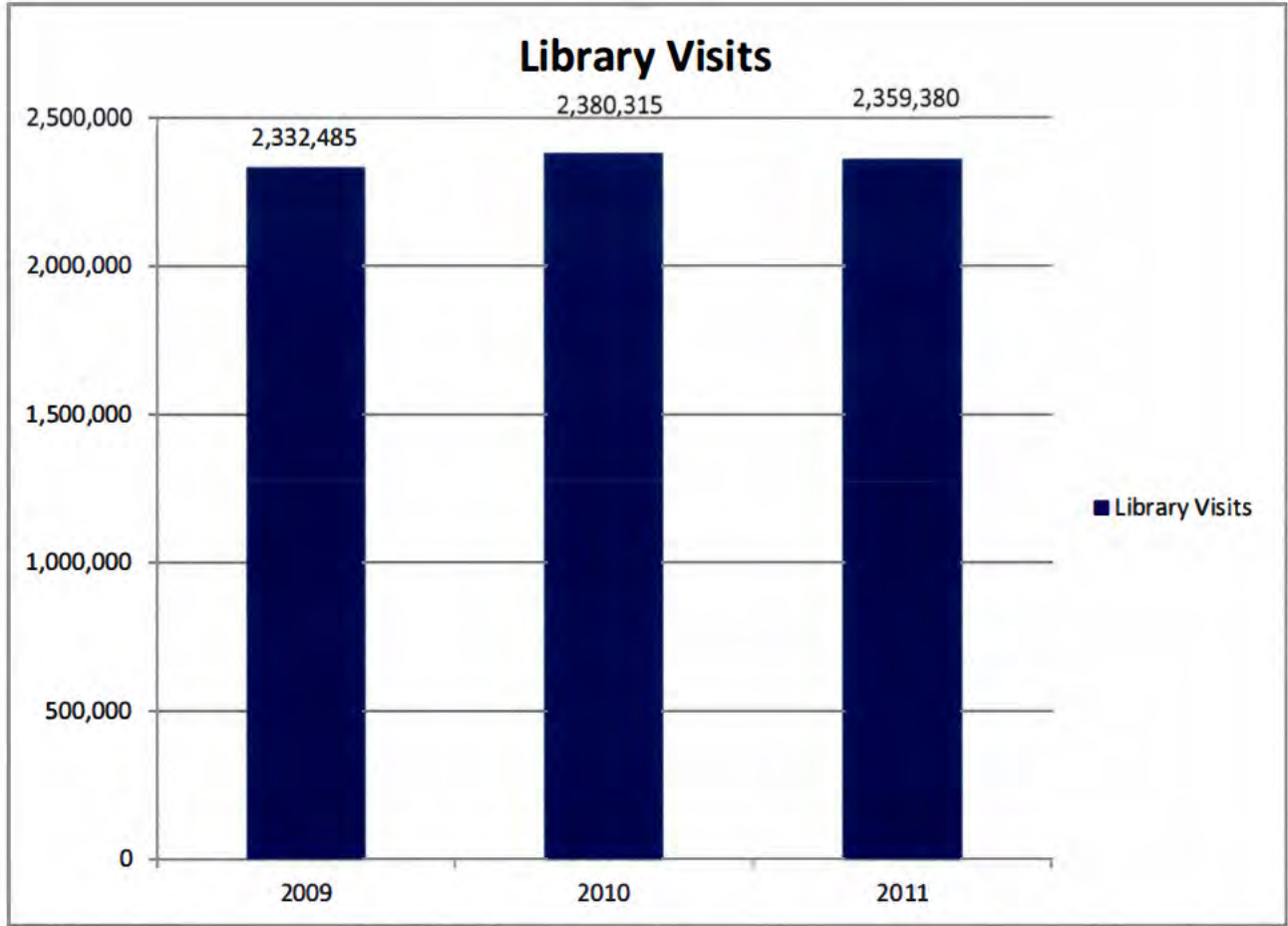
- 13) working to promote the availability of local public library services and as may be possible assist the local public library in the dissemination of information that informs local area citizens of the informational, educational and entertainment capabilities provided in quality library services; and,
- 14) accomplishing all of these services with a trained staff who truly deserve to be compensated for their excellence to the full extent that the state itself seeks excellence because to lose their abilities is to eliminate one element in the future success of North Dakota.

Again it is noted, all of the aforementioned services are accomplished to fulfill the mission of the North Dakota State Library which is "to provide access to information." And, while the mission may seem so very simple, it is to be understood, that the achievement of the mission is a task that calls for both dedicated and diligent labor. Such a task is welcomed by the staff of the North Dakota State Library.

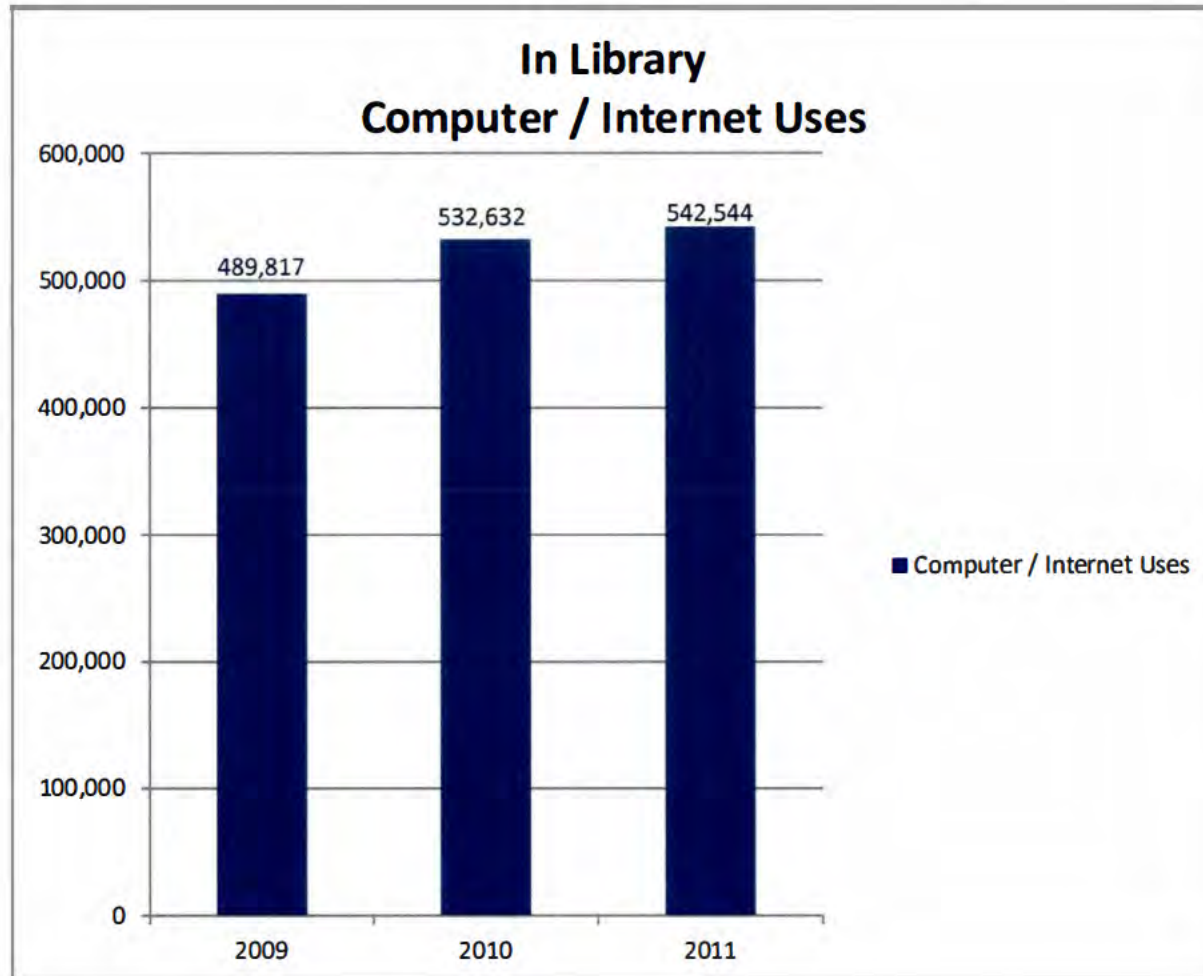
North Dakota

Public Library

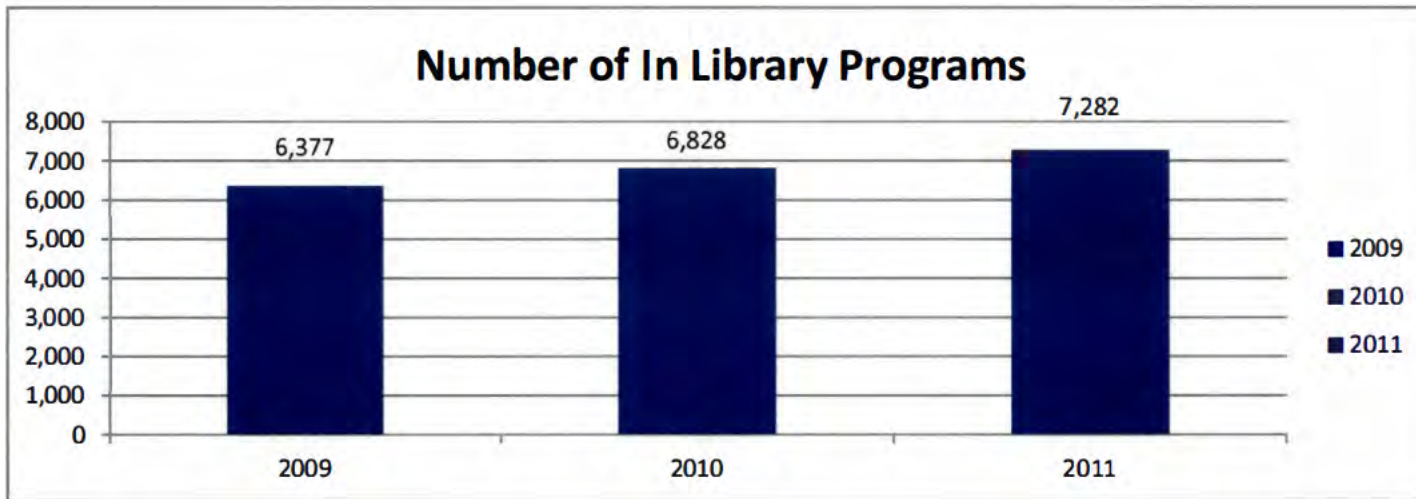
Usage Data



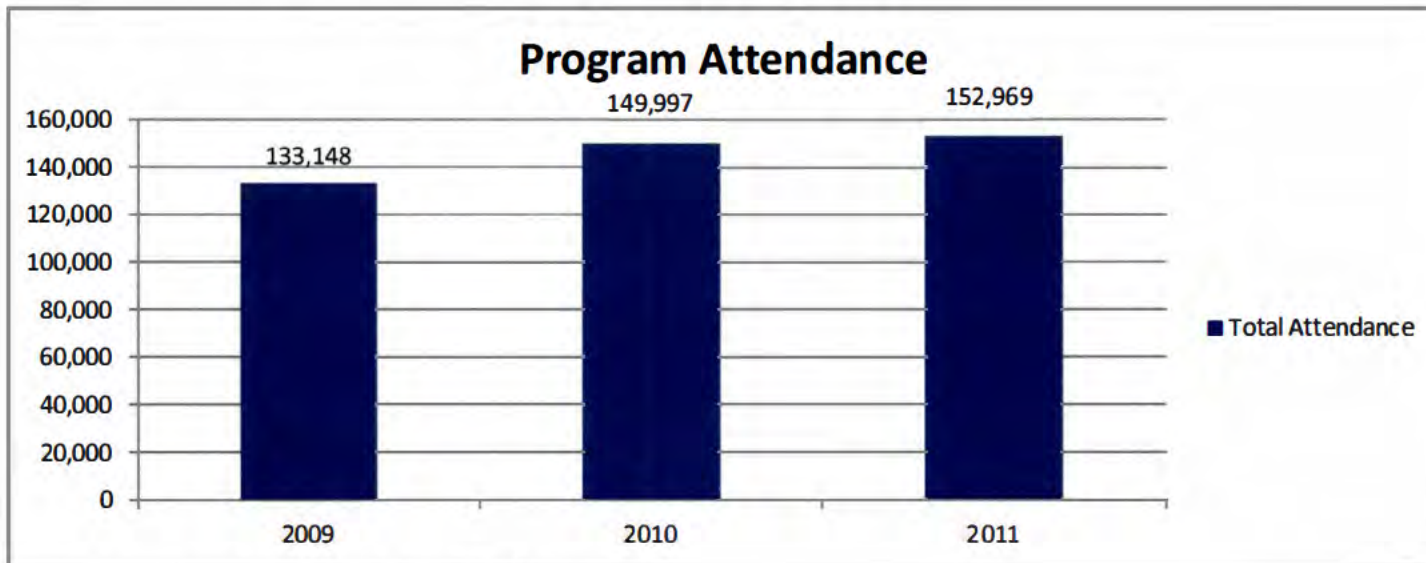
	2009	2010	2011
Library Visits	2,332,485	2,380,315	2,359,380



	2009	2010	2011
Computer / Internet Uses	489,817	532,632	542,544

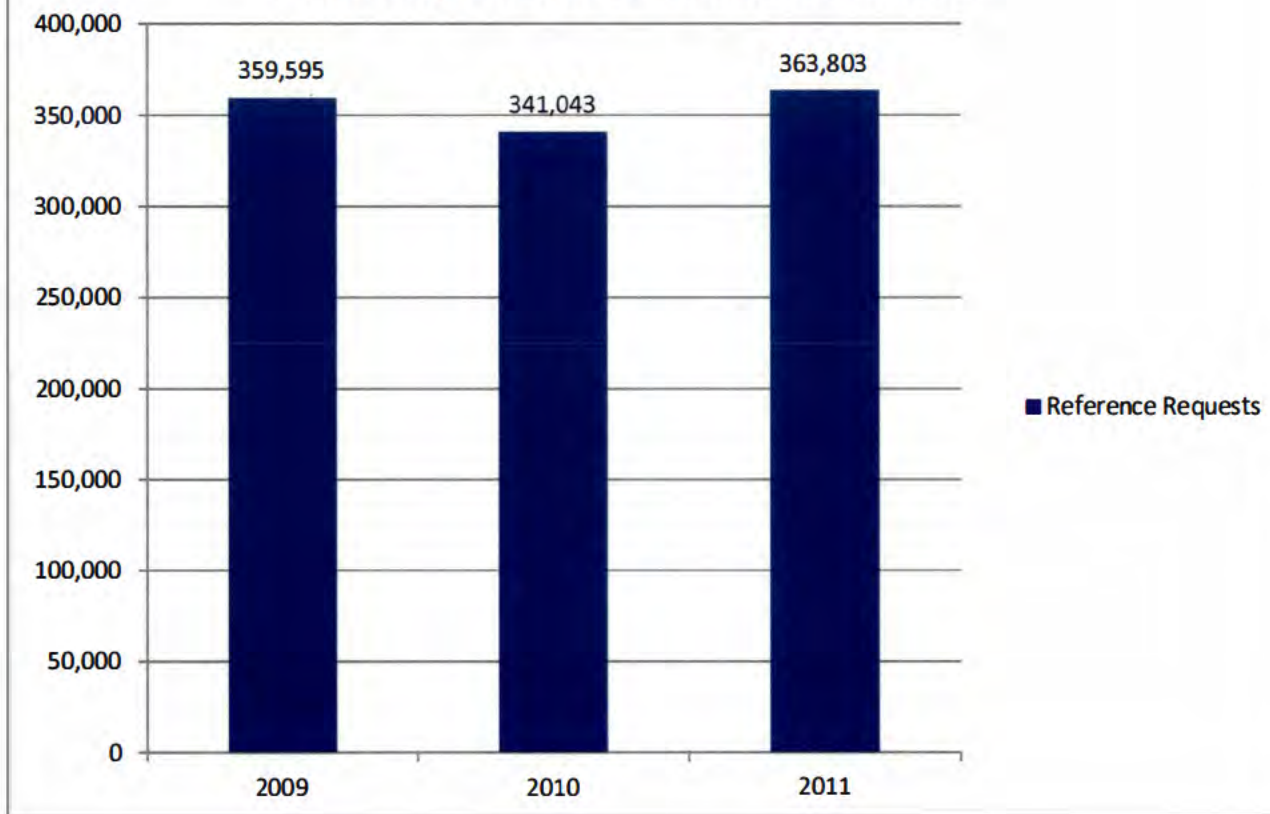


	2009	2010	2011
Programs	6,377	6,828	7,282



	2009	2010	2011
Total Attendance	133,148	149,997	152,969

Reference Requests from Children, Adults & Business Leaders



	2009	2010	2011
Reference	359,595	341,043	363,803



North Dakota Library Association

Established 1906

Kelly Steckler 3
HB 1013
3-18-13

TO: Senate Appropriations Committee
FROM: Kelly Steckler
AFFILIATION: North Dakota Library Association (NDLA), Legislative Chair
BILL & POSITION: **House Bill No. 1013 - In Favor**
Reinstate State Aid to Public Libraries
Reinstate the Renovation and Repair Matching Grant
DATE: March 18, 2013

Mr. Chairman and Members of the Committee:

My name is Kelly Steckler. I am the Legislative Chair for the North Dakota Library Association. I also serve as Library Director of the Morton Mandan Public Library, a successfully combined city/county library.

I urge your support of HB1013, a bill which supports the services and programs of the North Dakota State Library, which provides access to information for *all* citizens of North Dakota. In particular, I would like to reinstate the increase in State Aid to Public Libraries totaling \$266,500. This funding allows libraries to enhance their community's literacy standards in the form of additional materials, summer reading program incentives, training programs, technology, internet access, etc. My library handled over 12,400 internet uses in 2012. Very often, people are applying for jobs online, updating resumes, or using email to correspond. The library provides this connectivity when they do not have the computer and/or Internet available at a home location.

Originally, HB1013 budget included \$275,000 (for the Biennium), designed to provide state dollars for a Renovation & Repair Matching Grant Program. This program would be specifically for public library facilities. It is a pilot program that does NOT allow any funds for the development or construction of new public library facilities. With all of the new development across the state, it's imperative that we keep existing facilities current with code and looking as good as new. Again, my own library is in need a all new window framing and painting. Early estimates were nearly \$50,000. We chose to hold off on it. Since we have a portion of the dollars, this matching program would be extremely beneficial to our city/county library.

Libraries across ND efficiently utilize funding for their respective needs. Thank you for your past support. I urge your support of HB1013 to fully fund the North Dakota State Library's proposed budget and reinstate the additional request to State Aid for Public Libraries and the Renovation and Repair Matching Grant.

Respectfully,

A handwritten signature in cursive script that reads "Kelly Steckler".

Kelly Steckler

Eddy/New Rockford Library Board

HB 1013

3-18-13

4

Senator Heckaman, Representative Don Vigessaa, and Representative Bill Devlin:

The House Appropriations Committee removed the entire requested amount of \$275,000 as an increase in State Aid to Libraries as well as the \$275,000 one-time request for Renovations and Repairs of public libraries from the North Dakota State Library's budget request. This budget for the State Library is a part of House Bill 1013 which also provides funding for the Department of Public Instruction.

As a Library Board for a small rural county/city library, this was very discouraging news to us. Our funds are limited, and we rely on the State Aid funds each year to keep the library open and to keep serving our patrons. State Aid is based on population, so you know a small populated county receives limited funds. As you know the cost of everything continues to increase, so it is very important to increase the State's budget to cover the costs of helping libraries in the state for the next two years. Small libraries like ours need this support.

We were shocked when we heard that the one-time request for Renovations and Repairs was deleted from the State Library's budget. Our small library has about \$5000 in savings which we were going to use to request as a match from the Renovations and Repairs. We wanted to upgrade a storage room to usable space. Here are some examples of what we would use the space for: GED classes, one-on-one adult classes, quiet space for studying and doing research, Webinars, and small conferences or meetings. Without the match, it would take us years to have enough money to do this renovation.

Please support putting these funds back into the State Library's budget which is a part of House Bill 1013. With all the funds the state of North Dakota has available; please support the small libraries through appropriation to the State Library increase State Aid to Libraries and the one-time request for Renovations and Repairs. Vote to support reinstatement of these funds to the North Dakota State Library's budget.

Thank you.

Eddy/New Rockford Library Board

Merita Aldayel, President

Tiffany Munson, Vice President

DeVon Allmaras, Secretary/Treasurer

Caroline Daugherty, Director

Kathy Stone, Director

Susie Sharp, Librarian

Madeline Luke + 5
Valley City Library Board
HB 1013
3-18-13

Chairman Holmberg, Members of the Committee,

I am writing to request that you reinstate the increase to State Aid funding (\$266,500) and the Renovations and Repair Grant (\$275,000) for North Dakota libraries within the proposed bill HB1013.

The board has just reviewed the 2012 financial statements for the Valley City -Barnes County Public Library. The pay scale for the long term employees is quite low and many improvements in both the building and collection have been delayed. Only measures such as these combined with state grant money and donations from grateful patrons allow the library to operate without a loss.

The Valley City -Barnes County library, a historic Carnegie library, is in need of window and lighting upgrades as our utility bills are over \$1000/ month during the winter. We must upgrade our computers to stay relevant to our patrons some our current machines are about 10 years old. As the community grows, the library continues to be a place where old and young come for unbiased information, quality entertainment and access to a world larger than our small town.

The city of Valley City contributes about 50% of the income of the library. Between unreimbursed costs from 2 flood fights, extensive work on infrastructure repair and beginning permanent flood protection, it is unlikely that increased funds will be available to support the library. Since we are only one of many communities that are in a rebuilding mode, it is important the legislature recognizes the need to help all the libraries in the state who are doing their best to serve the public on a very modest budget. Please restore the requested funds.

Yours truly,

Madeline Luke

Valley City Commissioner

Valley City Barnes County Board Member

Chairman Holmberg, Members of the Committee,

As appointed members of the Valley City-Barnes County Library Board, we want to express concerns regarding House Bill 1013 and the changes made by the House Appropriations Committee to the North Dakota State Library's budget request in that bill. The increases requested by the State Library for State Aid to Libraries and for Renovations and Repair of public libraries represent support for libraries and their tax-paying patrons across the state.

Libraries are not just repositories for books. In today's world they are information centers, providing access to electronic resources and materials across the nation, connecting patrons in rural North Dakota with the information they need to make good financial investments, pay their taxes, locate the medical information they may need, or research job opportunities. In the VC-BC Library this past year, patrons logged 8,816 user sessions on the public computers. It is clear that a number of people in our county need internet access and information literacy assistance to operate successfully in our increasingly technology-dependent society.

Patrons also use the public library for access to print information 3500 VC-BC library patrons required reference assistance this past year, and 28,500 individuals visited the library over that same time period. Almost 2000 of those individuals were children, pointing to another important way the library serves the community by promoting literacy and the education of our young people.

A library is as important to its community in supporting information access, literacy, education, and the enjoyment of good books as it was a century ago.

Please support the public libraries across North Dakota by reinstating the State Library's requested increases of \$266,500 for State Aid to Libraries and \$275,000 for Renovations and Repair of public libraries in HB 1013. In the Information Age, libraries are a resource we cannot do without.

Ms. Liz Johnson, Library Board President
Ms. Mary Wagar, Vice President
Dr. Margaret Dahlberg, Secretary
Ms. Stephanie Cummings, Treasurer
Dr. Madeline Luke, City Commission
Mr. Phil Leitner, County Commission

March 13, 2013

Attention Patrons!

February 2013: "Under the direction of Representative Robert Skarphol, Chairman of the House Appropriations Committee, the suggested increase in the amount of State Aid for Public Libraries (\$266,500) was removed entirely. The result of this action, if the funds are not restored, would me NO INCREASE in the amount of State Aid to Public Libraries for the next two years. Therefore, the buying power of libraries to pay for the same items that they acquired in the past two years shall not be possible because of the increased cost of items (due to inflation and other factors). NO INCREASE in State Aid can have a major affect on library budgets and, because of this factor, libraries should look at how they have used their State Aid in the past two years to better understand the impact of no new dollars in support.

The House Appropriations Committee also removed entirely the State Library's proposal for a "Renovation & Repair" program for public library buildings. The amount suggested for this program by the State Library was \$275,000. As proposed, the program would help public libraries with needed ADA compliance issues, current electrical code compliant lighting and electrical circuitry, Mildew removal, and roof repairs --- just to note a few types of projects. This program was to be a ONE-TIME inclusion in the budget of the State Library." (from: Al Peterson@ND.GOV)

All is not lost. The SENATE Appropriations Committee will hear testimony on HB 1013 on Monday, March 18 at 8:30. We need to let the committee hear from librarians and patrons before then so that they will know our views. They need to reinstate the increase to State Aid funding (\$266,500) and the Renovations and Repair Grant (\$275,000) within the proposed bill HB1013.

Please sign below to show your support:

Name	Address	Phone
<i>Elvira Keys</i>	<i>1136-3rd Ave NW Valley City, ND 58072</i>	<i>845-1429</i>
<i>Elizabeth P. Peterson</i>	<i>872 Central Ave. Valley City</i>	<i>845-8069</i>
<i>Carriann Wenzel</i>	<i>622 Valley Drive SE Valley City</i>	<i>840-5306</i>
<i>Dale G. Harkison</i>	<i>872 Central Valley Valley City</i>	<i>845-8069</i>

I support the reinstatement to HB 1013 of the increase to State Aid funding (\$266,500) and the Renovations and Repair Grant (\$275,000):

Name	Address	Phone
DOUGLAS SITZLER	407 S. 9th ST. OAKES	701-742-2806
Ellen Bolstad	551 NE ST.	701-845-8936
CYNTHIA TWIDT	119 NE 7th ST.	701-840-7342
Lorna M. Ness	629 6th Ave NE	701-845-4331
Henry Burns	3723 117 Ave SE VC	701-845-2101
Jeff Ostrom	711 1/2 3RD AVE NW JAMES TOWN ND 58401	701 252 1017
Lloyd Tnebbel	12235 32nd SASE Valley City N.D.	701 845 5802
Jay Klein	314 4th ST NE valley City, N	845-5025
Brenda Olson	4014 Sheyenne Valley Est. Valley City ND	845 8721
Arlene H Reid	425 4th St. S.W.	Valley City, N.D.
Judy Becker	3362 119th Ave. SE	58072
Iloris Londer	3569 Sheyenne Circle	Valley City, ND
Xanthan Bazzle	466 4th AVE. S	Valley City ND
Paul Sipa	548 2nd St SW	CITY valley city ND.
Ruby C. Hansen	11342 40th St S.E.	Valley City N.D.
Paula M. Long	11634 39th St SE	Valley City ND -
Elaine Schlaff	314 4th St N.E.	Valley City N.D.

Attention Patrons!

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All is not lost. The SENATE Appropriations Committee will hear testimony on HB 1013 on Monday, March 18 at 8:30. We need to let the committee hear from librarians and patrons before then so that they will know our views. They need to reinstate the increase to State Aid funding (\$266,500) and the Renovations and Repair Grant (\$275,000) within the proposed bill HB1013.

Please sign below to show your support:

Name	Address	Phone
Mary Anne Anderson	621 6th Ave NE Valley City, ND 58072	701-845-3352
Kathleen A. Zitch	119-7 th St. NE #4 Valley City, ND 58072	701-845-3821
Irene Vandrovce	355 th AVE NW VC	701 845 4521
37 Lee Krueger	509 3rd Ave NE Valley City, N.D. 58072	701 890 4410
Marydee Robinson	3584 Highway Creek Valley City, ND 58072	701 845-1438
Dorothy Russell	235 5 th Ave NW Valley City, ND 58072	701-840-5486
Holly Klemisch	340 7 th Ave NW Valley City, ND	701-471-3848
Teresa Monds	236 8 th Ave NW Valley City, ND 58072	701-790-2457

I support the reinstatement to HB 1013 of the increase to State Aid funding (\$266,500) and the Renovations and Repair Grant (\$275,000):

Name	Address	Phone
Megan Grossman	232-14 th St. NE Valley City ND 58072	701-541-1808
Kirsten Dockter	206 B St. NW Valley City, ND 58072	701-845-3058
Kalyn Botz	523 7 th St. NE Valley City, ND 58072	701-840-8850
Jemine Lysne	1564 1 st ST West Fargo, ND 58078	701-840-3093
Charm Steeb	1039 6 th St SE Apt 202 Valley City, ND 58072	836-655-5428
Darla Schroeder	2525 126 th Ave SE Oriska, ND 58063	701-845-9236
Hyle Anderson	626 th Ave N.E.	Valley City

DO PASS HB 1013

January 18, 2013

Chairman Delzer and Members of the Committee,

My name is Christine Kujawa and I present this letter in support of HB 1013. I am a North Dakota native and am employed as a librarian at the Bismarck Veterans Memorial Public Library.

Bismarck Veterans Memorial Public Library relies heavily on state aid to fund statewide database subscriptions, which we would not be able to pay for on our own. They play a major role in meeting the needs of our patrons. Some examples of database usage include students getting live one-on-one tutor assistance, genealogy enthusiasts researching family history, international citizens going through ESL (English as a Second Language) lessons and people taking practice exams to better prepare them for certification in a new and/or advanced career.

We service a diverse population with people of all ages, education levels and backgrounds. As such, we require varied collections and services to meet their information needs. Owing to recent oil activity in the western part of the state, we've also experienced an increase in new residents seeking information assistance relating to employment and shelter.

The need for information access, including database access, will only increase as our population continues to expand and become more diverse. This makes it imperative that funding continues to increase as well. The public library is truly the university of the people. It's a place where information can be found, whether for pursuit of lifelong learning or to acquire basic needs like shelter and employment. In a state with a budget surplus such as ours, funding can and should be increased.

For the benefit of all North Dakotans, I urge you to pass this bill.

Thank you for your time and consideration.

Christine Kujawa

Christine Kujawa MS, MM
Bismarck Public Library
701-355-1496
ckujawa@cdln.info

Christine Kujawa

HB 1013

3-18-13

6

Phyllis Otterness

7

HB 1013

3-18-13

Libraries are more important each day in the life of a community or county. They provide mega amounts of resources that only a library can provide. I have not heard any good reason for the deletion of the amounts (decreased State Aid appropriation plus no funding of the one-time Renovation & Repair grant opportunity) proposed by the House Appropriations Committee.

Please consider re-instating these amounts for the libraries of this state.

Phyllis Otterness,

(past board president and patron)

Tower City, North Dakota



9299 Hwy 24
Fort Yates, ND 58538

(701) 854-8000

Fax:
(701) 854-3403

www.sittingbull.edu

1/15/2013

Mark Holman
HB 1013

8

Mark Holman,
Library Director, Sitting Bull College 3-18-13
9299 Highway 24
Fort Yates ND 58538

Honorable members of North Dakota Legislature:

The services and resources provided by the North Dakota State Library continue to serve as the very bedrock for libraries across North Dakota. As you know, access to the vast knowledge and information resources of the world is necessary to maintain and continue to develop the human capital of North Dakota. As you also know, everything is not available on the Internet. Libraries still provide a crucial link between people and the high quality information needed to maintain the success of our State.

The staff at the library provides irreplaceable support services to the libraries of North Dakota. Through outreach, training, interlibrary loan and leadership, the library is helping to guide and support North Dakota libraries as they enter a future filled with new challenges.

The North Dakota State Library provides an incredible value to the citizens of North Dakota. For example, much of the best and most up to date information needed by students, researchers and citizens is stored in subscription databases. These databases are beyond the financial reach of many libraries on an individual subscription basis. The Library is able to negotiate fair access so that everyone in North Dakota can enjoy the benefits of high quality information.

I urge you to support the funding needs of the North Dakota State Library. With its leadership, North Dakota will be assured of entering the new information future with a firm and capable hand at the helm.

Sincerely,

Mark Holman
Library Director, Sitting Bull College



Ellendale Public School **Superintendent**

Jeff G. Fastnacht

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

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

High School Principal

Matthew Herman

Elementary Principal

Anna Sell

Business Manager

Lana Norton

Board of Education

Monica Mertz, President

Cay Durham, Vice Pres

Al Kappenman, Director

Charlene Kinzler, Director

Scott Wertz, Director

Allison Rademacher 9
HB 1013 3-18-13

January 16, 2013

To Whom This May Concern:

My name is Allison Radermacher and I am the Library-Media Director at Ellendale Public School (EPS) and I also serve as Vice President of the Ellendale Public Library Board. I would like to take a moment to let you know of the many benefits the North Dakota State Library provides to libraries across the state.

First and foremost, EPS benefits each and every day from the ODIN online databases and the Interlibrary Loan system. With the transition to the Common Core standards, research and critical thinking skills are at the forefront of what students need to know. The ODIN online database allows me to teach research skills to students very easily and cost effectively as well. The plethora of knowledge that comes from the databases is easily dispensed to the students and they know they are not wasting their time when they use the resources given to them.

Additionally, the Interlibrary Loan (ILL) system has proved very beneficial for our library as well. I do teach at a small school, but by no means feel I give a small education to our students. We are able to give them the education they deserve, because we have cost-effective ways to get them materials they need. The ILL allows me to get books and videos that teachers need in the classroom quickly, so their learning projects can progress. Many schools do not have money in the budget for ordering library materials and hoping they will be great. ILL allows me to check out the books, get them into the hands of teachers and/or students and really decipher if our money would be well spent in purchasing those materials for the library.

Furthermore, the ND State Library has also been allowed through support of DPI and the ND Legislature to come out to the schools and teach the teachers. Employees of the ND State Library came to our school last spring and spent a few hours instructing teachers on how they could best utilize the services they offer in the classroom. The presentation was well received by our staff and things they taught are now used day in and day out at EPS.

Lastly, I can speak on behalf of the Ellendale Public Library Board. They too reap the benefits of the ILL system as they are a small library that runs on a very small budget. The staff and patrons of the library are very much appreciative of the services they are allowed from the ND State Library.

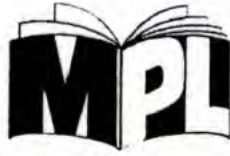
Please understand my reasons and see the many ways the ND State Library supports the people of North Dakota. They reach young, aged, rural and urban patrons throughout the state. They support small libraries as well as the large ones. They are and should continue to be a mainstay. I ask that you, the ND State Legislature, support them monetarily so they can continue to be a mainstay for all ND libraries.

Sincerely,

Allison Radermacher, M. Ed

AN EQUAL OPPORTUNITY EMPLOYER

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



Jerry Kaup
HB 1013
3-18-13

10

MINOT PUBLIC LIBRARY

516 SECOND AVE. SW - MINOT, NORTH DAKOTA 58701-3792 - PHONE 701-852-1045 - FAX 701-852-2595
WWW.MINOTLIBRARY.ORG

Testimony on House Bill #1013

House Appropriations Committee

Chairman Skarphol and members of the House Appropriation Committee:

Thank for accepting my written testimony in support of the State Aid for Public Libraries, the State Library Budget, and the Renovation & Repair Matching Grant request.

I am Jerry Kaup, Library Director of the Minot Public Library on behalf of the Minot Public Library Board.

State Aide to Public Libraries

I am one of the ancient ones who goes back to the time when State Aid to Public Libraries was approved by the state legislature in 1979. Before that time public library resources in North Dakota were hurting due to the lack of funding to purchase books and materials to serve the public. State aid enabled us to meet the needs of our public.

Not only do we share improved resources with our local citizens made possible through State, we also loan books, DVDs and audiobooks to citizens throughout North Dakota. In 2012 the Minot Public Library loaned over 1500 items to other North Dakota citizens.

This aid substantially increased the books and materials available to the citizens we serve. Thirty-four years later we also provide eBooks and eAudiobooks to the public through a consortium of libraries in North Dakota who share these eResources.

In 1980, the first year state aid was administered, the Minot Public Library received \$42,000 compared with \$40,619 received in 2012. In 1980 the consumer price index was 77.8. In 2012 it was 229.59. We have weathered the ups and downs of the North Dakota economy. If you decide to increase state aid for 2013 – 2015 the Minot Public Library would receive approximately \$45,107 during each year of the biennium.

The Minot Public Library Board supports the \$266,500 additional funding for state aid to public libraries. Not only will the additional funding for Minot provide library resources for local citizens, but it will improve services to citizens of North Central North Dakota and to the entire state.

State Library Funding

We support the level funding request for the State Library operation and the North Dakota Library Coordinating Council.

Under the leadership of State Librarian Hulen Bivins, the State Library has made great strides in providing library services through the Interlibrary Loan System, resources for the visually and physically impaired, electronic resources state wide and grant programs to local public libraries, school libraries and academic libraries.

The state library has also used existing staff to provide field services librarians to assist public libraries in the state, through the realignment of priorities. Field services staff work to strengthen and improve community libraries through consultation services, training, resource development, and by meeting with library workers on site to assist them where and when they need it.

The State Library's training programs are exceptional!

Field Services is a service I have hoped to receive from the state library since I arrived in my adopted state 36 years ago. Through the leadership of State Librarian Hulen Bivins this has become a reality

Field service representatives have helped Minot Public Library staff by providing advice when sought, providing information on library service programs we sought additional information, providing onsite training and more. Our staff feels that the field services staff has been very responsive and helpful to them.

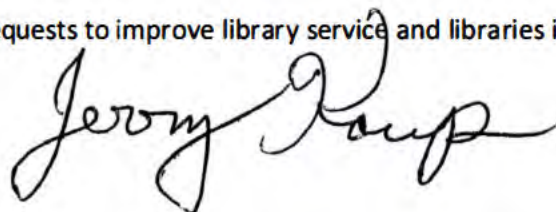
Proposed funding for Renovation & Repair Matching Grant

We support this funding for the Renovation & Repair Matching Grant program as a one-time matching grant opportunity.

There are many libraries in both rural areas and cities that have issues with the condition of their buildings. This grant program would provide the impetus for libraries that have limited funding options to acquire funding. If a library is to receive a grant it would be dependent on providing a local funding match whether it is local tax dollars or donated dollars.

The North Dakota Legislature should be proud of the Library Services and informational resources they have helped make possible in the state over the 34 years.

Thank you for your consideration of these funding requests to improve library service and libraries in North Dakota.





March 5, 2013

CITY OF MAYVILLE # 11

21 1ST STREET NE

P.O. BOX 220

MAYVILLE, ND 58257

Donald A. Moen

HB 1013

3-18-13

Dear Senator Murphy:

I was disappointed to learn that the House Appropriations Committee has removed from the State Library's budget request the \$275,000 requested as an increase in state aid to libraries plus the \$275,000 requested for renovation and repair of public libraries.

My purpose in writing this letter is to express support for libraries in general but I will argue in terms of specifically our public library at Mayville since that is where I have special insight.

I don't know the arguments that were used in cutting aid to libraries but I suspect they involved the thinking that with today's emphasis on technology, libraries are obsolete and no longer needed. At Mayville, our library is, indeed, historic, but that is a far different thing than obsolete. I understand our library to be the very first library in North Dakota to have been designed and constructed specifically to be a library. Today, the building remains a proud monument to a proud past. To their credit, the library board has not permitted the building to fall into disrepair. With help from various grants, including grants from the North Dakota Historical Society, the board has, over the past 25 years, invested approximately \$100,000 in building preservation. While I am not an advocate of preserving a lot of old buildings, the library is one I believe should be preserved and, in fact, is being preserved. The process, however, is ongoing the expenses don't end.

But, our library is more than just a static monument to the past. It remains useful and used by the community. For this, I give a lot of credit to our current librarian, Ms. Margaret Rice. Margaret needs to be very frugal with a limited budget of about \$6,000 per year but she provides a selection of current best sellers for adults and current award winning books for kids. She also embraces technology. Our library provides public computer access and Margaret is seeking to expand that. She also provides what she calls "learning enrichment for all ages." That includes things like:

- Book discussions for adults affiliated with the North Dakota Humanities Council
- Story hour for kids
- Photography shows
- Local author book signings
- Art shows
- Summer reading program for kids

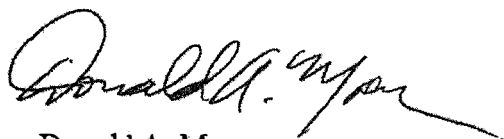
WEB SITE www.mayvilleportland.com
PHONE 701-788-2166
FAX 701-788-4205
TDD# 1-800-366-6

**THE CITY OF MAYVILLE IS AN
EQUAL OPPORTUNITY
EMPLOYER AND PROVIDER**

My list is not complete, but you get the idea. I think, though, that one of the most important library attributes I know of is that kids still like to go there! I get that feedback from multiple sources. I am gratified that we can continue to provide this kind of wholesome influence that is actually attractive to our youngsters.

I hope you will join me in supporting our state's libraries.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald A. Moen". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Donald A. Moen
Mayor, Mayville, ND

My name is Debbie Slais and I am the Director of the Williston Community Library. I was therefore shocked and dismayed that the House Appropriations Committee removed the entire requested increase of \$266,500 for State Aid to Public Libraries from the budget request proposed by the North Dakota State Library in House Bill #1013. This amount of increase in funding is only a 22 cents per capita increase. I would note that the formula for the funding of State Aid was established in law in 1979. With the increase requested, the funding level of the formula would reach only the level of 78% of the funding standard (as noted in the Century Code, Section 54-24.2 02).

Additionally, the House Appropriations Committee removed the entire request of the State Library for a Renovation & Repair Grant program designed to help communities make modest, but needed, updates to public library buildings in North Dakota. Examples of need are: safe updated electrical wiring; removal of mold inside buildings; roof repair caused by snow/ice damage; furnace repair/replacement; energy efficient windows; and energy-saving lightning. As a grant program, there is a local contribution requirement for the program and the entire amount of \$275,000 is a one-time request.

When I attended our local public forum with the legislators during crossover, they stressed they were looking for sustainable and/or one-time projects, which the Renovations and Repairs request was designated. With the cost of supplies and employee salaries, especially in the oil-producing counties, not approving an increase in State Aid from two years ago means we are actually going backward in our buying power.

The Williston Community Library has seen an increase in usage of our services of four-fold. This has put a strain on our employees, our supplies, and our facility. I have hired extra employees, and have spent four times what I normally spend on cleaning supplies and paper products. Our restrooms, chairs, and carpeting have taken a beating from all of the added traffic, and it is harder to keep everything clean.

When new people come to Williston with absolutely nothing looking for employment, there is nowhere else for them to go, but to the Library. They use our free public access computers for job searching and typing resumes. They use our fax service, photocopying and scanning equipment. They search our newspapers looking for jobs. We have had as many as 40 men in the Williston Library at one time, using our computers and their own laptops with the aid of free library wifi, in their search for employment. And when they get a job, they have returned to tell us what a help we were and how grateful they were that we have such a good library.

When the economy is bad, no matter what state it is, people need libraries more than ever, and often times, that is where state government starts making financial cuts. If people have no money for extras, they need more library service, not less. Libraries and librarians perform a valuable service to these people, and I urge you to reinstate the extra \$541,500 that the State Library requested in HB 1013.

Thank you.

Marlene K. Anderson 13
HB 1013
3-18-13
Marlene K. Anderson

TO: House Appropriations Committee
FROM: Marlene K. Anderson
AFFILIATION: North Dakota Library Association (NDLA)
BILL & POSITION: **House Bill No. 1013 - In Favor**
DATE: January 15, 2013

Mr. Chairman and Members of the Committee:

My name is Marlene Anderson. I am a member of the North Dakota Library Association and a practicing librarian. I currently serve as the director of library services at Bismarck State College.

This is my written testimony in favor of HB 1013, a bill for an act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to provide for the distribution of funding for gifted and talented programs and other grants; to amend and reenact sections 15.1-02-02 and 15.1-18.1-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and the national board certification program; to provide an effective date; and to declare an emergency.

My particular interest is in supporting the services and programs of the North Dakota State Library.

As outlined in its goals and vision and mission statements, the State Library takes a lead role in providing services in our mostly rural state:

- **Vision Statement:** Leading the way in information opportunities
- **Mission Statement:** Provide access to information for North Dakota
- **Goals:**
 - Serve as a leader in the library and information field
 - Provide library and information services statewide
 - Promote and advocate library awareness
 - Develop access to information

The State Library is an essential link in meeting the information needs of *all* citizens of North Dakota. Citizens living in towns and counties that lack public libraries are especially reliant on the State Library. Among the many services it provides are:

- **Professional research services** – Professional librarians provide assistance with research and reference needs. Questions can also be asked via an online form.
- **Interlibrary Loan** - The State Library obtains materials from the collections of other libraries when it does not own those items, then mails the materials at no charge to any ND citizen.
- **Online Library Resources** – The State Library subscribes to databases in order to provide access (usually full-text) to thousands of magazines, newspapers, and reference materials to all North Dakota citizens. Recent additions to the online library resources provided to all North Dakota citizens by the State Library are Credo Reference and TutorND.
- **State Aid to Public Libraries** – This state funding, administered by the State Library, provides direct financial aid to eligible public libraries to help them offer information resources and services to their citizens.

- **Statewide Catalog Development** - The Statewide Catalog Development department catalogs items for libraries that receive a grant to add their holdings to WorldCat, an international database that includes over 120 North Dakota libraries. Libraries who add their holdings to WorldCat provide access to their library collections via the Internet.
- **Cataloging Services for State Government** - Many state agencies have their own libraries and resource centers. For agencies willing to share their resources with the public, the State Library provides cataloging services, adding titles owned by agencies to the online catalog.
- **State Document Depository** - The State Document Depository collects, preserves, and disseminates all North Dakota state government documents produced for public use. Copies are available at the State Library and are also distributed to the libraries at North Dakota State University in Fargo, University of North Dakota in Grand Forks, Minot State University, and Valley City State University. Many documents are available in PDF format. The State Library retains such electronic versions and includes them in the ODIN catalog record.
- **Digital Initiatives** - The Digital Initiatives Department shares expertise in collecting, creating, and preserving digital copies of items related to the state's cultural heritage and government. It also offers services including training and consulting related to the creation, display, storage, and preservation of digital collections.
- **Talking Books** – This program offers services for North Dakota citizens who are unable to read standard print materials because of a visual, physical, or reading disability. Two programs are available for those who qualify: Talking Books and Dakota Radio Information Services (DRIS). The Talking Books program provides patrons with free access to talking books and magazines. DRIS broadcasts local newspapers over a closed circuit radio to patrons in the middle and western portion of the state. In addition to local news, DRIS broadcasts a nationally syndicated radio program 24 hours a day.
- **Training** - The State Library offers training tailored to the needs of government employees, librarians, and the public. Training is available both face to-face and via online webinars.
- **Library Vision 2014 Grants** – The mission of Library Vision 2014 is to meet the information needs of North Dakotans and provide a positive library experience. Library Vision 2014 grants provide funds to libraries throughout the state for a variety of projects. The State Library and North Dakota Library Coordinating Council manage the grants.
- **MINITEX** - Minitex is a publicly supported network of academic, public, state government, and special libraries working cooperatively to improve library service for users in Minnesota, North Dakota, and South Dakota. Libraries in North Dakota participate through a contract between Minitex and the North Dakota State Library.

I believe that one of the reasons our state and nation are strong and enjoy a high standard of living is because we recognize that an educated, literate society is essential. Libraries play a key role in creating and maintaining an educated, literate populace by providing information and services to all citizens.

Your vote in support of HB 1013 to fully fund the North Dakota State Library's budget request is needed to enable the State Library to fulfill its vision, mission, and goals.

January 15, 2013

Wilbur Stolt
HB 1013
3-18-13

14

To Members of the House Appropriations Committee:

This letter is written in support of House Bill # 1013, requesting funding for the North Dakota State Library's programs and state aid to public libraries. As the director of the largest academic library in North Dakota and the current Chair of the North Dakota Library Coordinating Council, I can attest to the far reaching effects of the State Library's programs to North Dakota citizens of all ages.

The State Library has been instrumental in managing and supporting library activities throughout the State. The State Library coordinates interlibrary resource sharing among public, school, academic and special libraries. Through this program, books, journals and magazines are loaned among the State's libraries bringing more information and knowledge to the people who seek it. The State Library also enables North Dakota libraries to borrow materials from libraries in Minnesota and South Dakota through the Minitex Library Consortium. The State Library serves as the agent for North Dakota libraries within Minitex. This role greatly expands the sources of information available to North Dakota citizens through our libraries.

Staff at the State Library are particularly valuable in providing training and support to libraries within the State. Library Field Representatives travel the State offering valuable education on new technology tools, new sources of information and general administration of library services. Librarians benefit from having these experts assist them in their local areas.

The State Library also furthers access to a broad spectrum of information by funding statewide online resources. This program brings electronic resources to children and adults at all stages of life-long learning. In negotiating statewide access to online resources, the State Library has maximized the effect of the funding given to the agency for this purpose.

The State Library provides administrative support for the North Dakota Library Coordinating Council grant program. This grant program support the goals of North Dakota's Vision 2014 planning document. In recent years, grants to local libraries have been given to increase the number of libraries participating in our statewide online catalog, improve technology in local libraries, encourage innovative partnerships with non-library organizations, and add books to local collections.

In summary, the dollars allocated to the State Library have far reaching benefit to the people of North Dakota. Information is critical to the development of new products, the implementation of effective programs and services, and the understanding of diverse peoples and culture. The State Library plays a critical role working with local libraries of all types in providing access to and understanding of the vast array of information available in today's society. The dollars are used efficiently and effectively to serve North Dakotans. I urge you to continue the investment in effective library programs during the next biennium through full funding of HB #1013.



Submitted by
Wilbur Stolt

501 Plain Hills Drive
Grand Forks, ND 58201
North Dakota Legislative District 17



Bismarck Veterans Memorial Public Library

Kristi Harms
HB 1013
3-18-13

15

January 18, 2013

To: House Appropriations Committee
Education and Environment Division

From: Kristi Harms
Library Director
Bismarck Veterans Memorial Public Library
701-355 1482 kharms@cdln.info

Chairman Skarphol and Members of the Committee:

Thank you for your continued support of North Dakota public libraries. I urge you to continue to act in favor of our libraries by supporting House Bill 1013 in the 2013-2015 budget. This bill allows funding for programs which are provided to us by the North Dakota State Library. It also includes State Aid for public libraries. Last year, the Bismarck Veterans Memorial Public Library received \$79,222.16 in State Aid (both city and county) which was used to build our library collections. In addition to traditional printed materials, we also purchase DVDs, music CDs, downloadable ebooks and audio books, magazine and newspaper subscriptions, and large print books. This year, we are also working with the Burleigh County jail to provide reading materials for inmates. We provide services to more than 39,500 registered patrons. We also provide library services to all residents in Burleigh County through our bookmobile.

State Aid is very important to North Dakota public libraries. Although we are doing our best to increase per capita funding for public libraries, North Dakota spends approximately \$31.82 per capita while the national average is \$42.83. State Aid money helps us close that gap. As our state's population continues to grow, so must our library funding.

The Renovation and Repair grants are important to libraries as well, particularly those smaller libraries that may have a difficult time raising enough money locally to pay for needed repairs. By allowing libraries to apply for matching grants, they are able to leverage their local dollars against state grants to ensure that library facilities are safe, secure, and have adequate space to provide quality library services to their patrons.

I hope that you will give your support to HB1013 and to continued funding for the North Dakota State Library and all public libraries in our state.

Thank you.
Sincerely,

Kristi D. Harms, MLIS
Library Director
Bismarck Veterans Memorial Public Library



Timothy S. Dirks
HB 1013
3-18-13

16

TESTIMONY ON HOUSE BILL # 1013
HOUSE APPROPRIATIONS COMMITTEE

January, 2013

Timothy S. Dirks, MLIS, MPA
Director
Fargo Public Library

Mister Chairman and members of the committee:

I want to thank you for the opportunity to provide written testimony in support of House Bill 1013. As Director of the Fargo Public Library I have appreciated the ongoing support that the public libraries of North Dakota have received from their state elected officials.

In this time of significant change for the communities in the state, public libraries are at the forefront of meeting the growing need of citizens for technology and information access. Local libraries are also continuing to provide essential social infrastructure for both rural and urban communities through library programming, meeting spaces and community collaboration.

The North Dakota State Library continues to play a key role in ensuring the success of local libraries in the state. At this crucial time it is essential that the North Dakota State Library have the resources to assist local libraries to meet the needs of growing communities. To that end I would ask for your support of the proposal in the Governor's Budget to:

- Increase the State Aid to Public Libraries in the state library's budget by 22 cents per capita.
- Maintain level funding for the programs of the North Dakota Library Coordinating Council
- Maintain funding for the programs and operations of the State Library
- Fund a request for \$275,000.00 for a grant fund a local match requirement for the renovation and repair of public library buildings

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Dirks", written over a horizontal line.

Griggs County Public Library

PO Box 546

Cooperstown, ND 58425

(701) 797-2214

gcpubliclibrary@mlgc.com

www.griggscountypubliclibrary.com

Bonnie Krenz
HB 1013
3-18-13

17

January 16, 2013

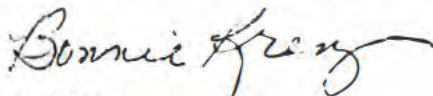
I, Bonnie Krenz, Griggs County Public Library Director, would like to provide the following information in regards to the State Library Budget requests.

The Griggs County Public Library uses the State Aid to Public Libraries fund that it receives each year to supplement the mill levy received from the county and the city of Cooperstown. Without the \$7500 the library receives the library would be looking at reducing 4 hours of service each week. As the costs of utilities, labor and building maintenance rise, the value of the State Aid dollar increases.

Through the online resources provided by the State Library, I have patrons able to access information that the Griggs County Public Library could never offer. I have a local auto mechanic who uses the Chilton Auto Repair Online resource regularly. In the past he had borrowed the manuals the library owns but the library doesn't own all the manuals he needed. Now he can find the information needed through the online resources. I have had several parents tell me that Tutor ND has helped their children get through a high school class. The home schooled families in the library's service area are using many of the resources offered through the online resources because the Griggs County Library can't afford to purchase the books needed to supplement their education or the purchase of the online databases.

This past year the Griggs County Public Library raised funds to upgrade the outside wall of the building. Even though the building is owned by the City of Cooperstown there was no funds available through the City to repair the wall. It needed to be sealed to prevent water from entering the building and then also to be insulated to reduce energy consumption but winter and summer. The repair was completed in October. There has already been a reduction in the energy bill and the library is warmer and less drafty. Being able to apply for a repair and maintenance grant through the State Library will help the library greatly. There is one more outside wall that needs improvement and repair. I know that there will not be funds available through the City again this year due to some structural repairs needed on the city streets and the city's water system. It is hard to find grants or matching funds to complete projects that many feel are small dollar amounts but to the library are dollar amounts that are major portions of the budget.

I would ask that you support the State Library's budget in the amounts requested.



Bonnie Krenz
Griggs County Public Library Director

3-18-13
PM
HB 1013

ND Public School Districts
Ending Fund Balance Report
Fiscal Year 2011-12

CoDist	Dname	Dtype	General Fund Expenditures	General Fund Ending Balance Percent	General Fund Ending Fund Balance	Special Reserve Ending Fund Balance	Building Fund Ending Fund Balance	Debt Service Ending Fund Balance	Food Service Ending Fund Balance	Student Activities Ending Fund Balance	Trust and Agency Ending Fund Balance
01 013	Hettinger 13	1	3,230,164	30%	982,962	-	578,403	-	9,309	73,029	-
02 002	Valley City 2	1	11,197,335	12%	1,300,308	656,074	489,315	579,724	130,016	239,108	-
02 007	Barnes County North 7	1	4,666,625	32%	1,481,769	504,344	364,081	-	40,534	874	-
02-046	Litchville Marion 46	1	2,147,916	38%	818,068	-	-	-	5,000	45,466	14,482
03 005	Minnewaukan 5	1	3,790,054	43%	1,636,734	-	51,393	-	19,561	23,474	-
03 006	Leeds 6	1	1,995,033	30%	603,141	406	79,438	-	2,079	38,068	-
03 009	Maddock 9	1	2,099,221	44%	916,990	-	151,155	-	18,548	62,660	-
03 016	Oberon 16	2	1,079,849	15%	156,977	-	-	-	12,020	-	-
03 029	Warwick 29	1	4,944,080	3%	(145,718)	-	-	-	26,967	12,722	-
03 030	Ft Totten 30	1	3,330,505	32%	1,071,936	-	-	-	-	(735,518)	-
04 001	Billings Co 1	2	2,442,522	160%	3,916,937	-	7,242,597	-	-	-	-
05 001	Bottineau 1	1	7,102,284	35%	2,499,680	-	1,535,273	-	10,315	173,552	-
05 017	Westhope 17	1	1,796,442	32%	577,689	-	49,729	-	25,698	37,431	5,221
05 054	Newburg United 54	1	1,356,822	23%	311,240	-	9,694	-	2,710	27,290	-
06 001	Bowman Co 1	1	5,876,585	45%	2,664,165	-	800,209	-	43,364	132,216	-
06 033	Scranton 33	1	1,941,422	45%	876,699	-	170,004	-	570	73,521	2,206
07-014	Bowbells 14	1	1,244,179	46%	570,803	-	162,322	27,653	12,633	22,790	-
07 027	Powers Lake 27	1	1,799,508	28%	503,854	-	12,043	-	-	48,916	-
07 036	Burke Central 36	1	1,622,929	29%	474,877	7,218	100,036	-	15,262	10,907	-
08 001	Bismarck 1	1	114,541,113	16%	18,011,396	-	5,036,237	1,350,150	1,723,338	671,758	43,711
08 025	Naughton 25	3	172,486	46%	80,048	4,400	-	-	-	-	-
08 028	Wing 28	1	1,274,561	15%	188,159	-	10,302	-	12,669	12,020	-
08 029	Baldwin 29	2	466,676	18%	(82,756)	-	-	-	-	-	-
08 033	Menoken 33	2	447,511	39%	173,144	-	-	-	61	4,125	-
08-035	Sterling 35	2	621,967	40%	248,468	-	-	-	5,096	(16)	-
08-039	Apple Creek 39	2	1,199,385	46%	551,266	-	-	-	-	-	-
08-045	Manning 45	3	148,744	40%	60,041	-	-	-	-	-	-

3-18-13
HB 1013 PM
#1

ND Public School Districts
Ending Fund Balance Report
Fiscal Year 2011-12

CoDist	Dname	Dtype	General Fund Expenditures	General Fund Ending Balance Percent	General Fund Ending Fund Balance	Special Reserve Ending Fund Balance	Building Fund Ending Fund Balance	Debt Service Ending Fund Balance	Food Service Ending Fund Balance	Student Activities Ending Fund Balance	Trust and Agency Ending Fund Balance
09 001	Fargo 1	1	138,457,195	20%	28,275,540	-	8,885,962	-	2,937,721	-	-
09 002	Kindred 2	1	6,003,839	30%	1,783,111	-	3,479,728	717,658	35,837	177,202	-
09 004	Maple Valley 4	1	3,515,985	45%	1,587,844	-	-	-	35,557	40,379	-
09-006	West Fargo 6	1	71,593,777	18%	13,152,399	2,240,224	62,396,347	2,929,391	1,065,544	589,828	91,808
09 007	Mapleton 7	2	1,460,325	21%	299,570	-	23,458	-	7,035	9,222	-
09-017	Central Cass 17	1	6,963,753	29%	1,988,107	107,531	250,832	9,609	97,134	31,816	-
09 080	Page 80	2	1,828,265	38%	692,549	25,247	124,931	-	11,063	30,396	-
09 097	Northern Cass 97	1	5,087,575	26%	1,334,894	-	27,525	300,336	6,318	80,615	-
10 019	Munich 19	1	1,557,925	39%	610,959	-	160,669	-	8,097	38,526	-
10 023	Langdon Area 23	1	4,632,564	40%	1,869,575	-	616,712	-	27,778	72,553	225,317
11 040	Ellendale 40	1	4,301,267	26%	1,102,153	88,311	128,290	323,395	38,565	74,689	-
11 041	Oakes 41	1	5,357,986	25%	1,359,744	229,932	117,551	-	-	48,512	-
12 001	Divide County 1	1	4,150,434	34%	1,414,840	-	52,155	-	2,048	84,694	143,071
13 016	Killdeer 16	1	5,666,691	29%	1,667,513	455,531	587,455	-	25,120	84,120	-
13 019	Halliday 19	1	868,002	26%	224,488	24,449	56,614	-	(18,804)	3,393	-
13 037	Twin Buttes 37	2	1,897,984	48%	919,400	-	-	-	-	1,073	21,522
14 002	New Rockford Sheyenne 2	1	3,528,219	43%	1,532,544	-	63,993	-	1,758	90,671	-
15 006	Hazleton-Moffitt-Braddock 6	1	1,545,261	45%	690,577	44,452	45,120	31,420	18,116	77,342	-
15 010	Bakker 10	2	211,358	32%	67,552	-	-	-	886	-	-
15 015	Strasburg 15	1	1,712,286	37%	629,287	58,354	19,168	-	3,502	37,605	-
15 036	Linton 36	1	3,344,562	19%	639,205	-	487	-	-	58,506	22,307
16 049	Carrington 49	1	5,575,157	37%	2,060,077	-	24,680	107,726	3,553	233,976	-
17 003	Beach 3	1	4,354,486	37%	1,592,034	-	-	-	10,615	43,414	127,054
17 006	Lone Tree 6	2	747,274	48%	355,820	164,139	332	-	-	-	-
18-001	Grand Forks 1	1	77,777,650	19%	15,165,998	-	5,487,978	-	532,182	-	-
18 044	Larimore 44	1	4,736,901	29%	1,380,317	2,812	66,252	250,465	-	59,944	-
18 061	Thompson 61	1	4,085,948	21%	851,525	5,351	12,487	7,345	22,502	90,489	-

ND Public School Districts
Ending Fund Balance Report
Fiscal Year 2011-12

CoDist	Dname	Dtype	General Fund Expenditures	General Fund Ending Balance Percent	General Fund Ending Fund Balance	Special Reserve Ending Fund Balance	Building Fund Ending Fund Balance	Debt Service Ending Fund Balance	Food Service Ending Fund Balance	Student Activities Ending Fund Balance	Trust and Agency Ending Fund Balance
18-125	Marvel 125	2	1,908,383	41%	781,236	-	32,776	0	167	40,460	-
18 127	Emerado 127	2	1,524,055	42%	642,066	-	60,864	-	9,924	980	-
18 128	Midway 128	1	3,289,043	42%	1,389,622	-	48,687	-	2,558	43,472	-
18 129	Northwood 129	1	3,070,691	39%	1,187,162	-	326,587	124,700	11,242	90,343	-
18-140	Grand Forks AFB 140	4	2,311,426	16%	(362,467)	-	264,697	-	-	-	-
19 018	Roosevelt 18	2	1,516,328	5%	82,032	-	175,655	-	5,151	11,673	-
19 049	Elgin New Leipzig 49	1	2,151,405	25%	534,139	-	-	-	1,906	72,169	-
20 007	Midkota 7	1	2,203,928	25%	550,325	-	-	-	714	15,946	-
20 018	Griggs County Central 18	1	3,118,327	38%	1,188,600	184,364	633,344	-	7,411	56,146	-
21 001	Mott-Regent 1	1	3,485,655	31%	1,081,714	-	99,416	-	5,669	78,173	-
21-009	New England 9	1	2,795,035	31%	867,322	-	105,148	-	37,929	72,299	-
22 001	Kidder County 1	1	4,532,428	39%	1,783,960	-	90,753	59,679	12,113	12,580	-
22 014	Robinson 14	2	292,703	69%	200,971	-	9,332	-	3,364	-	-
23 003	Edgeley 3	1	3,305,910	10%	334,371	-	10,073	272,532	6,340	8,454	-
23 007	Kulm 7	1	1,832,890	44%	799,122	124,517	175,489	-	12,708	51,018	8,068
23 008	LaMoure 8	1	3,847,191	23%	867,986	-	40,605	-	9,728	137,287	-
24 002	Napoleon 2	1	2,902,614	41%	1,181,256	44,695	95,657	-	4,810	50,161	-
24 056	Gackle Streeter 56	1	1,462,277	43%	635,810	140,870	58,796	-	23,167	64,787	-
25 001	Velva 1	1	3,825,552	21%	802,668	-	37,770	45,940	2,495	85,448	-
25 014	Anamoose 14	2	1,386,479	46%	637,495	55,478	19,136	-	10,807	38,173	-
25 057	Drake 57	1	1,423,029	43%	611,816	111,864	42,781	-	11,204	57,313	-
25 060	TGU 60	1	4,743,978	26%	1,240,476	-	160,422	75,340	1,204	87,470	-
26 004	Zeeland 4	1	829,557	27%	222,697	63,921	27,919	-	11,013	21,183	-
26 009	Ashley 9	1	1,904,288	42%	797,379	312,326	126,346	-	35,312	19,495	-
26 019	Wishek 19	1	2,443,207	45%	1,088,875	-	122,676	-	6,724	99,863	-
27 001	McKenzie Co 1	1	9,411,237	26%	2,467,101	-	1,128,349	-	38,381	125,654	13,923
27 002	Alexander 2	1	1,722,629	23%	404,239	-	43,182	-	5,152	86,136	-

ND Public School Districts
Ending Fund Balance Report
Fiscal Year 2011-12

CoDist	Dname	Dtype	General Fund Expenditures	General Fund Ending Balance Percent	General Fund Ending Fund Balance	Special Reserve Ending Fund Balance	Building Fund Ending Fund Balance	Debt Service Ending Fund Balance	Food Service Ending Fund Balance	Student Activities Ending Fund Balance	Trust and Agency Ending Fund Balance
27 014	Yellowstone 14	2	1,218,028	28%	335,259	-	-	-	19,846	35,274	-
27 018	Earl 18	3	113,927	726%	826,802	18,939	-	-	-	-	-
27 032	Horse Creek 32	3	197,470	332%	656,157	-	-	-	-	-	-
27 036	Mandaree 36	1	4,911,553	33%	1,623,738	-	-	-	115,166	38,966	-
28 001	Wilton 1	1	2,802,938	34%	939,780	-	123,032	-	61,384	106,216	-
28 004	Washburn 4	1	3,003,186	39%	1,175,683	-	230,858	-	2,143	71,490	-
28 008	Underwood 8	1	2,757,431	29%	794,275	178,981	47,035	81,719	3,972	44,185	-
28-050	Max 50	1	2,190,792	37%	806,838	-	193,715	-	5,961	50,610	-
28-051	Garrison 51	1	4,175,045	24%	994,739	-	245,896	-	7,929	112,758	-
28 072	Turtle Lake-Mercer 72	1	2,209,984	42%	936,309	-	201,258	18,058	22,319	54,334	255,712
28 085	White Shield 85	1	1,509,137	5%	71,303	-	-	-	4,843	47,247	-
29 003	Hazen 3	1	6,016,669	30%	1,791,538	93,580	85,521	38,891	3,429	97,643	1,686
29 027	Beulah 27	1	7,038,318	42%	2,952,785	-	(78,952)	133,103	19,651	108,193	-
30-001	Mandan 1	1	32,672,677	19%	6,298,452	-	2,172,472	645,962	499,668	472,398	196,359
30 004	Little Heart 4	2	247,688	53%	130,475	-	-	-	-	-	-
30 013	Hebron 13	1	2,548,986	33%	853,156	2,748	43,546	-	426	65,155	336,667
30 017	Sweet Briar 17	3	119,407	59%	70,169	-	-	-	-	-	-
30-039	Flasher 39	1	2,445,535	40%	975,545	-	419,140	-	7,199	53,785	-
30-048	Glen Ullin 48	1	2,184,765	44%	957,072	240,057	158,447	-	3,499	118,544	12,334
30-049	New Salem Almont 49	1	3,464,368	12%	405,103	98,808	21,207	140,381	10,519	90,754	-
31 001	New Town 1	1	12,455,110	41%	5,081,581	195,311	6,579,405	-	69,935	89,729	255,684
31 002	Stanley 2	1	6,547,981	24%	1,550,150	187,312	2,713,096	703,572	903	108,540	-
31 003	Parshall 3	1	4,515,827	41%	1,829,126	4,030	6,032	44,253	7,346	73,038	-
32-001	Dakota Prairie 1	1	4,238,616	28%	1,207,647	-	720,969	-	24,928	70,741	-
32 066	Lakota 66	1	2,456,373	38%	938,737	35,541	168,158	-	8,223	53,512	-
33 001	Center Stanton 1	1	3,094,295	40%	1,250,169	-	68,818	-	12,474	75,164	-
34 006	Cavalier 6	1	4,163,020	38%	1,576,091	-	119,444	-	46,108	48,057	-

ND Public School Districts
Ending Fund Balance Report
Fiscal Year 2011 12

CoDist	Dname	Dtype	General Fund Expenditures	General Fund Ending Balance Percent	General Fund Ending Fund Balance	Special Reserve Ending Fund Balance	Building Fund Ending Fund Balance	Debt Service Ending Fund Balance	Food Service Ending Fund Balance	Student Activities Ending Fund Balance	Trust and Agency Ending Fund Balance
34-019	Drayton 19	1	2,325,611	40%	927,427	-	57,919	-	(259)	-	-
34-043	St Thomas 43	1	1,461,969	27%	392,721	-	81,780	-	6,828	46,171	-
34-100	North Border 100	1	6,478,120	34%	2,198,822	-	167,190	366,636	38,801	129,766	-
34-118	Valley Edinburg 118	1	3,296,149	43%	1,427,972	-	158,588	-	58,371	34,624	-
35-001	Wolford 1	1	875,254	22%	193,667	-	1,116	-	583	7,029	-
35-005	Rugby 5	1	6,792,404	22%	1,494,767	-	875,172	860,875	15,553	100,789	15,635
36-001	Devils Lake 1	1	17,548,039	21%	3,619,616	531,484	345,463	296,368	89,207	422,493	-
36-002	Edmore 2	1	1,388,908	43%	594,788	-	172,394	-	40,904	37,752	-
36-044	Starkweather 44	1	1,222,573	31%	372,956	-	2,033	-	9,037	19,515	-
37-006	Ft Ransom 6	2	612,996	46%	284,005	-	-	-	-	-	-
37-019	Lisbon 19	1	6,363,097	15%	940,833	566,411	332,015	75,452	22,852	71,526	106,024
37-024	Enderlin Area 24	1	3,569,436	28%	1,003,462	14,143	310,373	411,253	27,234	60,864	261,998
38-001	Mohal-Lansford Sherwood 1	1	4,753,301	43%	2,052,907	-	220,967	45,085	37,694	343,645	15,881
38-026	Glenburn 26	1	2,984,821	37%	1,097,550	-	110,642	-	7,545	71,477	-
39-008	Hankinson 8	1	3,089,381	35%	1,092,397	88,325	214,461	246,398	24,061	39,966	-
39-018	Fairmount 18	1	1,614,284	39%	637,594	187,211	46,726	-	-	35,088	-
39-028	Lidgerwood 28	1	2,047,440	34%	686,060	-	228,456	34,331	1,391	82,514	-
39-037	Wahpeton 37	1	12,197,013	31%	3,738,620	972,503	427,501	400,168	131,538	260,451	-
39-042	Wyndmere 42	1	2,757,005	39%	1,083,322	-	153,135	-	2,877	77,006	-
39-044	Richland 44	1	3,018,856	27%	817,334	124,673	250,406	198,707	2,219	52,945	-
40-001	Dunseith 1	1	6,983,483	1%	93,007	99,106	118,296	-	-	-	-
40-003	St John 3	1	4,793,130	40%	1,929,357	13,637	(36,700)	-	65,917	86,960	2
40-004	Mt Pleasant 4	1	3,731,445	26%	976,149	230,700	54,894	3,985	25,726	29,172	-
40-007	Belcourt 7	1	22,528,107	15%	3,289,846	-	-	-	75	42,864	-
40-029	Rolette 29	1	1,891,099	26%	492,664	176,732	43,124	-	(17,963)	18,119	-
41-002	Milnor 2	1	2,680,029	31%	832,456	-	29,692	-	7,696	22,123	-
41-003	North Sargent 3	1	2,516,707	34%	848,336	118,672	85,073	-	14,228	64,984	-

ND Public School Districts
Ending Fund Balance Report
Fiscal Year 2011-12

CoDist	Dname	Dtype	General Fund Expenditures	General Fund Ending Balance Percent	General Fund Ending Fund Balance	Special Reserve Ending Fund Balance	Building Fund Ending Fund Balance	Debt Service Ending Fund Balance	Food Service Ending Fund Balance	Student Activities Ending Fund Balance	Trust and Agency Ending Fund Balance
41 006	Sargent Central 6	1	3,226,535	37%	1,203,461	182,929	-	66,524	(8,879)	71,580	-
42 016	Goodrich 16	1	640,059	31%	199,029	46,000	4,678	-	532	3,626	-
42 019	McClusky 19	1	1,372,100	34%	461,815	-	7,088	-	4,780	10,207	-
43-003	Solen 3	1	3,824,635	3%	117,628	-	-	-	-	-	-
43 004	Ft Yates 4	1	3,124,346	18%	550,042	-	1,556,421	-	(811,429)	(1,748)	-
43-008	Selfridge 8	1	1,467,664	36%	533,611	-	2,129	-	15,937	5,408	-
44 012	Marmarth 12	2	269,797	203%	547,134	-	-	-	-	-	-
44-032	Central Elem 32	2	239,509	146%	349,875	-	-	-	-	-	-
45 001	Dickinson 1	1	25,847,605	40%	10,298,347	-	8,099,069	39,613	129,831	893,751	-
45 009	South Heart 9	1	2,723,616	31%	833,543	-	-	-	6,199	86,414	-
45 013	Belfield 13	1	2,618,472	45%	1,181,047	-	377,555	-	289	106,816	-
45 034	Richardton Taylor 34	1	3,345,680	22%	721,386	-	2,859	-	-	102,940	-
46 010	Hope 10	1	2,137,226	39%	830,713	-	360,525	-	17,114	30,425	-
46 019	Finley Sharon 19	1	2,201,396	45%	981,872	-	137,970	-	4,325	51,865	-
47 001	Jamestown 1	1	23,330,233	25%	5,776,562	394,146	642,260	4,306,544	238,293	223,869	1,962,123
47 003	Medina 3	1	1,788,995	33%	587,045	-	97,475	-	(21,715)	55,770	-
47 010	Pingree Buchanan 10	1	1,809,399	33%	589,335	-	37,926	-	15,218	30,414	-
47 014	Montpelier 14	1	1,301,891	29%	371,212	-	41,627	-	4,293	24,029	-
47 019	Kensal 19	1	818,861	39%	320,733	-	49,088	-	3,397	24,356	4,502
48 010	North Star 10	1	2,968,439	43%	1,279,901	-	223,623	-	109,077	65,004	305,520
48 028	North Central 28	1	666,814	52%	343,641	-	-	-	-	-	-
49 003	Central Valley 3	1	2,659,948	40%	1,063,535	-	78,864	71,399	7,610	45,996	-
49 007	Hatton 7	1	2,432,953	39%	937,094	96,727	(16,511)	-	2,540	57,028	-
49 009	Hillsboro 9	1	4,597,156	17%	799,940	56,360	24,227	330,848	7,126	8,833	-
49 014	May Port CG 14	1	5,285,527	28%	1,491,105	-	475,371	-	76,718	131,662	-
50-003	Grafton 3	1	8,785,065	26%	2,298,251	179,390	396,943	223,757	59,700	200,957	-
50-005	Fordville Lankin 5	1	1,161,666	46%	536,992	96,259	27,067	85,265	1,327	36,632	364

ND Public School Districts
Ending Fund Balance Report
Fiscal Year 2011-12

CoDist	Dname	Dtype	General Fund Expenditures	General Fund Ending Balance Percent	General Fund Ending Fund Balance	Special Reserve Ending Fund Balance	Building Fund Ending Fund Balance	DebtService Ending Fund Balance	Food Service Ending Fund Balance	Student Activities Ending Fund Balance	Trust and Agency Ending Fund Balance
50-020	Minto 20	1	2,256,212	32%	722,069	378,581	5,337	-	7,706	67,261	-
50 078	Park River 78	1	4,185,167	29%	1,213,655	296,152	(236,086)	244,135	(6,559)	149,123	-
50 128	Adams 128	2	1,001,831	20%	197,554	67,243	72,392	-	68,168	14,933	-
51 001	Minot 1	1	71,969,987	21%	15,403,819	-	3,929,761	(1,050)	749,894	565,621	(291,228)
51-004	Nedrose 4	2	2,887,491	39%	1,135,189	-	-	-	10,229	16,198	-
51 007	United 7	1	5,551,548	11%	587,799	34,126	125,888	98,441	29,621	103,444	-
51 016	Sawyer 16	1	1,778,921	9%	156,374	118,806	81,716	-	21,061	23,822	-
51 028	Kenmare 28	1	3,695,300	22%	829,142	-	169,358	-	16,167	54,837	-
51 041	Surrey 41	1	3,566,336	8%	278,581	-	186,925	-	7,639	11,726	-
51-070	South Prairie 70	2	2,445,296	43%	1,063,254	-	287,102	83,487	10,693	15,675	-
51-160	Minot AFB 160	4	7,142,308	35%	2,468,053	-	-	-	-	-	-
51 161	Lewis and Clark 161	1	4,550,261	35%	1,606,344	-	256,333	-	11,167	84,534	-
52 025	Fessenden-Bowdon 25	1	2,246,967	40%	888,277	-	118,611	-	11,616	71,271	-
52-035	Pleasant Valley 35	2	247,561	63%	155,710	-	2,562	-	882	2,436	-
52 038	Harvey 38	1	4,482,426	33%	1,485,970	174,433	124,437	-	13,283	67,779	43,163
53 001	Williston 1	1	24,761,424	33%	8,163,368	-	(424,535)	723,296	425,746	402,426	-
53-002	Nesson 2	1	2,799,669	21%	581,520	-	2,551,329	345,062	19,539	39,543	-
53 006	Eight Mile 6	1	2,029,710	12%	244,074	87,151	154,526	-	-	42,022	-
53 008	New 8	2	3,436,890	31%	1,052,297	-	16,162	-	-	-	-
53 015	Tioga 15	1	4,230,480	22%	935,027	94,286	222,605	-	-	39,168	255,660
53 099	Grenora 99	1	1,864,936	9%	169,378	637,228	41,229	-	25,472	48,346	-
Statewide			1,143,334,923	25%	290,404,090	12,775,531	142,409,135	18,575,577	10,119,666	12,790,214	4,456,776

3-18-13 HB 1013 pm #2

Chairman Holmberg and Members of the Senate Appropriations Committee:

For the record my name is Robert M. Tollefson and I serve as the Executive Director for the North Dakota Small Organized Schools. NDSOS serves 119 of the state's 179 public school districts. This membership level represents approximately 67% of the total public school districts.

In 2008, the State had commissioned Lawrence O. Picus and Associates to perform an adequacy report for North Dakota Education Improvement Commission to follow up on the previous legislative actions relating to equity for North Dakota Public Schools.

While the Legislature reflects back on this report for funding projections, The "Picus Report" did not include transportation as a focal point of the study. The "Picus Report" did include the following statement:

Under Other issues Excluded from RFP – September 4, 2008

"Pupil Transportation – need for some increased state support and a mechanism for raising local revenues for local share of costs."

The following is the NDSOS's Belief Statements regarding Transportation, as well as, documentation illustrating costs and state support over the past number of years:

NDSOS transportation belief statements:

1. Transportation has to be treated as an integral part of the education process. Getting students to school safely and consistently with reasonable ride times is crucial to academic achievement.
2. Transportation is not a large school – small school issue. All schools are absorbing transportation costs with their general fund moneys (local property taxes via their mill levy)
3. The transportation funding goal should be at the same level as the goal for all educational funding. While we understand the increased state support being currently proposed, we would at least like to see a consistent increase in funding on a continued tiered plan of support.

School Transportation Cost Factors Comparisons from 2008 to 2012

Transportation costs for schools continue to increase due to the following 4 major areas of expenditures:

1.) Equipment Costs:

Using sales information from Harlow's Bus Sales and Service, the cost of a standard 48 passenger bus in 2008 was approximately \$71,329. The same basic 48 passenger bus purchased in 2012 runs approximately \$82,000. This escalated cost represents a **14.96%** increase in price. Increased material costs, as well as, two separate mandatory exhaust upgrades for new buses have served as major contributors for driving up the cost. The purchase price for buses does not remain stagnant and without increases of state financial support, district general fund dollars are used to meet these increases in cost. This drawing down of general fund dollars ultimately takes additional funds away from those necessary costs for the education of our students.

2.) Bus Driver Wages:

Securing the services of a bus driver has long been a difficult task as the split session of work hours and the part-time position hours simply are not enough to meet the financial needs of an individual let alone someone with a family. Recently the state has witnessed positive employment trends due to the increase in oil production, however, that has created additional voids in qualified bus drivers due to the fact that salaries offered in that field far exceed what school districts can offer. Based on the personnel employment reports provided by all schools to the Department of Public Instruction, in 2008 bus drivers were receiving an average hourly wage of \$16.11 and for 2012 their hourly average rate of pay has risen to \$19.68. This \$3.57 hourly average increase in pay equates to a **22.16 %** increase in salary.

3.) Fuel Costs:

Fuel prices have fluctuated over this time period from 2008 to 2012. We have witnessed diesel fuel costing between \$4.00 a gallon to a low of around \$2.90. A little over a month ago, we

witnessed a temporary drop in fuel costs, however, the reprieve

was short lived and now the cost has escalated back up to the previous high levels.

4.) Maintenance Costs:

It is becoming increasingly difficult to maintain a bus in the proper condition for safe transportation as the number of repair mechanics/shops is dwindling. Certified mechanics are in high demand and when they are available, it is difficult to have them commit to providing a priority service for school bus maintenance as their other customers seek timely repairs also. With the reality of the law of supply and demand, we continue to witness escalating labor costs while facing fewer maintenance options.

The transportation costs are high regardless of how we approach each of the factors listed above. The plan for scheduled replacement of a districts fleet with new buses or the increased cost of maintaining an older fleet, both are high ticket areas which do not offer any reprieve for our financial expenditures.

Governor Dalrymple included a proposed increase of \$5 million dollars for transportation in his Budget Plan. In the original Department of Public Instruction budget proposal via HB 1013, a \$5 million dollar increase was included for consideration; however, just prior to the House Floor action this increase was removed.

According to Jerry Coleman, School Finance Director, for the Department of Public Instruction, this \$5 million dollars would add about 10% increase per mile for large buses. Currently schools are paid their funding based on ridership, miles driven, size of buses, etc. with a current payment \$1.03 per mile for large buses. A 10% increase factor based purely on increasing the large bus payment would be approximately \$1.13 - \$1.15 per mile. I have attached documentation regarding the state averages for transportation for your reference. As you can see, the majority of dollars expended in the subgroups of transportation is the expenditure for large buses. Based on that fact, the proposed increase was projected in that area alone for simple calculations. Please refer to the transportation cost sheets (Attachments A & B) which illustrates the average cost per mile for the 2012 school year at \$2.59 per mile. This average cost per mile takes into consideration all of the Cost factors listed above.

The area of Transportation funding has been addressed on a somewhat tiered basis over the past few legislative sessions as there existed such a great discrepancy between transportation costs and funding support. Legislators have been committed over these past few sessions to gradually increase the transportation funding level but with the current positive economic status of our state, we ask for your consideration to provide for the addition of amendments to HB 1013 as follows:

- 1.) To increase the budget line item for Transportation from \$48.5 million to \$53.5 million as originally proposed. (Attachment C)**
- 2.) If the office of management and budget determines by July 31, 2014, that the June 30, 2015 ending balance of the state general fund will be more than \$30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2013 legislative session, the superintendent of public instruction shall provide \$5,000,000 as supplemental transportation aid payments to school districts. (Attachment D)**

To illustrate what the increases would generate based on last year's mileage, ridership and bus size numbers; we have included **(Attachment E)**. When applying the proposed state reimbursement dollars for both \$5 million **(Attachment C)** and \$10 million **(Attachment D)** dollars evenly each of the two years the state reimbursement percentage is 49.01% and 53.17% respectively.

NDSOS will continue to work with Jerry Coleman with the Department of Public Instruction to fine-tune spreadsheets illustrating the projections for individual school allocations as well as validating the total projected percent of state support over the biennium for both the \$5 million and \$10 million proposed dollar increases.

On behalf of the NDSOS member schools, we appreciate the opportunity to testify on HB 1013 and specifically for the transportation line item. On behalf of NDSOS member schools, we urge the Senate Appropriations committee to consider and support the proposed amendments.

This concludes my testimony and I would be willing address any questions the committee members may have.

Robert M. Tollefson
NDSOS Executive Director

ND Public School District Transportation Data

Source: School Finance Facts; Section A

School Fiscal Year	No. of Pupils Transported	Cost of Transportation	Average Trans. Cost Per Pupil	Average Cost of Trans. Per Mile	Total Annual Mileage	*Fall Enrollment	Operating School Districts
1993	44,116	\$ 24,830,520.97	\$ 562.85	\$ 1.00	24,770,652.40	118,512	257
1994	43,754	\$ 25,101,143.75	\$ 573.69	\$ 1.03	24,482,141.10	118,649	251
1995	47,105	\$ 26,296,239.55	\$ 558.25	\$ 1.09	24,169,781.80	118,565	238
1996	47,580	\$ 26,668,279.48	\$ 560.49	\$ 1.13	23,539,349.20	117,816	234
1997	48,236	\$ 27,779,408.99	\$ 575.91	\$ 1.17	23,837,566.80	116,103	234
1998	48,445	\$ 28,371,324.50	\$ 585.64	\$ 1.18	24,025,594.20	113,929	231
1999	49,117	\$ 28,222,184.35	\$ 574.59	\$ 1.18	23,864,619.50	111,705	229
2000	46,114	\$ 29,515,603.00	\$ 640.06	\$ 1.26	23,349,766.00	108,094	229
2001	44,922	\$ 31,984,641.00	\$ 712.00	\$ 1.40	22,923,404.00	105,217	227
2002	43,470	\$ 31,160,965.00	\$ 716.84	\$ 1.32	23,583,312.00	103,013	218
2003	43,249	\$ 31,901,335.00	\$ 737.62	\$ 1.35	23,614,851.00	101,137	217
2004	39,022	\$ 32,743,341.00	\$ 839.10	\$ 1.44	22,784,009.00	99,324	211
2005	37,257	\$ 34,668,950.00	\$ 930.54	\$ 1.55	22,337,864.00	97,120	206
2006	38,096	\$ 36,228,595.00	\$ 950.99	\$ 1.64	22,039,176.00	95,600	198
2007	38,442	\$ 37,133,249.00	\$ 965.96	\$ 1.72	21,584,342.00	94,057	195
2008	37,748	\$ 43,119,410.00	\$ 1,142.29	\$ 2.03	21,218,019.00	93,406	187
2009	38,371	\$ 42,995,587.95	\$ 1,120.52	\$ 2.06	20,891,084.14	93,715	184
2010	38,065	\$ 47,316,652.56	\$ 1,243.06	\$ 2.23	21,264,227.71	94,729	181
2011	38,396	\$ 48,074,295.00	\$ 1,252.07	\$ 2.27	21,144,812.00	95,778	179
2012	38,723	\$ 53,965,769.59	\$ 1,393.63	\$ 2.59	20,856,898.34	99,192	179
2012-1993 Chang	-12%	117%	148%	159%	-16%	-16%	-30%

*Fall Enrollment is the September 10th public K-12 count in the fall following the fiscal year listed.

ANNUAL SCHOOL TRANSPORTATION COSTS WITH CORRESPONDING STATE SUPPORT

**The following Data has been taken from the
North Dakota Department of Public's State Finance Facts**

TRANSPORTATION	2008	2009	2010	2011	2012
# Of Students Transported	37,748	38,371	38,065	38,396	38,723
Cost of Transportation	\$ 43,119,410	\$ 42,995,588	\$ 47,316,653	\$ 48,074,295	\$ 53,965,769
Avg. Trans. Cost Per Pupil	\$ 1,142.29	\$ 1,120.52	\$ 1,243.06	\$ 1,252.07	\$ 1,393.63
Total Annual Miles	21,218,019	20,891,084	21,264,228	21,144,812	20,856,898
Avg. Trans. Cost Per Mile	\$ 2.03	\$ 2.06	\$ 2.23	\$ 2.27	\$ 2.59
State Funding	\$ 17,011,141	\$ 17,304,869	\$ 20,310,472	\$ 26,462,498	\$ 23,650,074
Per Cent of State Funding (Cost of Trans/State Funding)	39.45%	40.25%	42.92%	55.05%	43.82%



(Attachment B)



PROPOSED STATE TRANSPORTATION PAYMENTS

\$5 MILLION INCREASE

CATEGORY	BASE AMOUNT	12-13 RATE	12-13 PAY
Small Bus Miles	983,941.56	\$ 0.46	\$ 452,613.12
Large Bus Miles	18,384,820.48	\$ 1.03	\$ 18,936,365.09
Rural Rides	10,000,226	\$ 0.26	\$ 2,600,058.76
Small In-City Miles	-	\$ 0.46	\$ -
Large In-City Miles	795,341.80	\$ 1.03	\$ 819,202.05
In-City Rides	3,310,409	\$ 0.26	\$ 860,706.34
Family - To School	424,600.10	\$ 0.23	\$ 97,658.02
Family - To Bus	156,280.40	\$ 0.23	\$ 35,944.49
TOTAL 2012-13			\$ 23,802,547.88

CATEGORY	BASE AMOUNT	13-14 RATE	13-14 PAY
Small Bus Miles	983,941.56	\$ 0.50	\$ 491,970.78
Large Bus Miles	18,384,820.48	\$ 1.15	\$ 21,142,543.55
Rural Rides	10,000,226	\$ 0.28	\$ 2,800,063.28
Small In-City Miles	-	\$ 0.50	\$ -
Large In-City Miles	795,341.80	\$ 1.15	\$ 914,643.07
In-City Rides	3,310,409	\$ 0.28	\$ 926,914.52
Family - To School	424,600.10	\$ 0.30	\$ 127,380.03
Family - To Bus	156,280.40	\$ 0.30	\$ 46,884.12
TOTAL 2013-14			\$ 26,450,399.35

CATEGORY	BASE AMOUNT	14-15 RATE	14-15 PAY
Small Bus Miles	983,941.56	\$ 0.50	\$ 491,970.78
Large Bus Miles	18,384,820.48	\$ 1.15	\$ 21,142,543.55
Rural Rides	10,000,226	\$ 0.28	\$ 2,800,063.28
Small In-City Miles	-	\$ 0.50	\$ -
Large In-City Miles	795,341.80	\$ 1.15	\$ 914,643.07
In-City Rides	3,310,409	\$ 0.28	\$ 926,914.52
Family - To School	424,600.10	\$ 0.30	\$ 127,380.03
Family - To Bus	156,280.40	\$ 0.30	\$ 46,884.12
TOTAL 2014-15			\$ 26,450,399.35

TOTAL 13-14 & 14-15	(Attachment C)	\$ 52,900,798.70
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**PROPOSED STATE TRANSPORTATION PAYMENTS
\$10 MILLION INCREASE**

CATEGORY	BASE AMOUNT	12-13 RATE	12-13 PAY
Small Bus Miles	983,941.56	\$ 0.46	\$ 452,613.12
Large Bus Miles	18,384,820.48	\$ 1.03	\$ 18,936,365.09
Rural Rides	10,000,226	\$ 0.26	\$ 2,600,058.76
Small In-City Miles	-	\$ 0.46	\$ -
Large In-City Miles	795,341.80	\$ 1.03	\$ 819,202.05
In-City Rides	3,310,409	\$ 0.26	\$ 860,706.34
Family - To School	424,600.10	\$ 0.23	\$ 97,658.02
Family - To Bus	156,280.40	\$ 0.23	\$ 35,944.49
TOTAL 2012-13			\$ 23,802,547.88

CATEGORY	BASE AMOUNT	13-14 RATE	13-14 PAY
Small Bus Miles	983,941.56	\$ 0.50	\$ 491,970.78
Large Bus Miles	18,384,820.48	\$ 1.25	\$ 22,981,025.60
Rural Rides	10,000,226	\$ 0.30	\$ 3,000,067.80
Small In-City Miles	-	\$ 0.50	\$ -
Large In-City Miles	795,341.80	\$ 1.25	\$ 994,177.25
In-City Rides	3,310,409	\$ 0.30	\$ 993,122.70
Family - To School	424,600.10	\$ 0.40	\$ 169,840.04
Family - To Bus	156,280.40	\$ 0.40	\$ 62,512.16
TOTAL 2013-14			\$ 28,692,716.33

CATEGORY	BASE AMOUNT	14-15 RATE	14-15 PAY
Small Bus Miles	983,941.56	\$ 0.50	\$ 491,970.78
Large Bus Miles	18,384,820.48	\$ 1.25	\$ 22,981,025.60
Rural Rides	10,000,226	\$ 0.30	\$ 3,000,067.80
Small In-City Miles	-	\$ 0.50	\$ -
Large In-City Miles	795,341.80	\$ 1.25	\$ 994,177.25
In-City Rides	3,310,409	\$ 0.30	\$ 993,122.70
Family - To School	424,600.10	\$ 0.40	\$ 169,840.04
Family - To Bus	156,280.40	\$ 0.40	\$ 62,512.16
TOTAL 2014-15			\$ 28,692,716.33

TOTAL 13-14 & 14-15	(Attachment D)	\$	57,385,432.66
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**PROPOSED STATE LEVEL OF FUNDING
FOR THE 2013-15 BIENNIUM**

		2013-14		2014-15	
COST OF TRANSPORTATION	\$	53,965,769.00	\$	53,965,769.00	(Using 2012 costs)
(ATTACHMENT C) - \$5 MILLION	\$	26,450,399.35	\$	26,450,399.35	(Yearly State Payment)
STATE % OF SUPPORT		49.01%		49.01%	
(ATTACHMENT D) - \$10 MILLION	\$	28,692,716.33	\$	28,692,716.33	(Yearly State Payment)
STATE % OF SUPPORT		53.17%		53.17%	

The ridership, the miles driven and the size of the bus are determining factors for the basis of school payments.

The attachments provided are all generated from the total of each individual school's reported data from the conclusion of the 2012-13 school year. (Payments are based on the previous year's final transportation report.)

(Attachment E)

March 18, 2013

HB 1013
3-18-13 PM

TO: Senator Holmberg, Chair, Senate Appropriations Committee and all committee members
FROM: Dr. Debra Gebeke, Assistant Director, NDSU Extension Service
RE: HB 1013 and Gearing Up for Kindergarten program

#3

The Gearing Up for Kindergarten program is a school readiness and parent involvement program that has been developed specifically for North Dakota schools as they work to reduce the challenges associated with children entering kindergarten. The program forms a partnership between home and school and holds parents accountable for getting students prepared for kindergarten. I have been asked to respond to two questions.

1. What funding do we currently have for the Gearing Up for Kindergarten program?

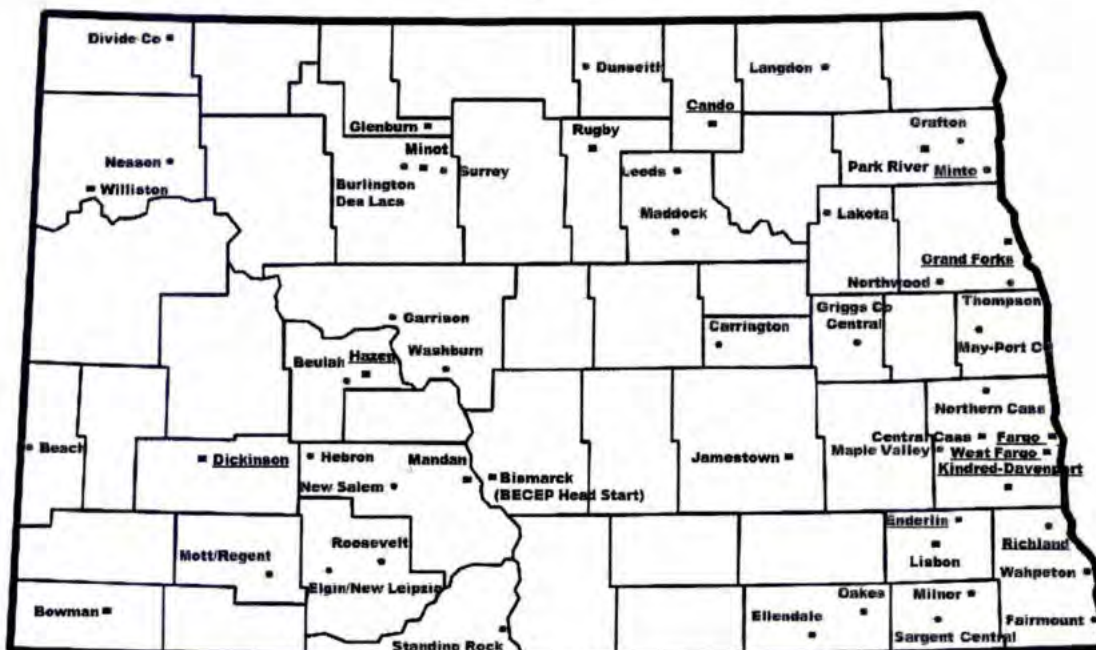
- During the 2011 legislative session \$625,000 was provided for the Gearing Up for Kindergarten program in the DPI budget. The NDSU Extension Service received funding from DPI to train teachers/administrators, support implementation in schools (\$125,000 administrative costs), and directly reimburse schools for partial costs of delivering the program (\$500,000). There are no other funds available to support the program.
- The base funds for Gearing Up for Kindergarten (\$625,000) and the proposed \$190,000 increase in the Governor's budget were removed from HB 1013 in the House.

2. What amount is needed and why?

- Restoring original base funding of \$625,000 would allow schools who made the initial investment in the program to continue. A map of participating schools is provided below. This is a unique early education program parents AND children attend multiple sessions together, which increases the success of the child and parental involvement, as well as saving in remedial education costs for children who enter school with challenges. Research results from the program are very favorable and more details can be found on the website at www.gearingupnd.org.
- Restoring the funds proposed in the Governor's budget (\$190,000) would allow for expansion of the program to include more North Dakota school districts. All funds for this biennium have been allocated to school districts and about 15% of eligible students/parents are served. Expanding the program to more schools would require additional funds. Schools expressing interest have been told that participation is contingent upon receiving additional funds from the State Legislature.

Gearing Up for Kindergarten Sites 2011-2013

As of 1/15/13



- Single Gearing Up for Kindergarten Classroom
- Multiple Gearing Up for Kindergarten Classrooms/Sites
- Locations that offer 16 session format are underlined
- All other locations are 10 session format



***Cultivating Emerging Entrepreneurial Talent by
 Connecting Kids, Curriculum, Commerce, Campus and Community***



Enterprising 9-13 year olds become innovative business owners and problem-solving citizens in our dynamic summer camps where kids take charge. On Monday, they organize themselves into an entrepreneurial community, create their own currency to facilitate the flow of goods and services and elect their own leaders. Then, as **entrepreneurs**, they begin to recognize *real* economic opportunities in their new town and start up their own *real* businesses. As **citizens** they debate and resolve the *real* issues that arise with economic development. By Wednesday, they are a bustling, kid-run community. Local business and civic leaders are invited to visit, to shop and to share ideas about emerging economic opportunities and youth's role in building a hometown where they would like to live. By Friday, these budding entrepreneurs are smarter about economics, personal finance, business, leadership and citizenship. They know they **can make things happen**.

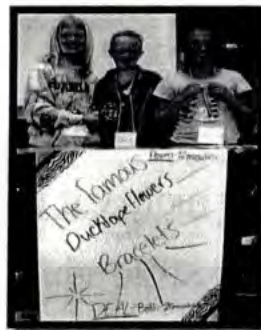
To **learn** entrepreneurship, kids **become** entrepreneurs!

Young entrepreneurs:

- * **experience the challenge** of differentiating a good idea from a real opportunity;
- * **feel the satisfaction** of starting a successful business and creating a connected community;
- * **gain the self-confidence** that their ideas and aspirations matter.

Community partners & sponsors:

- * **grow** the field of entrepreneurial talent, business-minded employees and community-minded citizens.



We are partners in a statewide effort encouraging youth to recognize entrepreneurial thinking as a way to make rewarding use of their natural creativity and drive.



2011-13 Legislative Appropriation: \$120,000 or \$60,000 per year of the biennium

**Actual Cost: \$220,000 or \$110,000 per year
(10 summer camps across ND)**

**Projected Budget for 2013-14: \$300,000 or \$150,000 per year
(13-14 camps around ND)**

(Other funds come from local financial support, grants & camp registration fees.)

2013 APPROPRIATION REQUEST: \$200,000

GOVERNOR'S RECOMMENDATION: \$120,000 (same as 2011)

Reasons we are requesting the additional \$80,000:

1. **Program Growth**

4 new communities have requested camps for their youth in 2014-15.

2 established community programs want to expand by offering 2 weeks of summer camps.

2. **Responsible Program Management**

Currently the Director is managing a popular statewide program by himself.

To be better stewards of taxpayer money it is essential to contract with specific part-time assistants for specific administrative & financial purposes:

- update the web site & data bases of participants' contact information.
- **hire part-time financial management help to ensure fiscal responsibility.**



NORTH DAKOTA
TEACHER
SUPPORT
SYSTEM

Laurie Stenehjem
Coordinator
701.328.9644
lstenehj@nd.gov

*"Work with my mentor
has impacted my
students' learning and
achievement"*



*"The ND TSS has assisted
me in developing my
mentoring skills"*



*"As principal, I am
satisfied with the ND
Teacher Support System"*



*"I was able to work with
my mentor to discuss
how to help students
who were struggling,
prepare lessons for a
variety of ability levels,
deal with behavior issues,
etc. It has influenced the
way I teach my classes
and work with my
parents allowing them
more success."*

ND New Teacher

HB 1013

Why does the ND Teacher Support System need increased funding?

What are we asking for?

We are requesting an increase in our appropriation to a total of \$3,361,155. The House cut our funding to \$1,300,000. In 2009 and 2011 we were appropriated \$2,300,000.

Why do we need more money now?

We are a growing program. The initial appropriation was meant to serve 250 first-year teachers. This year we are mentoring 275. Our request is based on serving 400 new teachers each year of the biennium.

How many first-year teachers are there in the state?

There are over 500 first-year teachers in ND this year, an increase from 385 in 2010. (See Figure 1 on reverse.) We believe due to economic growth and increased teacher retirement our first-year teacher numbers will continue to grow.

Why don't we serve all of the first-year teachers in the state?

Our goal is to provide effective mentoring for every eligible teacher in the state. ND does not have mandatory induction. Our participation rates have increased significantly (see Figure 2) and the results of the outside evaluation done on our program are excellent. (See left sidebar.) We are estimating we would serve 400 new teachers each year of the upcoming biennium.

Why didn't we spend all of our allocation in the past?

We were growing and developing the program and building relationships with districts. The money we didn't spend was returned to the General Fund. (See Figure 3)

What will happen if we receive the increase and don't serve 400 first-year teachers?

The extra money would again be returned to the General Fund.

What will happen if we don't get our full increase?

We will have to limit the number of teachers who receive support.

How is the money spent?

We train and support mentors for first-year teachers and also train instructional coaches in research-supported programs. Our costs are determined by number of participants.

Why is this program important to the citizens of North Dakota?

Research is clear that the most important school-based factor in a student's academic success is the teacher. And teachers are made, not born. Our mentoring program consists of one-on-one meetings between mentors and new teachers, observation of and by the new teacher, and recording of the new teacher at work. This allows for attention to the immediate needs of the new teacher as well as to his or her long-term growth. Research shows that with effective mentoring, a new teacher can reach the competency level of a fourth year teacher within a year (Villar, 2004). We also provide training in coaching skills for coaches and strategists who work with experienced teachers. Our programs blend seamlessly with efforts in the state for teacher evaluation and, more importantly, with what we know about how to improve student achievement. The New Teacher Center (www.newteachercenter.org) conducts a third-party evaluation of our program and is also working to develop a model to meet the needs of other rural states/areas based on our North Dakota program.

"Our goal is to develop teachers who are thinkers and problem-solvers, who ask questions about their practice, and constantly seek solutions, who are committed and passionate advocates for learning for all children."

Figure 1

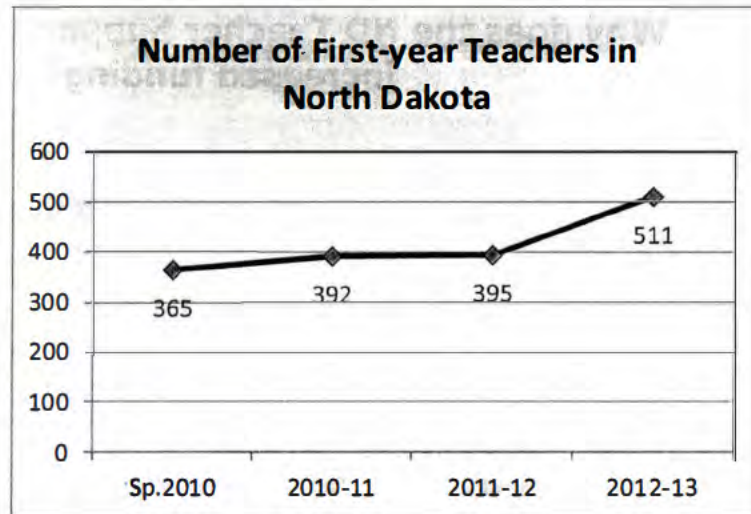


Figure 2

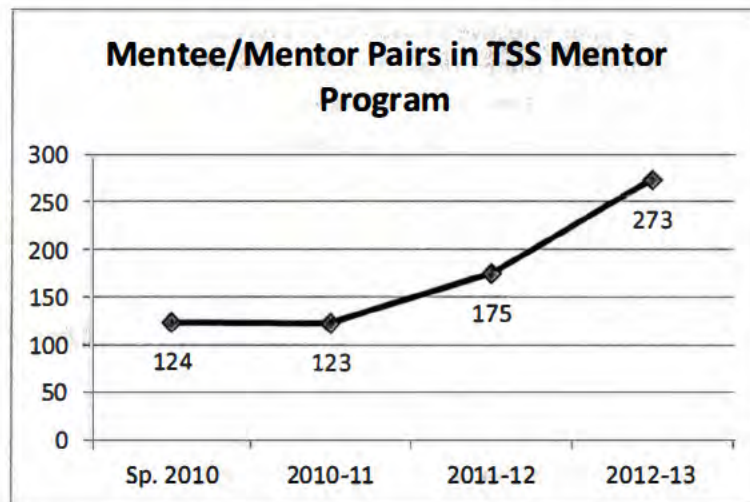


Figure 3

Biennium	School Year	Number of first-year teachers served	Amount spent	Amount returned to General Fund
2009-11 Appropriation =\$2,300,000	2009-10	124 (spring semester only)	\$400,345	\$1,339,622
	2010-11	123	\$560,033	
2011-13 Appropriation =\$2,300,000	2011-12	175	\$711,354	\$371,240 (est.)
	2012-13	275	\$1,217,406 (est.)	
2013-15 If Appropriation =\$2,300,000	2013-14	Estimated 400	\$1,680,578	We would be short \$1,061,156
	2014-15	Estimated 400	\$1,680,578	



Leadership & Educational Administration Development

121 East Rosser Avenue • Bismarck, ND 58501 • 701-258-3022 • Fax: 701-258-9826

6
3-18-13 PM
HB 1013

Testimony on HB 1013

By

Dr. Jim Stenehjem, Director—ND LEAD

The North Dakota Leadership & Educational Administration Development (ND LEAD) is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees.

ND LEAD is requesting an increase of \$20,000 over the 2013-2015 biennium. \$5,000 of this will be used help fund the ND State Spelling Bee and North Dakota Close-up. Both of those programs were moved from the DPI in 2000. They were originally funded with \$15,000 and there hasn't been an increase in this funding while the cost of running the programs has risen significantly.

The additional \$15,000 request is for ND LEAD to assist with increasing costs of supplies, transportation, equipment, and trainer fees, while facing a greater challenge of receiving grants from national nonprofit foundations. The grant from the North Dakota Legislature generally has funded 35-45% of the budget of ND LEAD. The last time LEAD received an increase in funding was in 2009.

Here are a few examples of the work of ND LEAD during the past year

State-Wide Efforts

- Provide Training in the use of the State Longitudinal Data System
- Involvement in the development of the Teacher and Principal Evaluation and Support System (TRESS)
- Conducting a series of Leadership Skills Workshops for school leaders.

REA Level

- Conducting a Principal Leadership Series with an REA
- Assisted with developing a Principal Learning Network with an REA
- Assisted with developing a Teacher Collaboration Network with an REA

University Principal Leadership Programs at UND and NDSU

- Conducted Assessment Centers for 21st Century Leadership Skills for UND and NDSU
- Are in the process of developing a "Rural" version of Developing the 21st Century Principal Skills Assessment Center in a collaborative effort with the Education Leadership Departments at North Dakota State University and the University of North Dakota.

#7
HB 1013
4-18-13 PM

Senate Appropriations Committee

March 18, 2013

Testimony by

Jon Martinson, Executive Director
North Dakota School Boards Association
HB1013 DPI Budget: Pass Through Grant

The North Dakota School Boards Association and the North Dakota Department of Public Instruction, in cooperation with Atlantik-Brucke, have cooperated to provide study tours of Germany for social studies teachers. Over 600 teachers from various states have participated in these study tours.

Atlantik-Brucke, a non-profit organization located in Berlin, has invited teachers from North Dakota to participate in these intense programs in 2006, 2008, 2010, and 2011. Teachers visit with business and industry leaders, government officials, journalists, fellow teachers, and students. In 2011, the itinerary included visits to Berlin, Frankfurt, Cologne, Dusseldorf, Potsdam, and Sachsenhausen, a former concentration camp.

Dr. Beate Lindemann, former Executive Vice-President of Atlantik-Brucke has formed an organization called Global Bridges. She will be spearheading study seminars of Germany for social studies teachers, business and government leaders, and elected officials. Dr. Lindemann will be bringing a delegation of German business and government officials to Bismarck next August.

The Global Bridges program also organizes conferences specifically designed for leaders around the world to meet for in-depth discussions about social, economic, and political issues. The work of these leaders not only builds the future for Trans-Atlantic relations, but helps forge stronger international relationships around the globe.

Participants from North Dakota strongly endorse these programs, and I am requesting that you concur with the House and support their appropriation of \$150,000 in the Department of Public Instruction's budget to continue these outstanding professional development opportunities.

#8
HB 1013

3-18-13



North Dakota Teacher Center Network Funding Request

Mission

The mission of the North Dakota Teacher Center Network (NDTCN) is to assist practicing teachers, education students and other educational personnel in professional knowledge and skill development to improve student learning.

Services

Since their inception over 30 years ago, North Dakota Teacher Centers have been providing professional development, instructional resources and educational equipment to educators throughout North Dakota. Teachers can find anything from textbooks to a \$17,000 portable planetarium system.

Teacher Centers

There are nine Teacher Centers strategically placed throughout the state of North Dakota. These Centers serve as a clearinghouse for resources and professional development for all school districts in North Dakota. They collaborate with many agencies to provide information, professional development activities and resource materials for teachers. Examples of their collaborative efforts include:

- Partnering with Regional Education Associations (REAs) to grow professional development opportunities for educators.
- Partnering with Department of Public Instruction to offer HIV/STDS trainings and materials for use in the classroom.
- Partnering with ND Game and Fish to provide hands-on wildlife boxes for classroom use and teacher training.
- Partnering with ND Forestry Department for training and classroom materials.

Funding Request

Our funding request for the 2013-2015 biennium is \$360,000. This would give each Center \$20,000 per year, which would allow the directors to continue services to teachers and students. We also ask for your consideration for a one-time appropriation of \$45,000 to provide each center an additional \$5,000. The centers would use the one-time appropriation to update VHS tapes to DVDs, repair or replace their Starlab planetariums and to purchase common core teacher resources.

We ask that you continue to support the Teacher Center Network. We can assure you it will be used to benefit education in North Dakota. Through our resources and professional development services, we help teachers stay on top of their profession so they can provide the best education to tomorrow's leaders.

Contact Information

For more information, please contact Jennifer Carlson, NDTCN President, at 701-662-7650 or jennifer.carlson.1@sendit.nodak.edu.

#9
HB 1013
3/18/13 pm

North Dakota Governor's School

NDSU Dept. 2780

314 Family Life Center

P.O. Box 6050

Fargo, ND 58108-6050

To Members of Senate Appropriations Committee 3/18/2013

Re: North Dakota Governor's Schools

I apologize for not being present at your meeting in case there are questions. A meeting of the staff of Governor's School was scheduled on Monday also.

I am requesting support for additional funding of North Dakota Governor's Schools 2013-2014. North Dakota is well served by the students that have attended Governor's School in the past years. Our funding needs to grow to include

- Directors Salary \$47,000/year (currently not a yearly position or funded)
- Increase in staff positions \$10,000/year (staff of 3 part time employees) and the addition of school counselors to our summer staff.
- Meal meals and Programs \$18,000/year (\$20 * 10 * 90) for change in weekend meals and expansion to include the trial Gov School listing experiences in Engineering and Agriculture.
- \$75,000/year
- \$150,000 biennium increase to Total of \$610,000 for the biennium.

The three areas listed above are critical to the growth and future of Governor's Schools. Currently the director's position is scheduled to be filled by a search. It is not to be part of someone's teaching load at NDSU. It has evolved into a full time position. Staffing is also needed in the area of school counselors on staff. Our Residence staff are not equipped or trained to handle the emotional needs of some of the students attending GS. Growth of the program is addressed in the third part, we expanded to include more use of the dining facilities during the weekends and to meet the requests of students to offer on a trial basis the GS programs of Engineering and Agriculture.

The testimony of former students in support of Governor's School is attached to the DPI documents.

Submitted

Janie Hass

Director, North Dakota Governor's Schools

3-18-13 HB1013 #10
pm

Northern Plains Writing Project Request for Increased Funding (\$35,000 Increase)

What NPWP Does:

- **Institutes:** Ron Fischer, Director (MSU), and Chad Gifford, Co-Director (Central Campus Minot). Institutes are held in the month of July and run 4 days a week, teachers meeting from 9 to 4. The Pre-Institutes start teachers reading, writing, and preparing lessons for the Institutes
 - Pre-Institutes: May 19 and June 2; 36 teachers each day
 - Summer Institute Minot, July 9-Aug.2; we have 13 applications for summer 2012
 - Summer Institute Bismarck, July 9-Aug.2; we have 6 applications for summer 2012
 - Advanced Institute, July 16-Aug.2; we have 6 applications for summer 2012
- **Young Writers Institutes:** Candace Brannan (Mandan HS) and Ashley Syekora (Towner HS) Co-coordinators. NPWP teachers do activities to improve student writing and creativity
 - BSC Campus: June 4-7, ages 10-17
 - MSU Campus: *Graphic Novels for Beginners*, June 11-14, ages 10-17
- **Outreach:** Melissa Cournia, Coordinator (Bismarck Horizon MS); Teachers offer in-service Workshops or present at conferences
 - Annual Session Presentation at North Dakota Council of Teachers of English (NDCTE): Conference July 29-31, 2012;
 - In-Service Workshops: Fall 2012, Standing Rock
 - American Indian Higher Education Consortium sessions
 - NPWP Mini-Conference: *Conference on Implementing Common Core Standards for Language Arts* in June 2013.
- **Continuity:** Laurie Larson, Coordinator (Bismarck, Adult Learning Center); Teachers who serve as coordinators or who have attended an Institute receive professional development funding
 - NPWP Planning Team members and two teachers from the Summer Institute attend National Council of Teachers Annual Fall Conference Nov.15-18, Las Vegas
 - NPWP Planning Team members attend National Writing Project Annual Spring Conference April 2013
 - NPWP Fall Retreat: October 2012
 - NPWP Spring Retreat: May 2012

Request for \$35,000 increase in State Funding.

- **Decreased Federal Funding.** Federal funds \$47,500 (2010), \$35,000 (2011), \$20,000 (2012)
- **State Funding for NPWP Budget of \$41,500 per year.** NPWP uses this amount to pay salaries, fringe benefits, supplies (including printing and copying); and travel for professional development activities. State funds are sufficient for only 1 stipend.
- **Teacher Participant Increases.** 2009 Institutes (20 teachers), 2010 Institutes (32 teachers), 2011 Institutes (15 teachers—low enrollment due to flooding), 2012 Institutes (25 teachers)
- **Insufficient Stipend Funding.** Federal and State funding that NPWP receives presently pays \$1,300 in stipends to 16 teachers, yet the number of teachers who participate tends to be above 20, with a high of 32 in 2010.
- **Increase of \$35,000 (budgeted at \$17,500 per year)**
 - This increase will allow NPWP to use \$23,400 in State Funding to pay another 18 stipends of \$1,300, which is 9 stipends a year so that a total of 25 teachers a year can continue to participate in NPWP Institutes or to increase the stipend to \$1,400 should fewer than 25 teachers participate
 - This increase will allow NPWP to use \$12,000 in State Funding to pay Travel expenses for 6 (an addition of 3 a year) teachers to attend national conferences so that a total of 9 teachers a year can attend professional development Conferences and Retreats
 - This increase will allow NPWP to use \$2,200 to add a second week of Young Writers Institutes to Minot and Bismarck (\$1,100) and to offer one in Dickinson and one in Williston (\$1,100)

DPI Pass Through Grants

HB 1013
Subcomm.
3-20-13

*1

Chairman Holmberg and Members of the Senate Appropriations Committee:

I am Senator Joan Heckaman from New Rockford and I represent District 23. I am here today to ask for your support for a pass through grant to the Department of Public Instruction for a special education support grant to the Pathfinder Parent Project.

This grant would provide funding of \$131,106 to Pathfinders to support work with parents, families, educators, and schools. The work of Pathfinders helps families understand and participate in their child's education, with emphasis on the Individual Education Process. The organization offers quarterly conferences concerning evidence-based strategies, the IEP process, and parenting a child with special needs. The funding presented here would develop a parent involvement model in rural communities and expand services to the increasing needs in western North Dakota.

Mr. Chairman and members of the committee, one important service Pathfinders provides is a mediation service. If a dispute arises between a school and parents of a child on an IEP, Pathfinders comes in and helps resolve that dispute without the school having to contract for legal services. The importance of this part of the services cannot be overemphasized. Dispute resolution without litigation will not only form a partnership with parents, teachers, and the school focused on the education of the child, it will be at no cost to the school or parents.

Originally this was a stand alone bill, but seeing that the funding mechanism fit better with the Department's pass through grants, the bill was defeated. An amendment to the DPI budget in the House was

1

drafted. Then the House cut the pass through grants. So now the only way to provide this important funding is through the amendment process through your committee.

Current funding for this work is through grants and other fundraising opportunities. Given the important work Pathfinders does, it does not seem plausible for the organization to spend staff time raising funds when they could be out working with families, schools, and children.

For an investment of a little over \$131,000 students, parents, and schools all become winners in the focus on improving the education of students with special educational needs.

I ask for your favorable consideration to add \$131,106 to the Department of Public Instruction Pass Through Grants for the Pathfinder Parent Project.

I have testimony to hand out from Cathy Haarstad who heads the Pathfinder Parent Organization.

Chairman Holmberg
Senate Appropriations Committee
63rd Legislative Assembly
Harvest Room
March 18, 2013

HB 1013
Subcomm 3-20-13 # 2
Cathy Haarstad
Pathfinder Parent Center
1600 2nd Avenue SW Ste 30
Minot, ND 58701
cathyh@pathfinder-nd.org
701.837-7505

Dear Senator Holmberg and members of the Appropriations Committee

My name is Cathy Haarstad. I am the Executive Director of the Pathfinder Parent Center. I am testifying in favor of an amendment to the ND DPI budget for a pass through grant to support our center in providing services to families of children with disabilities ages 3 to 21 in North Dakota. Because this is the first time Pathfinder has asked for state funding for a project we have taken the time to give the committee significant information about this request.

Why Parent Training and Information from the Pathfinder Parent Center? The Pathfinder Parent Center is a non profit organization (501 c 3) that is partially funded by the US Department of Education (\$204,947.00 annually) to serve as the Parent Information and Training Center for our state.

Most families have no idea what is involved in parenting and educating a child with a disability before they receive a diagnosis or their child begins to struggle in school. Pathfinder has a unique role in working with ND schools to educate and inform parents about the services and resources that are available to help them with this job. Informed parents are able to reduce the risks facing their child, to be involved in their education and to help prepare that child to contribute to society after high school. A list of questions that we have helped parents address in the past year is included for your consideration. Parents did not seek out their local district or special education unit or even the ND Special Education Department to obtain an answer to these concerns for a variety of reasons which will become apparent when you read the questions.

Pathfinder is not an advocacy or religious organization. We inform parents of options in a comprehensive and impartial way. Our mission is to unite parents and educators with the information and resources needed to build positive futures for and with students with disabilities or learning difficulties. We are accountable to the US Office of Special Education Programs in meeting outcomes that benefit families and schools. North Dakota families continue to need Pathfinder because:

- Achieving adequate yearly progress is not possible without strong parent engagement.
- Students with disabilities constitute the largest group of at-risk students in most ND schools.
- Their families continue to seek additional support in understanding the complexity of special education.
- Pathfinder information is valued by ND parents as accurate and impartial.
- Pathfinder resources are understandable by parents with limited literacy.
- ND benefits from a comprehensive approach to parent education that is consistent and continuous.

- 90 to 100% of the parents and teachers we survey rate our work as useful, relevant and high quality.
- Pathfinder continues to manage federal funds effectively.
- Pathfinder provides parent advising to over 1500 families a year which is about one tenth of the families in ND whose children receive special education services.
- Pathfinder provides general information to over 60,000 people about the services available to families and students with disabilities.
- We reach 2500 families directly with our electronic and print newsletters and many more through the hundreds of educators who receive and distribute our informational products.
- Over 500 families and educators use materials from our lending library to benefit students.
- The state of ND saves between \$500 to \$1500 dollars each time Pathfinder is able to help a family and school resolve issues at the local level. School districts save a similar amount.
- Educators and state personnel frequently refer families to our organization for support. Educators frequently ask us to provide in-services for their staff on parent engagement.

Pathfinder experienced a \$500,000.00 cut in federal funding beginning in 2011. About \$100,000 of those funds were used to manage the PIRC grant. The remainder of this grant was used to support 40 rural schools and statewide early childhood education programs through grants intended to help strengthen parent engagement. The cut in federal funding was national in order to redirect DOE funds to support charter schools in other states and did not reflect on the quality of our program. This meant a loss of about one third of our budget. We continue to receive federal funding as a Parent Training and Information Center or PTI.

Most organizations cannot survive a loss of one-third of their budget. Since the PIRC funding was lost, Pathfinder has written and received several smaller grants from foundations and state contracts to sustain operations. Not only is this work extremely time consuming, it is not a sustainable way to do business and does not position Pathfinder to address the growing needs in both eastern and western North Dakota. Without a stable source of funding we will be forced to reduce staff to part time status beginning October 1, of 2013 which will limit our scope and effectiveness at a time when the population in our state is growing. The ND legislature is being asked for resources for the first time in our 25 year history, not as a handout, but to support important services that benefit families and schools across our state. To meet these concerns we have designed a transparent and collaborative project that will involve parents and educators in making sure that state dollars are wisely invested.

Can Parent Education for Families of Children with Special Needs Be Met Another Way? ND schools lack the time and resources to make comprehensive and continuous effort to educate ND families about special education. The bulk of their funding supports salaries for specialists who spend the majority of their time teaching, conducting evaluations and providing related services. If Pathfinder does not provide these services these special education units or school districts are unlikely to take on the work that we do or create services that will benefit families statewide. Schools can tell a family that they need to accept their child's disability. Pathfinder can show the family how to do that.

2

Most parents whose children have special needs already have extra-ordinary costs. Even if they did not, Pathfinder cannot ask parents for financial support without jeopardizing federal funds. Our services are required to be FREE. If Pathfinder were to close, those same federal dollars would not be given to schools because schools do not have the impartial status of a parent-led organization. We are asking for your support for this pass-through project to assure that Pathfinder can continue to meet the needs of parents and schools through a strong, effective parent training and information initiative. Be aware that If Pathfinder were to become part of the ND Department of Public Instruction we would also lose federal funding (Part D) which would not be given to a state agency.

ND has a history of funding a limited number of pass-through grants to educational groups that carry out various educational and leadership initiatives to benefit ND schools, students and families. This approach leverages public and private resources as a means of addressing unique challenges faced by our state. We are asking the legislature to provide a total of 131,188.40 dollars in funding over the biennium to make sure that ND families and schools continue to benefit from the efforts of our Parent Center. We have identified project outcomes that can be monitored by stakeholders and submit that the data we provide annually to the DOE assures a level of accountability that is significant.

Pathfinder Parent Center Outreach Project:

1. Create a steering committee with representation from parents and special education directors and staff to update outcomes and further suggest strategies for achieving project goals.
 - Meet via phone/webinar to identify needs, outcomes, strategies and resources.
 - Provide monthly updates on progress towards outcomes.
 - Disseminate information about resources to Title I staff and special educators statewide
2. Build parent capacity (reach 500 families) to understand and participate in their child's education and parent a child with special needs through quarterly regional trainings and monthly webinars.
 - Offer 4 quarterly regional conferences per year with one national speaker and 1 2 state speakers on topics chosen by families and educators from the region. (3 through this project 1 through Pathfinder)
 - Provide follow-up contacts with participating families on how to use the knowledge from the training to work more effectively with teachers and administrators.
 - Offer 9 monthly webinars per year to help families become familiar with evidence-based strategies for participation in the IEP process or parenting a child with special needs.

3. Build district capacity to strengthen relationships with families by developing parent involvement models that work for 2 participating rural districts.
 - Create a Family Educator Enhancement Team or FEET team model designed to work in rural communities (has been requested by some directors).
 - Develop social/recreational opportunities for transition age students in participating regions that provide information for their families on how to prepare for life after high school.

4. Build parent center and district capacity to involve parents with limited English proficiency and from minority cultures in special education to address needs in eastern and western ND.
 - Support travel for 2 meetings of stakeholders per year to include Pathfinder staff
 - Create new resources for interpreters and educators to strengthen parent involvement

Budget	Cost	Year 1	Year2
Outreach coordinator salary	\$38,600.00	\$21,310.00	\$38,600.00
Fringe@24%	\$9,264.00	\$5,114.40	\$9,264.00
In-state travel	\$5,000.00	\$5,000.00	\$5,000.00
Speaker fees & conference costs	\$5000.00*3	\$15,000.00	\$15,000.00
Parent Stipends	\$2,000.00	\$2,000.00	\$2,000.00
Parent Resources	\$500.00	\$500.00	\$500.00
Supplies pens, CDs, folders, paper, etc.	\$950.00	\$950.00	\$950.00
Other phone, postage, printing, webinar software, copying ; insurance, accounting, translation services	\$5,000.00	\$5,000.00	\$5,000.00
		\$54,874.40	\$76,314.00

\$131,188.40

Why A Pass-Through Grant and Not Direct Funding? This pass-through grant focuses on a project instead of merely funding our program for several reasons.

- This project addresses legitimate needs in our state that have been identified in conversations with directors of special education and parents.
- It cannot be duplicated by advocacy organizations that may be tempted to ask for funding resulting in a flood-gate of requests that we have seen come forth in response to a more general bill.

- The overall-dollar amount of the request remains small and affordable with a strong return on investment.
- Requests for any future funding will be tied to the degree to which these project outcomes are met rather than suggesting that the state fund a program in perpetuity. That does not mean we will not ask again. It does tie the request to a specific project which can be evaluated objectively.
- The project has been favorably reviewed by the ND State Superintendent of Public Instruction and Director of Special Education who have indicated that a pass-through grant is an appropriate venue for this kind of project.
- Pathfinder has actually reduced the amount of funding requested and notified our legislative sponsors of a recently acquired grant when it would have been self serving not to do so.

Roads and water are not the only infrastructure that benefits our people. We hope you believe this initiative will keep alive a Parent Center that provides a vital service to our more vulnerable population and clarify any issues not fully understood by the House Education Committee.

Thank you for considering my testimony.

Examples of Questions Received by Pathfinder Parent Advisors

1. What is a special education unit – I never heard of that. Don't I just talk to my child's teacher?
2. My child is receiving services as a child with a non-categorical delay and will be 10 years old in the fall. The school says they cannot use that category anymore and they want him to be served under the category – intellectual disability. What happens if that label causes teachers to expect less of him and limit his opportunities? They changed his paraeducator 5 times last year because they said they didn't want any paraeducator to become too attached.
3. The educator assigned to work with my child is giving him detention for being late with his homework but that is not written into his IEP? Does the school have a right to do that?
4. I want someone in my child's classroom to read the numbers on his glucose monitor and to call us if the numbers are too low or too high. The teacher claims that she does not have to provide any medical services under the terms of her contract if she is uncomfortable with them. My child is only in the first grade and he doesn't understand numbers well enough to do this. What can I do?
5. My child has bit and hit several people at his school and we have been told she cannot come back to school until she can control her behavior. We think the aggression is related to her disability. How do we get the school to take my child back?
6. My husband and I want to retain our child in Kindergarten. He is doing well academically but has fine motor problems. He can't button his pants or tie his shoes and struggles to write his name. The principal told me there is a state policy now which says he can only be retained if he scores below a

2

certain point on a test. Do I have a right as a parent to hold my child back or is the principal right - is that a state decision?

7. My child has a visual impairment and any maps that he is supposed to complete as part of a homework assignment need to be enlarged so he can see them clearly according to his Individual Educational Plan. The general education teacher keeps "forgetting" to do that. The special education director keeps saying that this is not a special education problem but the teacher won't do it. My husband is deployed and I don't have anyone to help me. What do I do?
8. My child has asthma and going out in the extreme cold can bring on an attack. He needs to carry an inhaler. I checked with the counselor to see if he could get a 504 plan written. The counselor checked into it but found out the school has never written a 504 plan for any student. When she offered to do it she was told not to stir that pot. What do we do?
9. My child didn't score low enough on the screening to be eligible for special education. She has 3 different disabilities. The teachers say other students have scored lower. My child is still in kindergarten but should be in the second grade. What are my rights as a parent in this situation?
10. Should I tell my daughter that she has a disability? What do I say? How do I get her to let us help her brush her teeth without a tantrum? The school referred me to Pathfinder. Can you help us?

13.0278.04005
Title.

Prepared by the Legislative Council staff for
Senator Heckaman

March 15, 2013

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3-20-13
HB 1013

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1319

Page 1, line 10, after the second semicolon insert "to provide for legislative intent;"

Page 40, after line 17, insert:

"SECTION 35. LEGISLATIVE INTENT. If, as a result of the sequestration order for fiscal year 2013, issued pursuant to section 251A of the Balanced Budget and Emergency Deficit Control Act, as amended [2 U.S.C. 901A], school districts experience a reduction in funds provided under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended [20 U.S.C. 6301, et seq.], the superintendent of public instruction shall propose legislation to the sixty-fourth legislative assembly seeking the reimbursement of school districts for such reductions."

Renumber accordingly

North Dakota Governor's School

Year	Spots available- Science	Participants- Science	Spots available- Math	Participants- Math	Spots available- English	Participants- English	Spots available- Information Tech	Participants- Information Tech	Spots available-Visual Arts/Performing Arts	Participants-Visual Arts/Performing Arts
2012	20	20	20	12	20	18	20	12	20	14
2011	20	22	20	10	20	10	20	12	15	15
2010	20	20	20	10	20	13	20	7	20	15
2009	20	20	20	12	20	9	20	11	15	10

Year	Withdrew/Dismissed
2012	3 Math, 1 Information Tech
2011	2 Information Tech
2010	1 Science, 1 Performing Arts
2009	

10/3 Submission
3-21-13 AM
#1



HB 1013 subcommittee
3-21-13 am # 2

Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
<http://www.dpi.state.nd.us>

Kirsten Baesler
State Superintendent
Robert J. Christman
Deputy Superintendent

To: Representatives Skarphol and Streyle
From: Department of Public Instruction and Information Technology Department
Subject: Possible overlap in duties

4-Feb-13

1. We were asked to look at overlap between the Management Information System (MIS) unit of the Department of Public Instruction (DPI) and the Information Technology Department (ITD). The intent of this request was to increase efficiencies and decrease duplication of effort. As we began discussions, we expanded our purview to include EduTech to truly achieve the intent of the request.
2. We performed a cursory examination of EduTech and the MIS unit. Initial examinations yielded the following areas of interest:
 - a. Improved customer care – each entity maintains a separate data system, each with a distinct purpose; the student information system (PowerSchool) and the State Automated Reporting System (STARS). These unique systems share a common customer base and have a growing link. As the systems get tied closer together, there are opportunities for improved customer care by providing consolidated help desk services to ensure issues and questions are routed and resolved efficiently and effectively.
 - b. Web development – each entity has a website with the same intended audience and each has a web developer.
 - c. Training – each entity provides training to the same audience on varying subject areas. The training for DPI data systems and EduTech data systems overlap on some topics, a trend that is likely to increase during the next few years.
3. We feel this warrants further examination and request the ability to fully explore the possibilities during the 2013-2015 biennium. We will establish a team consisting of members from EduTech, Education Technology Council, Center for Distance Education, DPI and ITD. At the conclusion, the team will provide a report of our findings and recommended changes that will create potential efficiencies for both the state and the stakeholders.
4. Please refer any questions to Steve Snow; Director MIS (328-2189) or fsnow@nd.gov.

Kirsten Baesler
Superintendent

Lisa Feldner
State CIO

**DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS**

1	2	3	4	5	6	7
NUMBER	PASS-THROUGH GRANT DESCRIPTION	2011 13 APPROPRIATION (Base Budget)	2013-15 TOTAL EXECUTIVE RECOMMENDATION	2013-15 HOUSE VERSION	2013-15 PASS-THROUGH GRANT REQUESTS	DIFFERENCE BETWEEN HOUSE & GRANT REQUEST COL 5 MINUS COL 6
11	North Dakota Museum of Art	\$380,000	\$415,000	\$380,000	\$415,000	(\$35,000)
12	Red River Writing Project	\$75,000	\$90,000	\$75,000	\$90,000	(\$15,000)
13	We The People Program	\$22,000	\$20,000	\$20,000	\$20,000	\$0
14	Young Entrepreneur Education Program	\$120,000	\$120,000	\$120,000	\$200,000	(\$80,000)
15	North Central Council of School Television	\$485,000	\$535,000	\$485,000	\$535,000	(\$50,000)
16	North Dakota Governor's School	\$460,000	\$460,000	\$460,000	\$610,000	(\$150,000)
17	Northern Plains Writing Project	\$83,000	\$83,000	\$83,000	\$118,000	(\$35,000)
18	North Dakota Teacher Center Network	\$360,000	\$360,000	\$360,000	\$405,000	(\$45,000)
19	ESPB Teacher Support Program	\$2,300,000	\$2,300,000	\$1,300,000	\$3,361,155	(\$2,061,155)
20	ESPB - National Board Certification	\$0 ¹	\$120,000	\$120,000	\$120,000	\$0
21	ESPB - Mainframe Shared Data Costs	\$0 ¹	\$0	\$0	\$200,000	(\$200,000)
22	North Dakota LEAD Center	\$260,000	\$260,000	\$260,000	\$280,000	(\$20,000)
24	Atlantik-Brucke (NDSB)	\$105,000	\$105,000	\$150,000	\$105,000	\$45,000
25	Gearing Up For Kindergarten	\$625,000 ²	\$815,000	\$0	\$990,000	(\$990,000)
	Pathfinder Parent Project	\$0 ³	\$0	\$0	\$131,106	(\$131,106)
	TOTAL GENERAL FUNDS	\$5,275,000	\$5,683,000	\$3,813,000	\$7,580,261	(\$3,767,261)

¹ Funded With Special Funds National Board Certification Fund - \$ 185,000 & \$200,000

² House version removes all funding for Gearing Up For Kindergarten Program

³ Additional Request Presented 3 20 13

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LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total
1 Adjusts the state employee compensation and benefits package. In addition Section 15 related the Superintendent of Public Instruction's salary is amended for the change. (House)		\$215,375	\$480,988	\$696,363
2 Transfers \$322,068, of which \$104,350 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
3 Removes the funding pool and restores separate funding items for STARS, common core standards, and teacher principal evaluations (House)		(\$881,000)		(\$881,000)
4 Increases national writing projects (House removed increase of \$15,000 provided for the Red River Writing Project, an additional \$35,000 is requested by the Northern Plains Writing Project which was not included in the executive recommendation)		\$50,000		\$50,000
5 Increases rural art outreach project (House removed this increase provided in the executive recommendation)		\$35,000		\$35,000
6 Increases North Central Council for School Television (House removed this increase provided in the executive recommendation)		\$50,000		\$50,000
7 Increases Gearing Up for Kindergarten (House removed the increase of \$190,000 provided in the executive recommendation and \$625,000 included in the base budget. An additional \$175,000 is requested by Gearing Up for Kindergarten)		\$990,000		\$990,000
8 Increases teacher mentoring program (House removed \$1,000,000 provided in the executive recommendation base budget. An additional \$1,061,155 is requested)		\$2,061,155		\$2,061,155
9 Maintains funding for the Global Bridges (Atlantik-Brucke) Program The House increased funding \$45,000 to provide a total of \$150,000		\$0		\$0
10 Increases North Dakota Young Entrepreneur education program (This increase was not included in the executive recommendation or added by the House)		\$80,000		\$80,000
11 Increases North Dakota Governor's School (This increase was not included in the executive recommendation or added by the House)		\$150,000		\$150,000
12 Increases North Dakota Teacher Center Network (This increase was not included in the executive recommendation or added by the House)		\$45,000		\$45,000
13 Increases North Dakota LEAD Center (This increase was not included in the executive recommendation or added by the House)		\$20,000		\$20,000
14 Adds funding for Education Standards and Practices Board mainframe shared data costs (This funding was not included in the executive recommendation or added by the House)		\$200,000		\$200,000

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total
15 Adds funding for the Pathfinders Parent Project (Senator Heckaman presented this request. This funding was not included in the executive recommendation or added by the House)		\$131,106		\$131,106
16 Adjusts the funding source for integrated formula payments for state school aid to the property tax relief sustainability fund from the general fund (House)		(\$714,173,838)	\$714,173,838	\$0
17 Restores the increase in transportation grants included in the executive recommendation and removed by the House to provide a total of \$53.5 million from the general fund		\$5,000,000		\$5,000,000
18 Provides for adjustments to the integrated formula payments based on amendments to the state school aid formula			Amount to be determined	
19 Removes funding for an early childhood care and education study included in House Bill No. 1356 added by the House		(\$200,000)		(\$200,000)
20 Restores rapid enrollment grants removed by the House (\$13.6 million is included in House Bill No. 1261)		\$17,000,000		\$17,000,000
21 Adds funding for a study of transfer of FTEs to the ITD		\$100,000		\$100,000
22 Adds funding for zero interest school construction bonds now charged interest due to sequestration (Superintendent of Public Instruction request)				\$0
23				\$0
Total proposed funding changes	0.00	(\$689,127,202)	\$714,654,826	\$25,527,624

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total
Other proposed changes:				
1 Amends section related to Superintendents salary to restore the executive compensation package (House)				
2 Removes two sections related to the transfer of 6 FTEs to ITD, including a section providing an appropriation of \$883,953 from special funds to ITD for defraying the expenses of 6 FTE information technology positions transferred from the Department of Public Instruction. (House)				
3 Removes section related to a study of the costs and benefits of accepting federal funds and the consequences of declining federal funds as it is duplicative to Senate Concurrent Resolution (House)				
4 Removes legislative intent section allowing school districts to participate in the Gearing Up for Kindergarten program (House)				
5 Removes section related to the distribution of transportation grants requested by the Office of Management and Budget. Language was not included in House Bill No. 1319 (House)				
6 Removes section requiring the department develop a format for reporting on the outcomes and cost per participant of the other grants (House)				
7 Removes the section related to a transfer of \$341,790,000 from the property tax sustainability fund to the general fund and restores section related to funding integrated payments from the property tax relief sustainability fund (House)				
8 Removes exemption provided to allow the department to transfer funds from the funding pool line item to the appropriate line items when uses of the funding pool have been determined (Related to Item #3 above) (House)				
9 Adds section to provide for a study of the transfer of FTEs to ITD (Related to Item #21 above)				
10 Amends section related to national certification program to increase from \$1,000 to \$1,500 (Requested by the Office of Management and Budget)				
11 Adds a section related to reimbursement of federal Title funds reduced due to sequestration (Heckaman amendment)				

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - State Library

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total
1 Adjusts the state employee compensation and benefits package (House)		\$139,437	\$12,688	\$152,125
2 Transfers \$75,354, of which \$66,251 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
3 Restores one-time funding for library repair and maintenance grants included in the executive recommendation (House)		\$275,000		\$275,000
4 Restores increase in state aid to libraries included in the executive recommendation to provide a total of \$1,766,500 from the general fund. (House)		\$266,500		\$266,500
5				
Total proposed funding changes		<u>\$680,937</u>	<u>\$12,688</u>	<u>\$693,625</u>

Other proposed changes:

- 1 Restores section related to the distribution of library renovation and repair grants. (House)
- 2 Amends section related to the distribution of state aid to public libraries to provide a total of \$1,766,500. (House)

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - School for the Deaf

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total
1 Adjusts the state employee compensation and benefits package (House)		\$225,345	\$9,085	\$234,430
2 Transfers \$134,846, of which \$128,980 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
3 Restores increase in funding for professional development included in the executive recommendation (House)		\$16,299		\$16,299
4 Adds contingent funding for superintendent position. Current superintendent is a shared position with North Dakota Vision Services - School for the Blind.			Amount to be determined	
5 Adds funding for dual sensory contingency request		\$210,000		\$210,000
6 Adds funding for enclosed entryway with elevator between the Spears building and the Trades building		\$1,845,000		\$1,845,000
Total proposed funding changes		<u>\$2,296,644</u>	<u>\$9,085</u>	<u>\$2,305,729</u>

Other proposed changes:

- 1 Adds language to give School for the Deaf flexibility to fill superintendent position
- 2
- 3
- 4

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Vision Services - School for the Blind

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total
1 Adjusts the state employee compensation and benefits package (House)		\$163,911	\$9,571	\$173,482
2 Transfers \$87,463, of which \$81,113 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
3 Adds contingent funding for superintendent position. Current superintendent is a shared position with School for the Deaf.			Amount to be determined	
4 Option #1 Remodel of entire NDVS/School for the Blind building		\$4,744,000		\$4,744,000
5 Option #2 Remodel of the west wing of the NDVS/School for the Blind building which is the area of the building occupied by Grand Forks Public Schools		\$2,762,000		\$2,762,000
Total proposed funding changes		<u>\$7,669,911</u>	<u>\$9,571</u>	<u>\$7,679,482</u>

Other proposed changes:

- 1 Adds language to give School for the Blind flexibility to fill superintendent position
- 2
- 3
- 4

2013 Governor's School Numbers as of March 25th.

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	Complete	Partial	Registered	Accepted	Attending	Total
English	15	0	9	13	10	24
Engineering	7	0	0	5	5	7
Info Tech	11	0	4	11	9	15
Mathematics	18	0	2	22	14	20
Science	34	0	14	21	20	48
Visual Arts	13	0	7	14	10	20
Agriculture						
Total	98	0	36	86	68	134

We have just added the Agriculture component to the 2013 Governor's School and expect to take 4-5 students.

We are able to offer Agriculture because Info Tech and English will not be reaching their limit of 20 students.

An email has been sent out to the principals of every high school in North Dakota informing them of this new addition.

We have been informed by several principals already that they have students who would be interested in this program.

As of March 25th

1
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4-2-13

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
Approved 1	Adjusts the state employee compensation and benefits package. In addition Section 15 related the Superintendent of Public Instruction's salary is amended for the change. (House)		\$215,375	\$480,988	\$696,363
Approved 2	Transfers \$322,068, of which \$104,350 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Hold 3	Removes the \$2.5 million funding pool added by the (House). Funding for one or more of the initiatives included in the pool could be restored as indicated below:		(\$2,500,000)		(\$2,500,000)
Hold	Adds funding for management information systems - STARS maintenance and development which was included in the executive recommendation and the funding pool provided by the House		\$719,000		\$719,000
Hold	Adds funding for common core state standards which was included in the executive recommendation and the funding pool provided by the House		\$500,000		\$500,000
Hold	Adds funding for teacher and principal evaluation systems which was included in the executive recommendation and the funding pool provided by the House		\$400,000		\$400,000
Hold	Adds funding for management information systems Website updates not included in the executive recommendation, but included in the funding pool provided by the House		\$174,000		\$174,000
Hold	Adds funding for safe and drug free schools salary funding not included in the executive recommendation, but included in the funding pool provided by the House		\$209,621		\$209,621
Hold	Adds funding for statewide accreditation system not included in the executive recommendation, but included in the funding pool provided by the House		\$606,250		\$606,250
Hold	Adds funding for business manager training program not included in the executive recommendation, but included in the funding pool provided by the House		\$150,000		\$150,000
Approved 4	Increases national writing projects to provide a total of \$173,000, the same as the executive recommendation (The House removed increase of \$15,000 provided for the Red River Writing Project, an additional \$35,000 is requested by the Northern Plains Writing Project which was not included in the executive recommendation)		\$15,000		\$15,000
Approved 5	Increases rural art outreach project to provide a total of \$415,000, the same as the executive recommendation (The House removed this increase)		\$35,000		\$35,000
Approved 6	Increases North Central Council for School Television to provide a total of \$535,000, the same as the executive recommendation (The House removed this increase)		\$50,000		\$50,000

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
Hold 7	Increases Gearing Up for Kindergarten (House removed the increase of \$190,000 provided in the executive recommendation and \$625,000 included in the base budget. An additional \$175,000 is requested by Gearing Up for Kindergarten)		\$990,000		\$990,000
Hold 8	Increases teacher mentoring program (House removed \$1,000,000 provided in the executive recommendation base budget. An additional \$1,061,155 is requested)		\$2,061,155		\$2,061,155
Hold 9	Increases North Dakota Young Entrepreneur education program (This increase was not included in the executive recommendation or added by the House)		\$80,000		\$80,000
Hold 10	Adds funding for Education Standards and Practices Board mainframe shared data costs (This funding was not included in the executive recommendation or added by the House)		\$200,000		\$200,000
Hold 11	Adds funding for the Pathfinders Parent Project (Senator Heckaman presented this request. This funding was not included in the executive recommendation or added by the House)		\$131,106		\$131,106
Hold 12	Adjusts the funding source for integrated formula payments for state school aid to the property tax relief sustainability fund from the general fund (House)		(\$714,173,838)	\$714,173,838	\$0
Hold 13	Restores the increase in transportation grants included in the executive recommendation and removed by the House to provide a total of \$53.5 million from the general fund		\$5,000,000		\$5,000,000
Hold 14	Provides for adjustments to the integrated formula payments based on amendments to the state school aid formula			Amount to be determined	
Hold 15	Removes funding for an early childhood care and education study included in House Bill No. 1356 added by the House		(\$200,000)		(\$200,000)
Hold 16	Restores rapid enrollment grants removed by the House (\$13.6 million is included in House Bill No. 1261)		\$17,000,000		\$17,000,000
Approved 17	Adds funding for a study of transfer of FTEs to the ITD		\$100,000		\$100,000
Hold 18	Adds funding for zero interest school construction bonds now charged interest due to sequestration (Superintendent of Public Instruction request)			Amount to be determined	
19					\$0
Total proposed funding changes		<u>0.00</u>	<u>(\$688,237,331)</u>	<u>\$714,654,826</u>	<u>\$26,417,495</u>

Other proposed changes:

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
	Description				
Approved	1 Amends section related to Superintendents salary to restore the executive compensation package (House)				
Approved	2 Removes two sections related to the transfer of 6 FTEs to ITD, including a section providing an appropriation of \$883,953 from special funds to ITD for defraying the expenses of 6 FTE information technology positions transferred from the Department of Public Instruction. (House)				
Approved	3 Removes section related to a study of the costs and benefits of accepting federal funds and the consequences of declining federal funds as it is duplicative to Senate Concurrent Resolution (House)				
Hold	4 Removes legislative intent section allowing school districts to participate in the Gearing Up for Kindergarten program (House)				
Hold	5 Amends section related to the distribution of transportation grants to update reimbursement rates for the \$5 million increase included in the executive recommendation, removed by the House, and restored by the Senate. Language was not included in House Bill No. 1319 (House)				
Hold	6 Removes the section related to a transfer of \$341,790,000 from the property tax sustainability fund to the general fund and restores section related to funding integrated payments from the property tax relief sustainability fund (House)				
Hold	7 Removes exemption provided to allow the department to transfer funds from the funding pool line item to the appropriate line items when uses of the funding pool have been determined (Related to Item #3 above) (House)				
Approved	8 Adds section to provide for a study of the transfer of FTEs to ITD (Related to Item #21 above)				
Approved	9 Amends section related to national certification program to increase from \$1,000 to \$1,500 (Requested by the Office of Management and Budget)				
Approved	10 Adds a section related to reimbursement of federal Title funds reduced due to sequestration (Heckaman amendment)				

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - State Library

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
	Description				
Approved	1 Adjusts the state employee compensation and benefits package (House)		\$139,437	\$12,688	\$152,125
Approved	2 Transfers \$75,354, of which \$66,251 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Hold	3 Restores one-time funding for library repair and maintenance grants included in the executive recommendation (House)		\$275,000		\$275,000
Hold	4 Restores increase in state aid to libraries included in the executive recommendation to provide a total of \$1,766,500 from the general fund. (House)		\$266,500		\$266,500
	5				
Total proposed funding changes			<u>\$680,937</u>	<u>\$12,688</u>	<u>\$693,625</u>

Other proposed changes:

- Hold 1 Restores section related to the distribution of library renovation and repair grants. (House)
- Hold 2 Amends section related to the distribution of state aid to public libraries to provide a total of \$1,766,500. (House)

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - School for the Deaf

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
	Description				
Approved	1 Adjusts the state employee compensation and benefits package (House)		\$225,345	\$9,085	\$234,430
Approved	2 Transfers \$134,846, of which \$128,980 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Approved	3 Restores increase in funding for professional development included in the executive recommendation (House)		\$16,299		\$16,299
Approved	4 Adds contingent funding for superintendent position. Current superintendent is a shared position with North Dakota Vision Services - School for the Blind.		\$142,242		\$142,242
Hold	5 Adds funding for dual sensory contingency request		\$210,000		\$210,000
Hold	6 Adds funding for enclosed entryway with elevator between the Spears building and the Trades building		\$1,845,000		\$1,845,000
	Total proposed funding changes		<u>\$2,438,886</u>	<u>\$9,085</u>	<u>\$2,447,971</u>

Other proposed changes:

- Approved 1 Adds language to give School for the Deaf flexibility to fill superintendent position
- 2
- 3
- 4

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Vision Services - School for the Blind

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
Approved	1 Adjusts the state employee compensation and benefits package (House)		\$163,911	\$9,571	\$173,482
Approved	2 Transfers \$87,463, of which \$81,113 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Approved	3 Adds contingent funding for superintendent position. Current superintendent is a shared position with School for the Deaf.		\$144,670		\$144,670
Approved	4 Option #2 Remodel of the west wing of the NDVS/School for the Blind building which is the area of the building occupied by Grand Forks Public Schools		\$2,762,000		\$2,762,000
	Total proposed funding changes		<u>\$3,070,581</u>	<u>\$9,571</u>	<u>\$3,080,152</u>

Other proposed changes:

- Approved 1 Adds language to give School for the Blind flexibility to fill superintendent position
- 2
- 3
- 4

Senator Holmberg #1
 HB 1013 Summary
 4-5-13

Section	HB 1319	Exec Rec	Introduced 13.0278.02000	House Education 13.0278.03000	House Approp 13.0278.04000	Senate Education 13.0278.05000
	HB 1013 General Fund	932,900,162	932,900,162	932,900,162	1,544,224,000	1,544,224,000
	HB 1319 General Fund				100,000	100,000
	HB 1319 General Fund					250,000
4	HB 1013 Tuition Fund	140,326,000	140,326,000	140,326,000	140,326,000	140,326,000
17	HB 1319 Property Tax Sustainability	714,173,838	714,173,838	714,173,838		
	Total Appropriations	1,787,400,000	1,787,400,000	1,787,400,000	1,684,650,000	1,684,900,000
	<i>Executive Budget Rec</i>	1,787,400,000	1,787,400,000	1,787,400,000	1,787,400,000	1,787,400,000
9	Isolated eligibility			1,300,000	1,300,000	-
9	Sped factor		5,500,000	5,500,000	5,500,000	5,500,000
9	REA factor			(3,700,000)	(3,700,000)	(3,700,000)
9	Home Ed supervised factor					(515,000)
10	District size factor			7,750,000	7,750,000	7,315,000
11	\$2 million in-lieu exclusion		9,000,000			
11	Other In-lieu revenue		(2,900,000)	(2,900,000)	(2,900,000)	(2,900,000)
11	Percentage of In-lieu revenue included					(2,700,000)
11	Baseline funding			4,800,000	4,800,000	4,800,000
11	Local Contribution Rate	-		-	(119,600,000)	-
12	Minimum Local Effort					10,600,000
	Budget corrections			4,000,000	4,000,000	4,000,000
	Total Expenditures	1,787,400,000	1,799,000,000	1,804,150,000	1,684,550,000	1,809,800,000
	Section 34 Study Appropriation				100,000	100,000
	Section 35 CTE Certificate Program					250,000
	Total Expenditures	1,787,400,000	1,799,000,000	1,804,150,000	1,684,650,000	1,810,150,000
	Over/Under	-	11,600,000	16,750,000	-	125,250,000
	Expenditures for School Districts	1,073,226,162	1,073,226,162	1,073,226,162	1,089,976,162	1,095,976,162

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HB 1013

Prepared by the Legislative Council staff
for Senate Appropriations
April 5, 2013

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
Approved 1	Adjusts the state employee compensation and benefits package. In addition Section 15 related the Superintendent of Public Instruction's salary is amended for the change.		\$215,375	\$480,988	\$696,363
Approved 2	Transfers \$322,068, of which \$104,350 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item.				\$0
Approved 3	Increases the funding pool added by the House to provide \$2.75 million. Funding is included for the following initiatives: Management information systems STARS maintenance and development (\$719,000) which was included in the executive recommendation and the funding pool provided by the House Common core state standards (\$500,000) which was included in the executive recommendation and the funding pool provided by the House Teacher and principal evaluation systems (\$400,000) which was included in the executive recommendation and the funding pool provided by the House Management information systems Website updates (\$174,000) not included in the executive recommendation, but included in the funding pool provided by the House Safe and drug free schools salary funding (\$209,261) not included in the executive recommendation, but included in the funding pool provided by the House Statewide accreditation system (\$606,250) not included in the executive recommendation, but included in the funding pool provided by the House Business manager training program (\$150,000) not included in the executive recommendation, but included in the funding pool provided by the House		\$250,000		\$250,000
Approved 4	Funding removed by the House for national writing projects is restored to provide a total of \$173,000, the same as the executive recommendation.		\$15,000		\$15,000
Approved 5	Funding for the rural art outreach project removed by the House is restored to provide a total of \$415,000, the same as the executive recommendation.		\$35,000		\$35,000
Approved 6	Funding removed by the House for the North Central Council for School Television is restored to provide a total of \$535,000, the same as the executive recommendation.		\$50,000		\$50,000

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
Approved 7	Funding removed by the House for the Gearing Up for Kindergarten program is restored to provide \$815,000, the same as the executive recommendation.		\$815,000		\$815,000
Hold 8	Increases teacher mentoring program (House removed \$1,000,000 provided in the executive recommendation base budget. An additional \$1,061,155 is requested)		\$2,061,155		\$2,061,155
Hold 9	Increases North Dakota Young Entrepreneur education program (This increase was not included in the executive recommendation or added by the House)		\$80,000		\$80,000
Hold 10	Adds funding for Education Standards and Practices Board mainframe shared data costs (This funding was not included in the executive recommendation or added by the House)		\$200,000		\$200,000
Hold 11	Adds funding for the Pathfinders Parent Project (Senator Heckaman presented this request. This funding was not included in the executive recommendation or added by the House)		\$131,106		\$131,106
Hold 12	Adjusts the funding source for integrated formula payments for state school aid to the property tax relief sustainability fund from the general fund (House)		(\$714,173,838)	\$714,173,838	\$0
Hold 13	Restores the increase in transportation grants included in the executive recommendation and removed by the House to provide a total of \$53.5 million from the general fund		\$5,000,000		\$5,000,000
Hold 14	Provides for adjustments to the integrated formula payments based on amendments to the state school aid formula		\$125,250,000		\$125,250,000
Hold 15	Removes funding for an early childhood care and education study included in House Bill No. 1356 added by the House		(\$200,000)		(\$200,000)
Hold 16	Restores rapid enrollment grants removed by the House (\$13.6 million is included in House Bill No. 1261)		\$13,600,000		\$13,600,000
Approved 17	Adds funding for a study of transfer of FTEs to the ITD		\$100,000		\$100,000
Hold 18	Adds funding for zero interest school construction bonds now charged interest due to sequestration (Superintendent of Public Instruction request)			Amount to be determined	
19					\$0
Total proposed funding changes		0.00	(\$566,571,202)	\$714,654,826	\$148,083,624

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
	Description				
Other proposed changes:					
Approved	1 Amends section related to Superintendents salary to restore the executive compensation package (House)				
Approved	2 Removes two sections related to the transfer of 6 FTEs to ITD, including a section providing an appropriation of \$883,953 from special funds to ITD for defraying the expenses of 6 FTE information technology positions transferred from the Department of Public Instruction. (House)				
Approved	3 Removes section related to a study of the costs and benefits of accepting federal funds and the consequences of declining federal funds as it is duplicative to Senate Concurrent Resolution (House)				
Hold	4 Removes legislative intent section allowing school districts to participate in the Gearing Up for Kindergarten program (House)				
Hold	5 Amends section related to the distribution of transportation grants to update reimbursement rates for the \$5 million increase included in the executive recommendation, removed by the House, and restored by the Senate. Language was not included in House Bill No. 1319 (House)				
Hold	6 Removes the section related to a transfer of \$341,790,000 from the property tax sustainability fund to the general fund and restores section related to funding integrated payments from the property tax relief sustainability fund (House)				
Approved	7 Adds section to provide for a study of the transfer of FTEs to ITD (Related to Item #17 above)				
Approved	8 Amends section related to national certification program to increase from \$1,000 to \$1,500 (Requested by the Office of Management and Budget)				
Approved	9 Adds a section related to reimbursement of federal Title funds reduced due to sequestration (Heckaman amendment)				

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - State Library

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
	Description				
Approved	1 Adjusts the state employee compensation and benefits package (House)		\$139,437	\$12,688	\$152,125
Approved	2 Transfers \$75,354, of which \$66,251 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Approved	3 Restores one-time funding for library repair and maintenance grants included in the executive recommendation (House)		\$275,000		\$275,000
Hold	4 Restores increase in state aid to libraries included in the executive recommendation to provide a total of \$1,766,500 from the general fund. (House)		\$266,500		\$266,500
	5				
Total proposed funding changes			<u>\$680,937</u>	<u>\$12,688</u>	<u>\$693,625</u>

Other proposed changes:

- Approved 1 Restores section related to the distribution of library renovation and repair grants. (House)
- Hold 2 Amends section related to the distribution of state aid to public libraries to provide a total of \$1,766,500. (House)

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - School for the Deaf

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
	Description				
Approved	1 Adjusts the state employee compensation and benefits package (House)		\$225,345	\$9,085	\$234,430
Approved	2 Transfers \$134,846, of which \$128,980 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Approved	3 Restores increase in funding for professional development included in the executive recommendation (House)		\$16,299		\$16,299
Approved	4 Adds contingent funding for superintendent position. Current superintendent is a shared position with North Dakota Vision Services - School for the Blind.		\$142,242		\$142,242
Hold	5 Adds funding for dual sensory contingency request (Discussion to fund at \$100,000)		\$210,000		\$210,000
Hold	6 Adds funding for enclosed entryway with elevator between the Spears building and the Trades building		\$1,845,000		\$1,845,000
	Total proposed funding changes		<u>\$2,438,886</u>	<u>\$9,085</u>	<u>\$2,447,971</u>

Other proposed changes:

- Approved 1 Adds language to give School for the Deaf flexibility to fill superintendent position
2
3
4

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Vision Services - School for the Blind

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
Approved 1	Adjusts the state employee compensation and benefits package (House)		\$163,911	\$9,571	\$173,482
Approved 2	Transfers \$87,463, of which \$81,113 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Approved 3	Adds contingent funding for superintendent position. Current superintendent is a shared position with School for the Deaf.		\$144,670		\$144,670
Approved 4	Option #2 Remodel of the west wing of the NDVS/School for the Blind building which is the area of the building occupied by Grand Forks Public Schools		\$2,762,000		\$2,762,000
Total proposed funding changes			<u>\$3,070,581</u>	<u>\$9,571</u>	<u>\$3,080,152</u>

Other proposed changes:

- Approved 1 Adds language to give School for the Blind flexibility to fill superintendent position
2
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April 8, 2013

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PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page 5, after line 10, insert:

"SECTION 5. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$5,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of reimbursing certain school districts that increase minimum teacher salaries, for the biennium beginning July 1, 2013, and ending June 30, 2015.

1. On or before October 1, 2013, or within thirty days after the conclusion of the negotiation process provided for in chapter 15.1-16, the board of a school district may file a claim with the superintendent of public instruction for the reimbursement of moneys to be expended by the district during the 2013-14 school year to raise the minimum base salary of each full-time equivalent teacher from the amount in effect for the 2012-13 school year to \$32,000.
2. If the amount appropriated is insufficient to fully reimburse all claims filed under this section, the superintendent shall prorate the reimbursements on a percentage basis."

Page 12, line 23, replace "22" with "23"

Re-number accordingly

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HB 1013

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
Approved 1	Adjusts the state employee compensation and benefits package. In addition Section 15 related the Superintendent of Public Instruction's salary is amended for the change.		\$215,375	\$480,988	\$696,363
Approved 2	Transfers \$322,068, of which \$104,350 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item.				\$0
Approved 3	Increases the funding pool added by the House to provide \$2.75 million. Funding is included for the following initiatives: Management information systems STARS maintenance and development (\$719,000) which was included in the executive recommendation and the funding pool provided by the House Common core state standards (\$500,000) which was included in the executive recommendation and the funding pool provided by the House Teacher and principal evaluation systems (\$400,000) which was included in the executive recommendation and the funding pool provided by the House Management information systems Website updates (\$174,000) not included in the executive recommendation, but included in the funding pool provided by the House Safe and drug free schools salary funding (\$209,261) not included in the executive recommendation, but included in the funding pool provided by the House Statewide accreditation system (\$606,250) not included in the executive recommendation, but included in the funding pool provided by the House Business manager training program (\$150,000) not included in the executive recommendation, but included in the funding pool provided by the House		\$250,000		\$250,000
Approved 4	Funding removed by the House for national writing projects is restored to provide a total of \$173,000, the same as the executive recommendation.		\$15,000		\$15,000
Approved 5	Funding for the rural art outreach project removed by the House is restored to provide a total of \$415,000, the same as the executive recommendation.		\$35,000		\$35,000
Approved 6	Funding removed by the House for the North Central Council for School Television is restored to provide a total of \$535,000, the same as the executive recommendation.		\$50,000		\$50,000

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
Approved	7		\$815,000		\$815,000
Hold	8		\$2,061,155		\$2,061,155
Hold	9		\$80,000		\$80,000
Hold	10		\$200,000		\$200,000
Hold	11		\$131,106		\$131,106
Hold	12		(\$714,173,838)	\$714,173,838	\$0
Hold	13		\$5,000,000		\$5,000,000
Approved	14		\$125,250,000		\$125,250,000
Hold	15		(\$200,000)		(\$200,000)
Hold	16		\$12,300,000		\$12,300,000
Approved	17		\$100,000		\$100,000
Hold	18			Amount to be determined	
Hold	19		\$20,000		\$20,000
Total proposed funding changes			0.00	(\$567,851,202)	\$714,654,826
					\$146,803,624

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Department of Public Instruction

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
	Description				
Other proposed changes:					
Approved	1 Amends section related to Superintendents salary to restore the executive compensation package (House)				
Approved	2 Removes two sections related to the transfer of 6 FTEs to ITD, including a section providing an appropriation of \$883,953 from special funds to ITD for defraying the expenses of 6 FTE information technology positions transferred from the Department of Public Instruction. (House)				
Approved	3 Removes section related to a study of the costs and benefits of accepting federal funds and the consequences of declining federal funds as it is duplicative to Senate Concurrent Resolution (House)				
Approved	4 Removes legislative intent section allowing school districts to participate in the Gearing Up for Kindergarten program (House)				
Hold	5 Amends section related to the distribution of transportation grants to update reimbursement rates for the \$5 million increase included in the executive recommendation, removed by the House, and restored by the Senate. Language was not included in House Bill No. 1319 (House)				
Hold	6 Removes the section related to a transfer of \$341,790,000 from the property tax sustainability fund to the general fund and restores section related to funding integrated payments from the property tax relief sustainability fund (House)				
Approved	7 Adds section to provide for a study of the transfer of FTEs to ITD (Related to Item #17 above)				
Approved	8 Amends section related to national certification program to increase from \$1,000 to \$1,500 (Requested by the Office of Management and Budget)				
Approved	9 Adds a section related to reimbursement of federal Title funds reduced due to sequestration (Heckaman amendment)				

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - State Library

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
Approved	1 Adjusts the state employee compensation and benefits package (House)		\$139,437	\$12,688	\$152,125
Approved	2 Transfers \$75,354, of which \$66,251 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Approved	3 Restores one-time funding for library repair and maintenance grants included in the executive recommendation (House)		\$275,000		\$275,000
Hold	4 Restores increase in state aid to libraries included in the executive recommendation to provide a total of \$1,766,500 from the general fund. (House)		\$266,500		\$266,500
	5				
Total proposed funding changes			<u>\$680,937</u>	<u>\$12,688</u>	<u>\$693,625</u>

Other proposed changes:

- Approved 1 Restores section related to the distribution of library renovation and repair grants. (House)
- Hold 2 Amends section related to the distribution of state aid to public libraries to provide a total of \$1,766,500. (House)

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - School for the Deaf

Proposed funding changes:

		FTE	General Fund	Special Funds	Total
Approved	1 Adjusts the state employee compensation and benefits package (House)		\$225,345	\$9,085	\$234,430
Approved	2 Transfers \$134,846, of which \$128,980 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Approved	3 Restores increase in funding for professional development included in the executive recommendation (House)		\$16,299		\$16,299
Approved	4 Adds contingent funding for superintendent position. Current superintendent is a shared position with North Dakota Vision Services - School for the Blind.		\$142,242		\$142,242
Hold	5 Adds funding for dual sensory contingency request (Discussion to fund at \$100,000)		\$210,000		\$210,000
Hold	6 Adds funding for enclosed entryway with elevator between the Spears building and the Trades building		\$1,845,000		\$1,845,000
Total proposed funding changes			<u>\$2,438,886</u>	<u>\$9,085</u>	<u>\$2,447,971</u>

Other proposed changes:

- Approved 1 Adds language to give School for the Deaf flexibility to fill superintendent position
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LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department - Vision Services - School for the Blind

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
Approved 1	Adjusts the state employee compensation and benefits package (House)		\$163,911	\$9,571	\$173,482
Approved 2	Transfers \$87,463, of which \$81,113 is from the general fund, back to the salaries and wages line item from the accrued leave payments line item (House)				\$0
Approved 3	Adds contingent funding for superintendent position. Current superintendent is a shared position with School for the Deaf.		\$144,670		\$144,670
Approved 4	Option #2 Remodel of the west wing of the NDVS/School for the Blind building which is the area of the building occupied by Grand Forks Public Schools		\$2,762,000		\$2,762,000
Total proposed funding changes			\$3,070,581	\$9,571	\$3,080,152

Other proposed changes:

- Approved 1 Adds language to give School for the Blind flexibility to fill superintendent position
- 2
- 3
- 4

Lewis & Clark Interpretive Center
\$3,150,000 Request to Complete Funding of Expansion

Attachment 1.
April 19, 2013
HB 1019

This amendment will provide a grant to the Lewis & Clark Fort Mandan Foundation of Washburn to complete the funding for a 9,000 square foot expansion and new exhibits at the North Dakota Lewis & Clark Interpretive Center.

Through a unique public-private partnership, the Foundation has been responsible for the operation and maintenance of this State-owned facility since 1997. Over the years, the State has provided \$2.35 million to the Foundation. During that time, the Foundation has raised over \$20 million in non-State funding. (see chart attached)

This request will help the Foundation complete the expenses of the major improvements to the Interpretive Center. The balance of an \$8 million capital campaign is being raised by the Foundation, which will be used for an endowment fund for future maintenance and care of the facility, along with related expenses. State funds are for construction costs only.

Project costs have escalated as a result of the Bakken activity and the historic flooding of 2011. Fundraising efforts, while ongoing, have been impacted by competition with the State's own fundraising on behalf of the new Heritage Center.

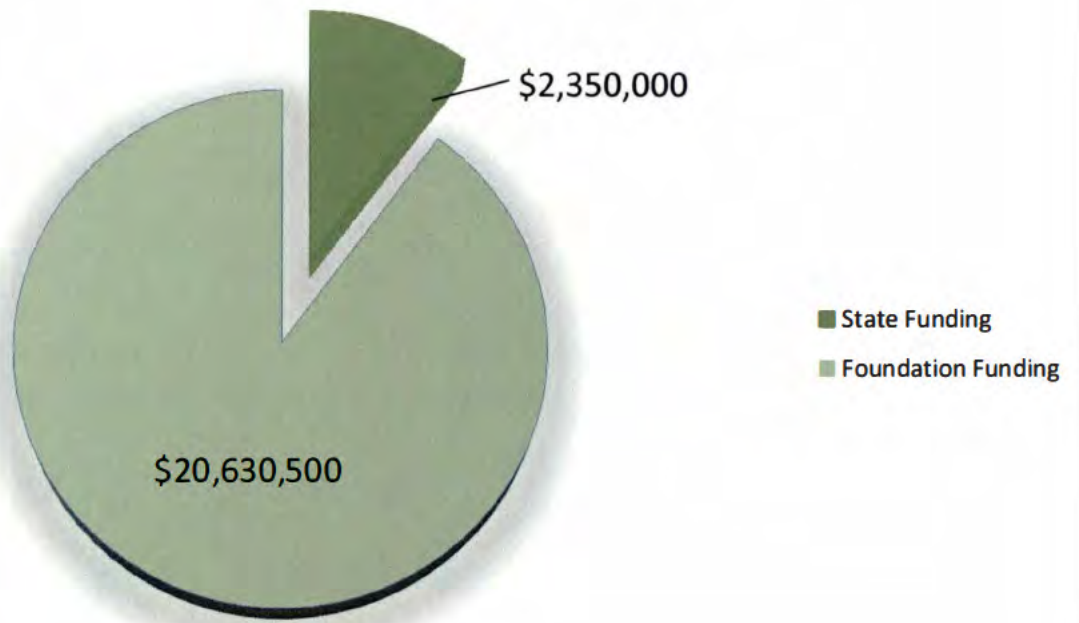
The Interpretive Center is a State-owned facility, with all ongoing expenses, including maintenance and care, borne by the non-profit Lewis & Clark Fort Mandan Foundation in a successful public-private partnership that saves North Dakota taxpayers over \$1 million a year.

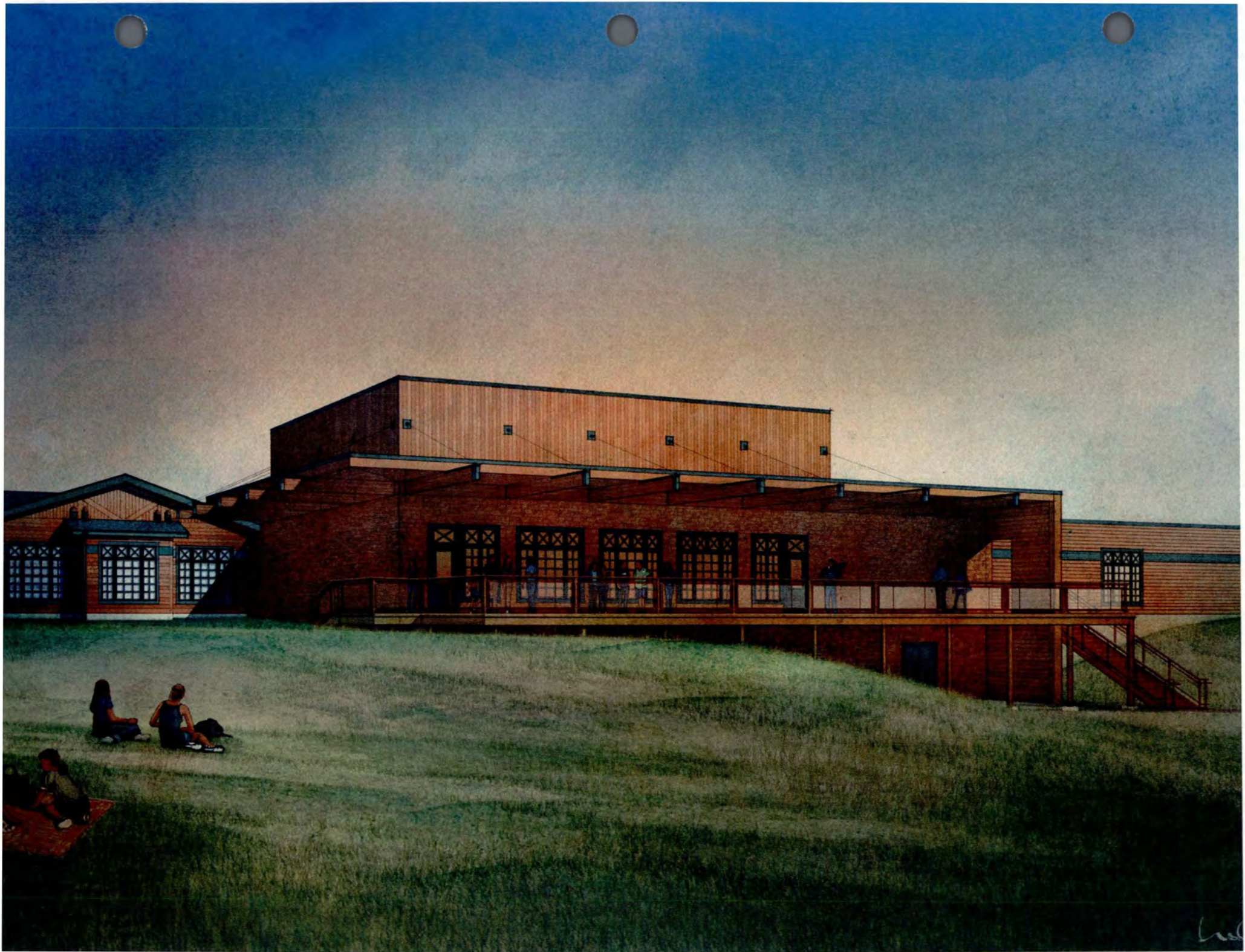
This is a one-time expenditure.

The Interpretive Center includes a 24-hour official US Highway 83 rest area, maintained by the Foundation for the ND Department of Transportation. The building and land are owned by North Dakota Parks and Recreation.

The Interpretive Center and Fort Mandan welcome 60,000 visitors a year from all 50 states and dozens of foreign countries, providing an economic stimulus to the state through tourism dollars.

Lewis & Clark Fort Mandan Foundation Funding 1999-2011





STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Funding Summary

	Executive Budget	House Version	Senate Changes	Senate Version
Parks and Recreation Department				
Administration	\$2,719,322	\$2,652,000	\$68,017	\$2,720,017
Natural resources	19,234,022	21,256,353	1,250,056	22,506,409
Recreation	6,009,441	5,973,451	236,390	6,209,841
Accrued leave payments		181,577	(181,577)	
Total all funds	\$27,962,785	\$30,063,381	\$1,372,886	\$31,436,267
Less estimated income	11,791,835	12,439,512	(647,558)	11,791,954
General fund	\$16,170,950	\$17,623,869	\$2,020,444	\$19,644,313
FTE	55.00	55.00	0.00	55.00
International Peace Garden				
International Peace Garden	\$973,699	\$973,699	\$2,500,000	\$3,473,699
Total all funds	\$973,699	\$973,699	\$2,500,000	\$3,473,699
Less estimated income	0	0	0	0
General fund	\$973,699	\$973,699	\$2,500,000	\$3,473,699
FTE	0.00	0.00	0.00	0.00
Bill Total				
Total all funds	\$28,936,484	\$31,037,080	\$3,872,886	\$34,909,966
Less estimated income	11,791,835	12,439,512	(647,558)	11,791,954
General fund	\$17,144,649	\$18,597,568	\$4,520,444	\$23,118,012
FTE	55.00	55.00	0.00	55.00

Attachment 2.
April 19, 2013
HB 1019

House Bill No. 1019 - Parks and Recreation Department - House Action

	Executive Budget	House Changes	House Version
Administration	\$2,719,322	(\$67,322)	\$2,652,000
Natural resources	19,234,022	2,022,331	21,256,353
Recreation	6,009,441	(35,990)	5,973,451
Accrued leave payments		181,577	181,577
Total all funds	\$27,962,785	\$2,100,596	\$30,063,381
Less estimated income	11,791,835	647,677	12,439,512
General fund	\$16,170,950	\$1,452,919	\$17,623,869
FTE	55.00	0.00	55.00

Department 750 - Parks and Recreation Department - Detail of House Changes

	Corrects Executive Compensation Package ¹	Adjusts State Employee Compensation and Benefits Package ²	Provides Separate Line Item for Accrued Leave Payments ³	Adds Funding for Purchase and Operation of Walhalla Gorge Property ⁴	Reduces Funding for Marina Purchase ⁵	Total House Changes
Administration	695	(41,260)	(26,757)			(67,322)
Natural resources	4,887	(290,386)	(142,170)	2,800,000	(350,000)	2,022,331
Recreation	400	(23,740)	(12,650)			(35,990)
Accrued leave payments			181,577			181,577
Total all funds	\$5,982	(\$355,386)	\$0	\$2,800,000	(\$350,000)	\$2,100,596
Less estimated income	119	(7,442)	0	830,000	(175,000)	647,677
General fund	\$5,863	(\$347,944)	\$0	\$1,970,000	(\$175,000)	\$1,452,919
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Funding is added due to a calculation error in the executive compensation package.

² This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

³ A portion of salaries and wages funding from the general fund (\$176,130) and from other funds (\$5,447) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

⁴ Funding is added for the purchase and operation of property in the Walhalla Gorge and Frost Fire area.

⁵ Funding included in the executive budget recommendation for the purchase of a marina is reduced from \$800,000 to \$450,000. Of the \$450,000, \$225,000 is from the general fund.

This amendment also adds sections related to the following:

- An exemption from Section 54-44.1-11 of \$400,000 for community grants included in the recreation line item.
- Provisions for the revenue received from newly drilled oil wells.
- Provisions for the purchase of property in the Walhalla Gorge and Frost Fire area.

House Bill No. 1019 - Parks and Recreation Department - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Administration	\$2,719,322	\$2,652,000	\$68,017	\$2,720,017
Natural resources	19,234,022	21,256,353	1,250,056	22,506,409
Recreation	6,009,441	5,973,451	236,390	6,209,841
Accrued leave payments		181,577	(181,577)	
Total all funds	\$27,962,785	\$30,063,381	\$1,372,886	\$31,436,267
Less estimated income	11,791,835	12,439,512	(647,558)	11,791,954
General fund	\$16,170,950	\$17,623,869	\$2,020,444	\$19,644,313
FTE	55.00	55.00	0.00	55.00

Department 750 - Parks and Recreation Department - Detail of Senate Changes

	Restores Executive Compensation Package ¹	Removes Separate Line Item for Accrued Leave Payments ²	Restores Marina Funding ³	Adds Funding for Military Artifact Collection ⁴	Adds Funding for Equipment ⁵	Adds Funding for Community Grants Program ⁶
Administration	41,260	26,757				
Natural resources	290,386	142,170	350,000	42,500	75,000	
Recreation	23,740	12,650				200,000
Accrued leave payments		(181,577)				
Total all funds	\$355,386	\$0	\$350,000	\$42,500	\$75,000	\$200,000
Less estimated income	7,442	0	175,000	0	0	0
General fund	\$347,944	\$0	\$175,000	\$42,500	\$75,000	\$200,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Lewis and Clark Interpretive Center Grant⁷	Removes Funding for Walhalla Gorge Property⁸	Total Senate Changes
Administration			68,017
Natural resources	3,150,000	(2,800,000)	1,250,056
Recreation			236,390
Accrued leave payments			(181,577)
Total all funds	\$3,150,000	(\$2,800,000)	\$1,372,886
Less estimated income	0	(830,000)	(647,558)
General fund	\$3,150,000	(\$1,970,000)	\$2,020,444
FTE	0.00	0.00	0.00

¹ Funding reductions made by the House to the state employee compensation and benefits package are restored to the Governor's recommended level.

² The accrued leave payments line item added by the House is removed, and the associated funding returned to line items with salaries and wages funding.

³ Funding removed by the House for purchase of a marina is restored to the executive budget recommendation level.

⁴ Funding is added for purchase of a military artifact collection currently on display at Fort Abraham Lincoln State Park.

⁵ Funding is added for one-time equipment purchases of picnic tables (\$50,000) and fire rings (\$25,000).

⁶ Funding is added to increase the community grant program from \$400,000 included in the executive budget recommendation to \$600,000.

⁷ Funding is added for a one-time grant for expansion of the Lewis and Clark interpretive center.

⁸ Funding added by the House for the purchase and operation of property in the Walhalla Gorge and Frost Fire area is removed.

A section is added to provide for an emergency clause for various capital projects.

House Bill No. 1019 - International Peace Garden - House Action

The House did not change the executive recommendation for the International Peace Garden.

House Bill No. 1019 - International Peace Garden - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
International Peace Garden	\$973,699	\$973,699	\$2,500,000	\$3,473,699
Total all funds	\$973,699	\$973,699	\$2,500,000	\$3,473,699
Less estimated income	0	0	0	0
General fund	\$973,699	\$973,699	\$2,500,000	\$3,473,699
FTE	0.00	0.00	0.00	0.00

Department 751 - International Peace Garden - Detail of Senate Changes

	Adds Funding for Peace Garden Capital Projects¹	Total Senate Changes
International Peace Garden	2,500,000	2,500,000
Total all funds	\$2,500,000	\$2,500,000
Less estimated income	0	0
General fund	\$2,500,000	\$2,500,000
FTE	0.00	0.00

¹ Funding is added for capital projects at the International Peace Garden.

A section is added requiring matching funds for capital projects of the International Peace Garden.

Attachment 1
April 22, 2013
HB 1013

NDVS/SB is proposing two options for remodeling and this is in addition to what is included in the Executive/House action. Project estimates are from Foss Architecture:

Option 1 is to remodel all of the NDVS/SB Building:

Second Floor Renovation for NDVS/SB (F) (Includes reconfiguration of space, HVAC, plumbing, and electrical system replacement)	\$ 800,000.00
First Floor Remodeling for NDVS/SB (G)	700,000.00
West Wing (GFPS) renovation (H) (Includes reconfiguration of space, HVAC, plumbing, and electrical system replacement)	2,200,000.00
Replace Gymnasium air-handling unit (I)	145,000.00
Replace temperature control system (J)	200,000.00
Replace primary and secondary electrical service (K)	100,000.00
Replace shop and steam house electrical service (L)	15,000.00
Repair and upgrade site lighting (M)	12,000.00
Replace shop lighting and wiring devices (N)	40,000.00
Install central AC system to South Wing (P)	270,000.00
Hazardous Material (Asbestos) abatement (Q)	<u>262,000.00</u>
Total Option 1	<u>\$ 4,744,000.00</u>

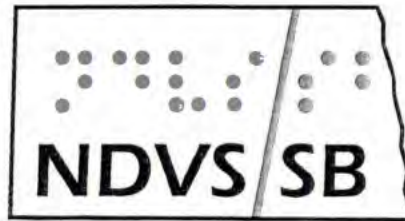
Option 2 is to remodel the West Wing (GFPS Wing):

West Wing (GFPS) renovation (H) (Includes reconfiguration of space, HVAC, plumbing, and electrical system replacement)	\$ 2,200,000.00
Replace temperature control system (J)	200,000.00
Replace primary and secondary electrical service (K)	100,000.00
Hazardous Material (Asbestos) abatement (Q)	<u>262,000.00</u>
Total Option 2	<u>\$ 2,762,000.00</u>

NDVS/SB and GFPS have had a long term partnership. It is imperative that it continue. NDVS/SB utilizes the food service, and they utilize our gymnasium.

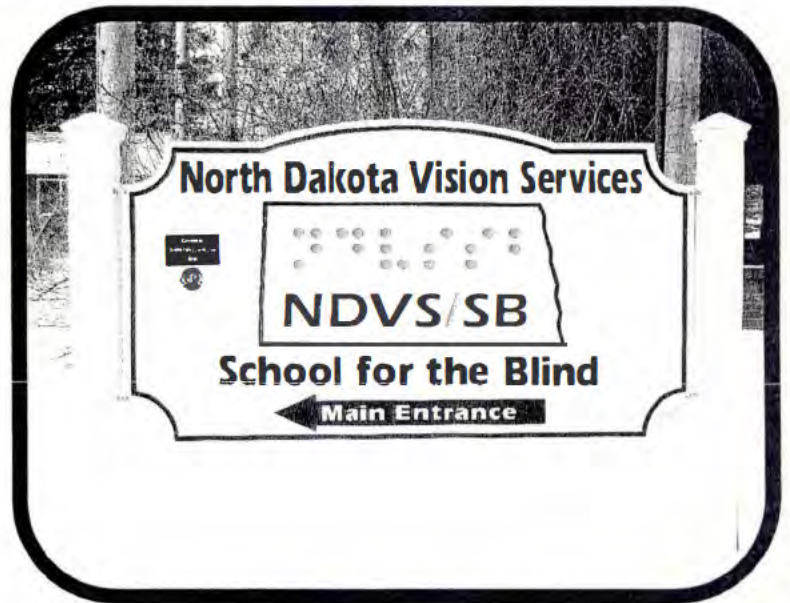
North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction



*Attachment 1.
May 1, 2013
HB 1013*

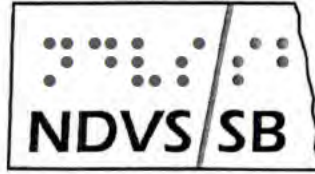
Additional Request to House Bill #1013



Carmen Grove Suminski
Superintendent

March 18, 2013

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com



North Dakota Vision Services/School for the Blind (NDSV/SB)
Additional Request to HB #1013

I express appreciation for the actions of the Executive and the House of Representatives.

In addition, with the support of Department of Public Instruction, I am requesting funds to remodel our building:

- May, 2012 – Foss Architect completed a Buildings and Grounds Master Plan
- Grand Forks Public Schools (GFPS) currently leases the West Wing of our building for instruction to the alternative high school students and adult learning center
- The West Wing has not been remodeled since the building was built in 1961
- Remodeling will benefit students and adults served by GFPS and NDVS/SB
- GFPS will commit to a long term agreement to staying at our building
- NDVS/SB is dependent on the rental income from GFPS – 41% of the total Special Fund Revenue (see chart below)

Revenue Source	2013-15 Projections Special Funds	%
Braille Services	\$ 6,000.00	1%
Tsfr From Common School	327,143.00	45%
Rental from 2nd Floor - South Wing	19,384.00	3%
Rental from West Wing (GFPS)	299,050.00	41%
Land Rental	5,800.00	1%
Admissions or Paid Services	40,000.00	5%
Contributions	30,000.00	4%
Misc. Income	1,000.00	0%
Total Projections	\$ 728,377.00	

Partnership w/ GFPS for 14 or 15%

NDVS/SB is proposing two options for remodeling and this is in addition to what is included in the Executive/House action. Project estimates are from Foss Architecture:

Option 1 is to remodel all of the NDVS/SB Building:

Second Floor Renovation for NDVS/SB (F) (Includes reconfiguration of space, HVAC, plumbing, and electrical system replacement)	\$ 800,000.00
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Replace primary and secondary electrical service (K)	100,000.00
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Total Option 2	<u>\$ 2,762,000.00</u>

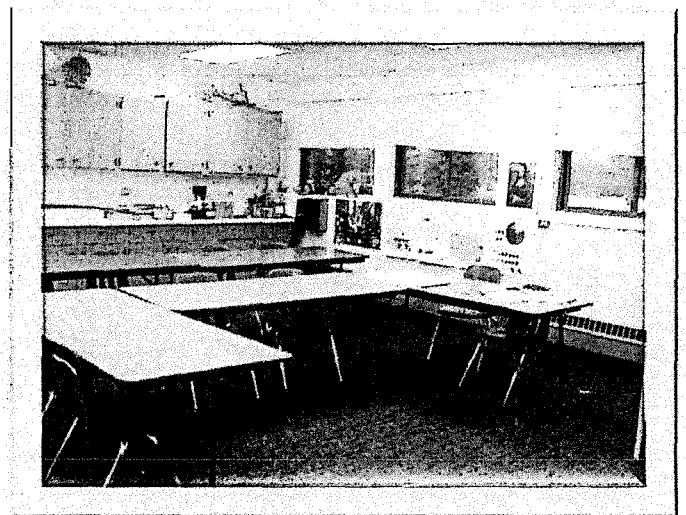
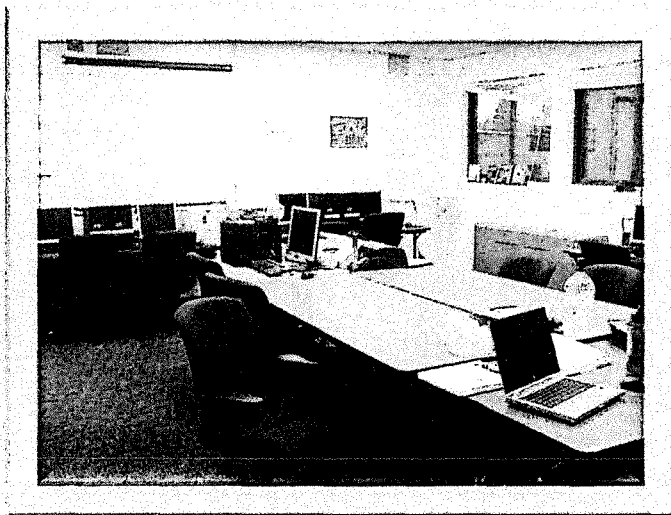
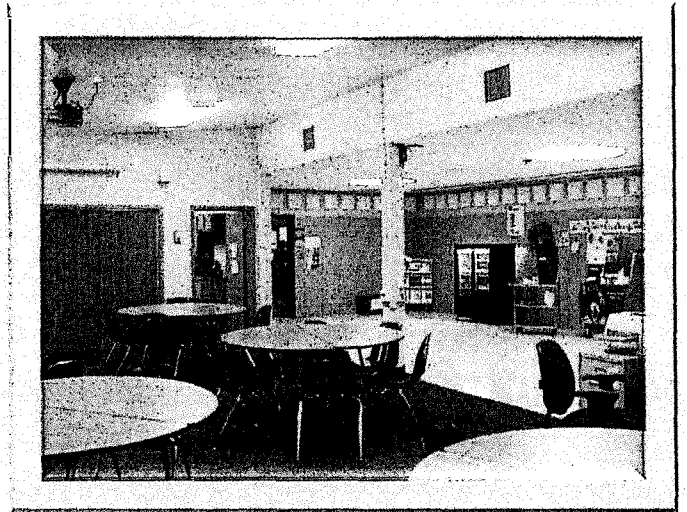
NDVS/SB and GFPS have had a long term partnership. It is imperative that it continue. NDVS/SB utilizes the food service, and they utilize our gymnasium.

It is most cost effective for the state to continue this 18 year partnership. I ask that you, as the Senate Appropriations Committee, support the House's recommendation plus seriously consider this additional request.

I realize that this request should have been included in our original request. Being conservative we included the first five priorities listed in the Facilities Master Plan. With further discussion between GFPS and DPI, we are requesting this now. It will be beneficial to complete one remodel job versus having multiple years of construction on our building. This is about giving the best to "kids" and adults of North Dakota who are blind and visually impaired and those youth and adults who are at risk. Remodeling the entire building would be much more cost effective and time efficient. Therefore, I ask that you support Option 1.



GFPS Photos





North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



Additional Request to HB 1013 (NDVS/SB)

Grand Forks Public Schools' Perspective

- Nearly 2 decades of successful collaboration
- Dependency on "Landlord"
- 52 years of deferred maintenance and capital investment
- Escalating user group/community dissatisfaction
- Condensed list of facility problems
 - * Asbestos
 - * Energy inefficiency
 - * Dated systems
 - * Inadequate/Inappropriate configuration of spaces
- Time progresses; same or worsening issues
- School Board expectations for adequacy and equity of facility
- School Board decision making

Historic Timeline

1961	Stanford Center Constructed
1994	GFPS's Community High School (grades 9-12 alternative high school) and Adult Learning Center occupy West Wing of Stanford Center (temporary?)
1994-2008	Ongoing Staff Concerns
2008	Formal Staff Complaints

What was going on at Coast Fork

What is in the School for the Blind?

Amount in Account to N. School Street B

November 2009	AdvancEd (NCA) Accreditation Report
April 2010	Organizational Study (Worner Report)
April 2010	Report on District-wide Facilities Evaluation (ICS Report)
February 2010	Public Forum
May 2011	ND Legislature Appropriates \$20,000 for Study
August 2011	District Strategic Plan
January 2012	Demographic Task Force
January 2012	Public Forum
February 2012	School Board Resolution
May 2012	Building & Grounds Master Plan (Foss Architects)

Conclusion

Support of the Additional Request to HB 1013 will allow for:

- Continuation of a successful collaborative partnership between state and local government
- Appropriate education for at-risk learners
- Cost-effective educational delivery
- A 4-Way Win
 - WINNERS: ND Taxpayers
 - WINNERS: GF Taxpayers
 - WINNERS: GFPS Students
 - WINNERS: NDVS/SB Students

Dr. Larry P. Nybladh
 Superintendent of Schools
 Grand Forks Public Schools
 Mark Sanford Education Center
 2400 47 Avenue South
 Grand Forks, North Dakota 58201
 701-787-4880
 larry.nybladh@gfschools.org

Foss
Architecture
& Interiors

BUILDING & GROUNDS MASTER PLAN
NORTH DAKOTA VISION SERVICES
SCHOOL FOR THE BLIND

GRAND FORKS, ND

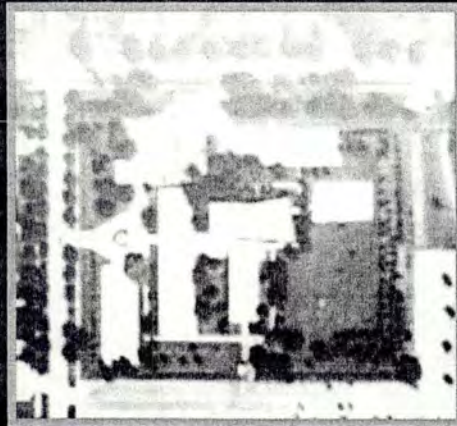


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Building Master Plan	
Site Master Plan	

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Background

North Dakota Vision Services/School for the Blind contracted with Foss Architecture & Interiors, Ltd., of Fargo, ND, in March of 2012 to conduct a campus assessment of the existing site and structures to address need for deferred maintenance and programmatic needs, both immediate and long range. The resulting assessment information is intended to provide the School with support in making decisions for the improvement and expansion of facilities so as to work towards a long range vision for development.

Representatives from Foss Architecture & Interiors, Ltd., and Obermiller Nelson Engineering (mechanical and electrical engineers) toured the existing facilities with Greg Roufs, Director of Maintenance to observe existing physical plant facilities and discuss building performance. Additionally, Foss met with staff and administration representatives to discuss programmatic concerns for both immediate and long range facility needs.

The resultant information can be categorized into two parts: Deferred Maintenance and Programmatic Needs. Deferred maintenance issues are those recommendations deemed to be above and beyond normal, routine building maintenance that are intended to rectify malfunction or deterioration of the existing physical plant, preserve existing facilities, or improve energy and building performance.

Programmatic Needs are recommendations intended to improve the function of facilities as they relate to the suitability of the building for its intended use including administrative offices for North Dakota Vision Services, onsite instructional facilities and resource center for the School for the Blind, and Community High School and Adult Education for Grand Forks Public Schools (Stanford Centre), based on current and projected space needs.

A space program was developed to quantify the programmed facility requirements in comparison to existing facilities. Based on discussion with staff and administration of NDVS/School for the Blind, a facility of approximately 29,430 square feet is required to satisfy the School's needs. This represents an increase of 9,343 SF over current utilization. A meeting with representatives of the Grand Forks Public Schools determined that approximately 25,866 SF is required to satisfy the needs of Community High Schools and Adult Education. This compares to 22,121 SF of current utilization. The existing facility is comprised of approximately 49,144 square feet, including 6,936 SF of second floor space of the original South Wing building currently occupied by the North Dakota Higher Education Computer Network which will soon be vacated. Existing building area also includes a 1,030 SF temporary classroom structure used by GFPS which is recommended for removal or demolition

Schematic concept plans were developed based upon the space program requirements and, through discussion with the NDVS and GFPS administrations, refined into the solution presented in this document. The intent of this plan is to demonstrate how facility

Existing Site:

457,765 SF / 10.5 acres

Existing Building:

49,144 SF

Programmed Requirements:

53,919 SF

Constructed:

School/Dormitory	1961
Gymnasium Add'n.	1976
Swimming Pool Add'n.	1978
Dormitory Conversion	1996
Pool Conversion	1998

Background

renovation and expansion may occur to satisfy program requirements while continuing to make best use of existing facilities and site. The various areas of new construction and renovation depicted in the concept plan may be implemented in phases, over time. Major components of this work include:

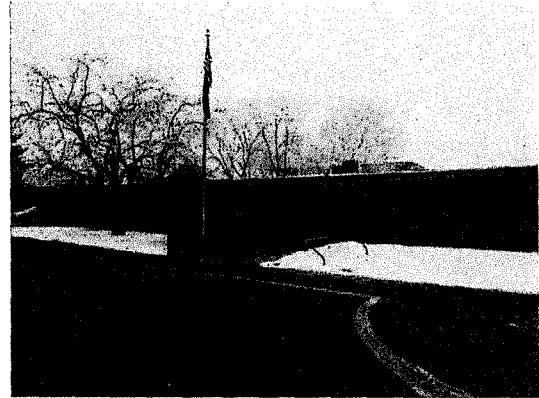
- Renovate the second floor of the NDVS/School for the Blind administration building (South Wing) including elevator access for use by NDVS/SB.
- Selective remodeling of first floor spaces of NDVS/SB to create a new, identifiable entry and improve utilization in conjunction with second floor remodeling.
- Construct new NDSVS/SB training facilities for large group meetings on site.
- Remodel and renovate Community High School/Adult Education facilities (Stanford Centre) for GFPS to improve space utilization within existing structure.
- Replace existing, original mechanical and electrical infrastructure that is obsolete, inefficient and beyond its useful life.
- Remedy site storm water drainage issues that cause water seepage in existing basement and tunnel spaces.
- Demolish/Remove temporary classroom structure utilized by GFPS.

Finally, project cost estimates (presented in 2012 dollars) were developed based upon the preferred concept plan. New construction, renovation and major deferred maintenance concerns are addressed in the estimate. Many deferred maintenance concerns are remedied through implementation of the renovation or new construction projects and are not identified separately.

Defe



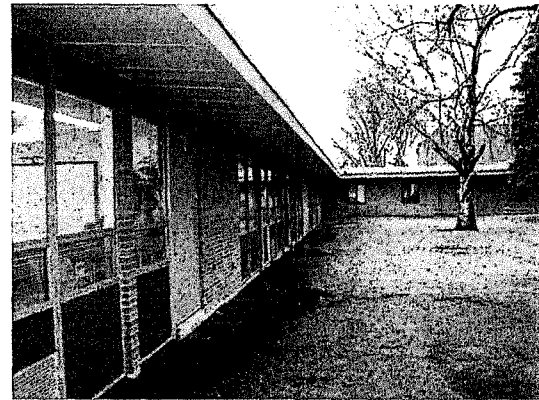
NDVS/SB Entrance located recessed between Gymnasium and Stanford Centre Cafeteria wing.



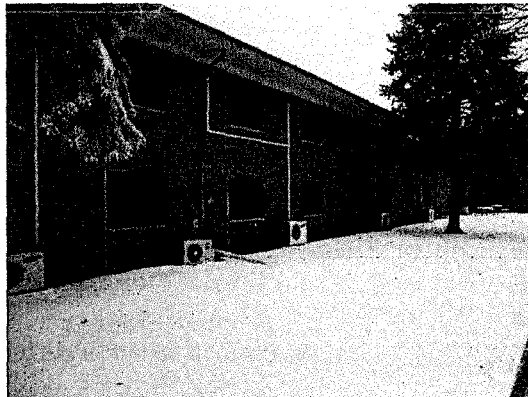
Stanford Centre (GFPS) Main Entry



Stanford Centre West Wing showing existing, original window wall system recommended for replacement.



Stanford Centre West Wing. Note ponding of rain water near building and poor site drainage.



NDVS/SB South Wing. Note multiple split-system air conditioning units. Recommend replacement with centralized system.



Existing entry corridor for NDVS/SB renovated in 1996.

Re
stc

Deferred Maintenance

The school campus has been maintained in good to excellent condition despite the age. NDVS/School for the Blind facilities have received recent and extensive renovation. Minimal renovation has been completed to older portions of the school, used for GFPS Community High School/Adult Learning Center and the second floor NDUS offices. The deferred maintenance items listed below identify those concerns that exist above and beyond what would be considered regular building maintenance and may require funding aside from the general maintenance budget. Deferred maintenance concerns are those items intended to rectify malfunction or deterioration of the existing physical plant, preserve existing facilities, or improve energy and building performance.

NDVS/School for the Blind

- Install elevator in two-story wing to provide accessibility to second floor.
- Improve lighting in residence suites and apartments
- Hazardous Materials (Asbestos) remains in second floor area. Abatement should take place as part of a renovation project.
- Replace garage unit heaters.
- Install exhaust and makeup air system in garage.
- Replace Gymnasium air-handling unit which is currently not functional.
- Replace heating piping and pumps in two-story area (south wing).
- Replace outdated, pneumatic temperature control system with a central, computerized control system for energy management and efficient troubleshooting.
- Replace individual, split-system air conditioning units with Variable Refrigerant Volume System with air-to-air heat pump and central compressor to increase system efficiency and reduce maintenance.
- Replace original interior electrical switchboard service and combine electrical service.
- Replace damaged and broken exterior wall pack lighting and add emergency egress lighting at entrances.
- Replace original, obsolete electrical distribution panels with new equipment.
- Replace outdated and inefficient lighting, emergency lighting, switches and receptacles.

- Replace original equipment circuit breaker load centers.
- Install 400 KW generator to power emergency egress lighting, life safety systems and provide backup power.

Community High School/Adult Learning Center (Stanford Centre)

- Replace original window wall systems with modern, insulated windows and panel system. Existing windows are inefficient, drafty, and many do not operate.
- Replace rooftop units with new Variable Air Volume Air systems and new hot water radiation to improve comfort, temperature control, and efficiency.
- Provide air-conditioning for east-side classrooms.
- Replace water piping, waste piping, fixtures and water heater.
- Hazardous Materials (Asbestos) is present in floor tile and ceiling acoustic plaster. Plaster is subject to damage from students and should be abated.
- Replace original electrical distribution panels that are obsolete with new equipment.

Site

- Provide means for adequate site drainage away from buildings. Seepage problems exist currently in basement mechanical space and tunnels.

Programmatic Needs

Programmatic Needs are recommendations intended to improve the function of facilities as they relate to the suitability of the building for its intended use, based on current and projected space needs. The following list summarizes the most significant and highest priority items gleaned from discussions with staff and administration regarding current deficiencies and projected needs.

NDVS/School for the Blind

- Create a more visible and accessible entrance to the School for the Blind. Current entrance is hidden and School lacks identity.
- Improve workspace of Receptionist/Administrative Assistant.
- Provide facilities for training and in-service conferences to accommodate 60-70 people.
- Provide Store function to be located near reception and entry. Consolidate various cabinets into one location.
- Improve signage and way-finding.
- Provide more space for technology equipment set-up, repair and storage.
- Create a demonstration lab for technology equipment so as to not disturb other activities.
- Improve work areas of Daily Living Skill lab. Relocate to be closer to residence apartments and suites.
- Eliminate distractions in Vision Resource Center from other activities
- Provide a larger work room and storage area for Braille Access center to accommodate equipment and reduce noise.
- Provide more study and classroom space for students while in residence.
- Improve Vocational Services with larger office for equipment and testing materials.
- Increase size of Music room to accommodate equipment, students and activities.

- Provide toilets closer to south end of building.
- Increase size of employee break room and separate it from work room activities.

Community High School/Adult Learning Center (Stanford Centre)

- Reconfigure existing classrooms to improve space utilization and create right-sized classrooms.
- Provide one or two more classrooms.
- Provide more access to Gymnasium and recreation facilities.
- Provide Washer, Dryer and Shower facilities for teaching life skills and student hygiene needs.
- Address lab equipment needs for Science instruction.
- Provide additional space for Special Education and office needs
- Improve food service delivery to match offerings at other schools.
- Provide additional storage throughout.
- Centralize office and special services.

Site

- Create a more identifiable entry and easier access to handicap parking.
- Improve outdoor sitting and picnic areas for staff and students.

Meeting Notes

The following notes summarize meetings held with NDVS/SB staff and administration to discuss both immediate needs and long-range plans for facility development. Both deferred maintenance and programmatic needs were discussed.

Administration

Attendance: Carmen Grove Suminski, Tami Purcell, Paul Olson, Jane Glander
Bob Ames, Foss Architecture & Interiors

The following items were discussed via conference call on 3-20-12:

1. Administration functions should be located to be more visible at entry of the facility. NDVS entry needs to be more functional and logical. Current reception is too far from entry.
2. Administration requires three private offices: Superintendent, Programming, and Business Manager. Offices should be large enough to accommodate small group meetings and one-on-one meetings with staff in an informal setting.
3. Administrative Assistant needs more efficient and flexible work space. Prefer to have access to exterior window.
4. Work room space and file storage is needed.
5. Provide also in Administration area: conference room, toilet, break room, and storage/supply room that can be closed off.
6. Provide a large area for in-service and conference activities accommodating 60-70 people. This space should be outfitted with technology, and able to subdivide into smaller spaces. Locate to be easily accessed, perhaps with separate entry. Provide a food and beverage prep area close by.
7. The Store function should be located near the entry and reception. Provide a more private area to consult with customers.
8. Existing signage is not adequate. Provide more visible direction and way-finding.

Technology

Attendance: Tracy Wicken
Bob Ames, Foss Architecture & Interiors

1. Technology department provides direct instruction and demonstration of assistive technology equipment to clients in a classroom setting. Provide workstations at tables or counters for one-on-one work. Occasionally multiple students may be working at the same time.
2. Instructor has desk and office area within the classroom. Storage for personal items is needed.
3. Provide more closed storage in classroom to conceal clutter and equipment.
4. Adequate electrical outlets are needed for equipment, along with multi-level lighting.
5. Storage room for equipment is needed. Currently additional equipment is stored in the shop area. Space about half the size of existing classroom is desired with shelving.
6. Access close to an exterior door is desired for ease of equipment delivery. Provide a room for setup, repair and cleaning of equipment.
7. Provide a room for demonstration of equipment where clients can try out and work with equipment without disturbing classroom activities.

Daily Living Skills

Attendance: Ken Dockter
Bob Ames, Foss Architecture & Interiors

1. DLS area provides instruction for students in Daily Living Skills including kitchen, laundry and sewing.
2. More workspace is needed in kitchen area. Counter is filled with equipment.
3. Current multi-level counter top is good to accommodate kids and those needing accessible sink and stove.
4. Improvements over existing accommodations include: eliminate tile and grout countertop, provide additional stove top with glass-top burners, more counter top work area, multiple work areas to accommodate more than one student at a time, increase usability of inside corner cupboards and more electrical outlets for small appliances.
5. A difference in floor finishes between kitchen and dining is good. Adequate under-cabinet lighting is also important.
6. Office area in the DLS works well, but more desk and workspace is needed.
7. DLS also serves as food prep and dining area for students while in residence. Ideally would be better located nearer dormitory. Closer access to restrooms is desired.

Vision Resource Center

Attendance: Elaine Legg and Lori Foley
Bob Ames, Foss Architecture & Interiors

1. Hub of activity. Needs to serve as a Library. Should be quieter.
2. Three individuals working in this area, each could use more space. Lori handles supplies to be sent out to teachers. Storage is currently located upstairs and out in warehouse. Close access to mail delivery is needed.
3. Elaine works with talking book machines. Needs place to store machines. Currently machines are stored in workroom and warehouse. Close access to mail delivery is needed. Area to clean and maintain machines is needed.
4. Donna serves as Librarian. More room is needed for books. Provide a separate area for more private reading with children and students.
5. Store function should be removed from VRC.
6. Currently equipment is stored and demonstrated in the VRC which is disruptive. Space could be better utilized by VRC.
7. Closer access to restroom is desired.
8. Need more separation between work areas for sound control.
9. Sound from toilet on second floor above is a problem.
10. Traffic through library causes sound concerns and disruption.

Braille Access Center

Attendance: Crystal Roy
Bob Ames, Foss Architecture & Interiors

1. Braille Access Center handles alternative media including Braille, large print and audio publications.
2. Space required for program director and volunteer worker. Added space is needed for a lockable file cabinet along with extra chair for visitor.
3. Adjacent workroom required for equipment including embosser, binding machine, and supplies. Workroom must be closed off due to noise generated by embosser. More space is required than what is currently available both to allow easier access to and more efficient use of what is currently in the space and to make it possible to move tactile graphic enhancer, Ellison die cutter,

Meeting Notes

and die cut supplies out of the volunteer work area. Must be adjacent to office area to accommodate connection between computer and embosser.

4. Concentration for proofreading, particularly music Braille, is difficult in current area due to noise level; clearly hearing a phone caller is sometimes difficult. A more quiet area is desirable.
5. An enlarged, dedicated break area is needed for school staff. Current break area is located in workroom and only accommodates five people; consequently, support staff and teaching staff generally take breaks in separate areas. Use of microwave and sink is problematic when people are seated at the table. Space for a larger group is desirable, separate from copy and work areas.

Programming

Attendance: Paul Olson
Bob Ames, Foss Architecture & Interiors

1. East wing serves pretty well.
2. There is a lack of space for students working on general curriculum. Noise is a challenge when more than two students working in the same space. Apt. 101 living area is used as homework space. Perhaps utilize Conference for homework instruction.
3. One or two reasonably sized rooms are needed for generic instruction. Homework, art, daily living skills.
4. The number of beds is sufficient during most programming weeks. A few more beds would be nice when we have summer camps. Private rooms are needed for adults.
5. Music program would be better served in a larger area.
6. Provide office space for Program Manager in Administrative Office area.
7. Current office space for Coordinator of Student Programs is too small. She supervises the house parents and sometimes has the need to meet with more than one person at a time in her office. This office should be located near the residential program.
8. Larger office areas are desired to accommodate visitors.
9. Students spend 30 minutes daily in the Gymnasium including structured activities such as "Goal Ball" which requires same dimensions as Volleyball court. Gym is used as a conference area, and also used by Community High School.
10. Gymnasium could be modified to create multipurpose space with use of alternative flooring. Gymnasium lacks air conditioning.

Vocational Services

Attendance: Katrina
Bob Ames, Foss Architecture & Interiors

1. Vocational Services conducts test and evaluation of high school students and adults, along with homework tutoring for younger students.
2. More appropriate storage for resources and equipment is needed. Existing cabinets don't accommodate materials very well.
3. More floor space, and wider office is needed to accommodate equipment and furniture. Provide lower height tables and desks for younger students. Additional space will also accommodate physical activity testing.
4. A window that opens is desirable.

Music

Attendance: Natasha Thomas
Bob Ames, Foss Architecture & Interiors

1. Music room is used as an instructor office and space for teaching and playing.
2. A room double current size is needed to accommodate equipment and activities. Provide room for two pianos, tables, and storage shelving for instruments.
3. Current space can accommodate 6-7 students, but larger space would accommodate 12-13.
4. Close proximity to Gymnasium and water fountain is desired.

Adult Rehabilitation

Attendance: Amy Osvold & Jesse Shirek
Bob Ames, Foss Architecture & Interiors

1. Lighting is not always appropriate for every adult. Multiple lighting systems would be useful. Natural light needs to be controlled.
2. Color schemes with regards to desks and countertops could be improved for contrast.
3. Under-cabinet lighting should be shielded to reduce glare.
4. Office space is shared and also used for storage. More storage throughout the building is needed.
5. More office space is needed for instruction.
6. Move DLS closer to apartments and suites. Provide two kitchen areas.
7. Suite 103 & 104 bathroom is too small.
8. Lighting in suites could be improved.
9. Consider central laundry.
10. Provide homework study area with individual study areas.
11. Apartment/studio areas for itinerate instructors with work/office areas.
12. Outdoor area with paving for picnic space and sitting area for adults.
13. More efficient use of common areas. Subdivide for multiple, smaller group use. Improve lighting in central commons. Consider indirect light to reduce glare.
14. Improve layout of bathrooms in suites. Provide more space between fixtures. Move sinks to be outside of toilet/bath areas.
15. Improve humidity. Air is dry in winter.
16. Showers in public toilets could be removed.
17. Consider sub-dividing gym into multiple conference rooms with operable walls.
18. Indoor sunroom/seating area would be nice.

Outreach

Attendance: Pamela Hesse (via phone conference 3-22-12)
Bob Ames, Foss Architecture & Interiors

1. Currently, store inventory is stored in cabinets in multiple locations. One location would be ideal with table and space for demonstration to clients. This should be co-located with Pamela's work area, as access back and forth is needed.
2. Pamela's area should be easily accessed by clients and students, as well as working closely with administration.
3. Work space is needed for Outreach teacher (Cindy).
4. Work space with ample storage is needed for Pam Haus. Pam teaches mobility orientation, CPR training and public awareness. Currently utilizes three storage cabinets along south wall.
5. Having co-workers located together is nice, but sound control is a problem and distracting to other staff.
6. Better, more visible entrance to the school is needed with handicap parking nearby.

Meeting Notes

7. DLS should be located near apartments and suites.
8. Provide a staff restroom nearer the south end of the school.
9. More space is needed for break room, but dedicated space may be underutilized.

IT Services

Attendance: Laurie Westling (via phone conference 3-22-12)
Bob Ames, Foss Architecture & Interiors

1. IT Services handles computer technology for school and staff including computer set-up, maintenance and installation.
2. Laurie maintains databases and student files. Four file cabinets are located in this space.
3. Current location is good. Laurie and Gary work closely together and need to be located next to each other. Would be helpful to have a door between offices.
4. Better area to set up computers, store equipment and carts is desired.
5. Close location to server is desired. Server should be located in climate controlled room with network equipment.
6. New desk furnishings are needed to accommodate IT equipment and cabling.

Grand Forks Public Schools

Attendance: Larry Nybladh, Bill Hutchison, Jody Thompson, Terry Bohan, GFPS
Bob Ames, Foss Architecture & Interiors

The following items were discussed during a meeting with GFPS representatives on March 27, 2012:

1. The North Dakota Vision Services site is home to GFPS Community High School and Adult Learning Center.
2. Currently, 10 classroom spaces are utilized, one of which is the portable classroom, one is a closet space, and another is the FACS rooms. One or two more spaces are needed. Classrooms need to accommodate 14-18 high school and adult students. Original classroom sizes are too small. Adjacent classrooms that have been joined together have partition walls that remain that make supervision difficult.
3. Basic needs to improve current facility include:
 - a. More access to Gymnasium and Recreation facilities. Would like to offer gym classes for more than just one block as well as other recreation and wellness activities.
 - b. Washer and Dryer for teaching life skills.
 - c. Shower Facility
 - d. Improvement of existing window walls which are drafty and inefficient. Many windows do not operate.
 - e. Air conditioning for east-side classrooms
 - f. Science Lab facilities
 - g. FACS classroom is undersized
 - h. Additional space for Special Ed Assessment
 - i. Plumbing issues exist. Flushing problems and hot water deficiency at Men's room.
 - j. Kitchen facilities that would allow food service program to match what other schools offer.
4. Adult Learning Center utilizes three classroom spaces: Adult Transitions, Adult Learning, and Adult English Language Learners (ELL). Classrooms should accommodate 8 to 13 students.
5. More storage is needed throughout.

6. A small space or adaptable conference room/classroom could be utilized for Driver's Education simulators.
7. Current leased space is 16,600 square feet.
8. Total enrollment is about 120 students, and 10 staff.

Additional "Stanford Centre Dream List" present by Terry Bohan follows:

Stanford Centre Dream List

- ✓ Gym and gym class offered more than just one block.....could also be used on break to shoot baskets or walking (wellness)
- ✓ Washer and dryer.....help teach life skills and there are times we just need one for our students
- ✓ Shower
- ✓ *Flex* Jeffco Room also could be used as the before or after school extended time
- ✓ Daycaremaybe down the road but a realistic need
- ✓ A kitchen and meal program which would match what other schools offer
- ✓ Class rooms with lab facilities.....Science, FACS, Art
- ✓ Larger library
- ✓ Office together in a central location.....Principle, Counselor, Social Worker, Special Education, Conference Room, Specialty Services (Speech)
- ✓ At least 8 classrooms for the High School and 3 for the Adult Learning Center
- ✓ Student Lounge/Commonsplace for our kids to go on breakkeep them in the building and active.....help with attendance and socialization.....have available ping pong, Bananagrams, etc.
- ✓ Centrally locatedeasy to find
- ✓ Conveniently located on a bus route
- ✓ Accessible for Community Ed classes and Driver's Education
- ✓ **SPACE**

Mechanical and Electrical Systems Evaluation

Overall building layout and history:

The campus' first buildings were constructed in 1959 (west wing, south wing, and shop and the steam house). In 1975 the link and gymnasium were constructed. In 1977 the east wing (pool) was added. In 1981 the garage was added to the shop. The first floor of the south wing was remodeled in 1994. The pool was filled in and the space remodeled in 1998 into suites.

The following is a list of deferred maintenance items for mechanical and electrical systems, along with estimated costs for improvements.

DEFERRED MAINTENANCE: MECHANICAL

PRIORITY 1-5 YEARS

Shop & Garage

1. The unit heaters and the piping in the shop are original and are at the end of their useful life.
 - a. Estimated costs: \$10,000
2. The garage exhaust system is blocked off and not operational. Due to the gas engines that can be run in the shop, a Carbon Monoxide sensor panel, exhaust and makeup air system should be added to the garage space
 - a. Estimated costs: \$12,000



Picture #1: Existing Garage Unit heater and combustion air intake

1959 Classroom Wing

1. The HVAC system is currently very limited. It is served by two rooftop units that have very poor temperature control between spaces. The heat is from hot water radiation around the perimeter, but the piping and radiation are original. The systems should be upgraded with new Variable Air Volume Air Systems, hot water radiation around the perimeter, and new hot water piping.

- a. Estimated costs: \$300,000



Picture #2: Rooftop Units on the Classroom Wing

2. The plumbing in the building is existing and at the end of its useful life. All piping and fixtures should be replaced. In addition, there is a water heater that is currently in the mechanical room by the bathrooms, but it is not in use. A central domestic water heating system needs to be upgraded as part of the plumbing upgrade.
 - a. Estimated costs: \$100,000

Cafeteria:

1. The HVAC for the area is served from a rooftop unit installed in 2010. The rooftop unit is a single zone DX unit that is used for cooling. Heating is provided from perimeter radiant heat, but the piping and radiation are original. The systems should be upgraded with new Variable Air Volume Air Systems, hot water radiation around the perimeter, and new hot water piping. In addition, the wall areas around the perimeter-heating units do not have insulation and need to be furred out and insulated.
 - a. Estimated costs: \$150,000

Gymnasium

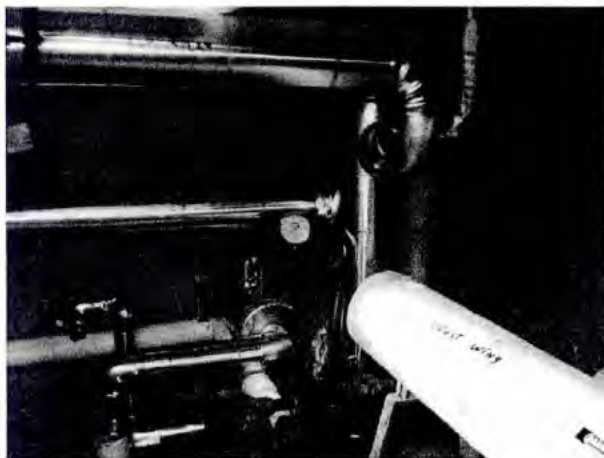
1. The air-handling unit serving the gym is not functional and needs to be upgraded.
 - a. Estimated costs: \$120,000



Picture #3: Existing Gym AHU that is not functional

1959 Two-Story Area (South Wing)

1. The steam piping to the heat exchangers, along with the heat exchangers in the basement have been replaced, but the heating piping and pumps need to be updated. The piping should be updated from the mechanical room and out to the spaces.
 - a. Estimated costs: \$50,000



Picture #4: New Steam Piping in the basement mechanical room

Temperature Controls:

1. Currently the temperature controls are very limited, with the majority of the existing controls being pneumatic. It is recommended to upgrade the building to a central, computerized control system for energy management and efficient troubleshooting.
 - a. Estimated costs: \$170,000 to upgrade the entire building.

PRIORITY 5-10 YEARS

1. There are numerous, individual split system air conditioning units in the 1959 two-story building to provide air conditioning. Currently, they are working, but will need replacement in the next few years. The air conditioning system in the two-story building should be upgraded to a Variable Refrigerant Volume System utilizing an air-to-air heat pump with central compressor. This would increase system efficiency and minimize the number of compressor's in the system to maintain. This could be addressed sooner if major renovations were to occur in this area.
 - a. Estimate costs: \$16/SF

PRIORITY 10+ YEARS

1. Although the current steam pressure reducing station is in good condition with valves recently replaced, there should be money budgeted to upgrade the assembly again over the next 15-20 years.
 - a. Estimate costs: \$30,000
2. The HVAC system for the 1998 addition should be budgeted to be upgraded over the next 15-20 years as the system components began to wear out.
 - a. Estimated costs: \$22/sf

DEFERRED MAINTENANCE: ELECTRICAL

PRIORITY 1-2 YEARS

Primary and Secondary Services

1. The utility primary service is provided by the University of North Dakota via 4.16 KV, three phase, overhead construction. Utility transformers are an oil filled single phase bank of three distribution type units mounted on a platform north of the gymnasium just off the corner of the shop. Each transformer is rated 75 KVA. Primary service is maintained by UND.
2. Secondary 208Y/120 volt, three phase, four wire distribution system wiring is underground to two separate main campus switchboards at the 1959 West Wing. One 600 ampere service is located on the exterior east side building while another 800 ampere service is located just inside the north door (Door #2). The exterior service entrance has a CT cabinet and a single main circuit breaker. The interior service entrance has two main distribution feeder circuit breakers.
3. The interior switchboard is original construction and should be replaced as it has exceeded its expected 40-year life. When this is replaced both services should be combined. Separate secured space should be provided.
4. Estimated cost: \$80,000



Picture #5: Main Overhead Service

1959 Shop Service and Steam House Service

1. The main building service equipment consists of circuit breaker load centers. These load centers are original construction and should be replaced as they have exceeded their expected 30 year life.
2. Estimated cost: \$12,000

Site Lighting

1. With the exception of a few pole mounted lights, most of the lighting is mounted on buildings. There are lights over doors for egress lighting and separate parapet mounted lights for area lighting. Wall mounted lights are wall pack style that have broken and/or heavily discolored

lenses. Wall pack lights should be replaced and emergency egress lighting added at each entrance (14 total).

2. Estimated cost: \$10,000

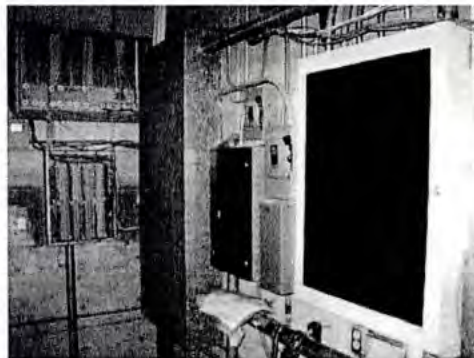


Picture #6: Exterior Lights

1959 West Wing Electrical Distribution Panelboards

1. The electrical distribution equipment for the west wing consists of a Federal Pacific Electric (FPE) 600 ampere, three phase circuit breaker type panel board for "normal" power and a separate FPE 100 ampere, single phase circuit breaker type panel board for "emergency" power. Both have exceeded their 40 year expected life. FPE has been out of business since 1988 and is therefore no longer making circuit breakers. Replacement reconditioned breakers are still available but at a high price. Future availability of reconditioned breakers is unknown.

Estimated cost: \$15,000

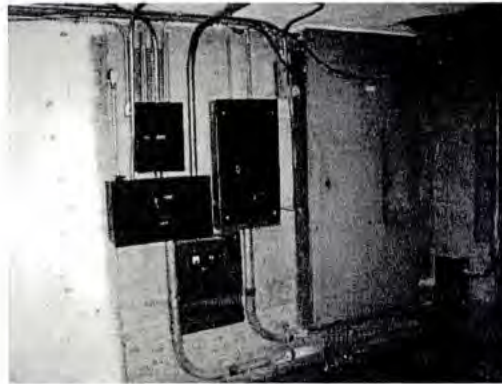


Picture #7: West Wing Electrical Distribution Panel

1959 South Wing Electrical Distribution Panelboards

1. The electrical distribution equipment for the south wing consists of two 400 ampere, three phase circuit breaker type panel boards one 100 Ampere panel board. One 400 ampere and the 100 ampere panel boards are FPE that are original to the building with a similar "normal" and "emergency" arrangement as the West Wing. The other 400-ampere panel board is a newer Siemens that was added primarily for air conditioning and other mechanical loads. The FPE panel board has exceeded its 40 year expected life and should be replaced.

Estimated cost \$12,000



Picture #8: South Wing Distribution Panels

1959 Shop, West Wing Lighting, and South Wing 2nd Floor Lighting and Wiring Devices

1. Much of the general lighting in the 1959 areas of the shop, west wing and 2nd floor of the south wing consists of fluorescent wraparound type fixtures with T-8 lamp electronic ballast combinations. Some of the fluorescent light fixtures in areas that have not been remodeled since 1959 have had new ballast, lamp sockets, and lamps changed out T-12 magnetic to T-8 electronic lamp ballast combinations.
2. In the lobby there are a few original incandescent fixtures with glass lenses. Most of the wraparound type lighting is over 20 years old. All of the light fixtures should be replaced if not be addressed with new general renovations in the next few years.
3. Exit and emergency lighting should be upgraded as well.
4. Wiring devices, i.e. switches and receptacles, have exceeded their expected 20 year life and should be replaced.
5. Estimated cost: \$160,000 (\$6.00 per SF Lighting, \$0.50 per SF Wiring Devices)

400 KW Emergency Generator:

Code required life safety emergency egress lighting is provided by battery backed emergency light fixtures. These fixtures are designed to provide 90 minutes of light to egress the building in the event of a power outage or interruption of normal power to the building. The fire alarm control panel also needs battery backed for 24 hours of operation.

There is no backup system to maintain power to general lighting systems, computers, hot water circulating pumps, steam condensate pumps, ventilation and air conditioning equipment, or kitchen equipment.

A 400 KW generator could be applied to backup all power to the building and to provide separate emergency power for life safety systems. Existing emergency egress lighting would be maintained until areas are renovated at which time they could be replaced with separate emergency lights.

Electrical: \$150,000

Mechanical: \$0 unless the generator is placed in inside, at which point ventilation would be required.

**NDVS / School for the Blind
Space Program**

Description	Qty	Size	Total SF	Existing	Difference
1 Administration					
1.1 Administration					
1.1.1 Administrative Assistant (J. Glander)	1	100	100	97	3
1.1.2 Superintendent (C. Suminski)	1	150	150	130	20
1.1.3 Program Director (P. Olson)	1	150	150	130	20
1.1.4 Business Manager (T. Purcell)	1	150	150	106	44
1.1.5 Administration Waiting Area	1	80	80	0	80
1.1.6 Workroom	1	300	300	300	0
1.1.7 File Room	1	80	80	63	17
1.1.8 Conference Room	1	200	200	0	200
1.1.9 Toilet	1	50	50	0	50
IT Services - Office (G. Bornsen, L. Westling)	2	150	300	422	-122
1.1.11 IT Equipment Set-up and Storage	1	200	200	0	200
1.1.12 IT Server	1	100	100	92	8
Subtotal Administration			1,860	1,340	520
Subtotal Administration			1,860	1,340	520
2 Client Services					
2.1 Programs and Education					
2.1.1 Program Manager (D. Johnsen)	1	150	150	90	60
2.1.2 Orientation/Mobility Instructor (P. Haus)	1	150	150	80	70
2.1.3 General Classroom Instruction	2	250	500	225	275
2.1.4 Braille Instruction (C. Lien)	1	150	150	145	5
2.1.5 Music Instruction (N. Thomas)	1	500	500	226	274
2.1.6 Gymnasium	1	2,500	2,500	2,532	-32
2.1.7 Gym Storage	1	500	500	469	31
2.1.8 Daily Living Skills (K. Dockter)	1	500	500	456	44
2.1.9 Dorm Suites	2	360	720	716	4
2.1.10 Apartments	2	465	930	930	0
2.1.11 Commons	1	600	600	600	0
2.1.12 House Manager Suite	1	150	150	106	44
2.1.13 Laundry	1	80	80	72	8
2.1.14 Equipment Storage and Supplies	1	250	250	0	250
Subtotal Programs & Education			7,680	6,647	1,033
2.2 Outreach and Resource Center					
2.2.1 Vision Resource Center (L. Foley, E. Legg, D. Metzger)	1	2,500	2,500	2,205	295
2.2.2 VRC Equipment and Storage	1	800	800	495	305
2.2.3 Technology Classroom (T. Wicken)	1	500	500	462	38
2.2.4 Demonstration Area	1	250	250	0	250
2.2.5 Equipment Storage and Workroom	1	250	250	0	250

Description	Qty	Size	Total SF	Existing	Difference
2.2.6 Braille Access Center (C. Roy, volunteer)	1	200	200	144	56
2.2.7 BAC Equipment and Storage	1	120	120	50	70
2.2.8 Vision Rehab. Specialist (J. Shirek)	1	150	150	150	0
2.2.9 Vocational Services (K. Wendel)	1	600	600	398	202
2.2.10 Administrative Assistant (P. Hesse)	1	120	120	80	40
2.2.11 Vision Store	1	250	250	0	250
2.2.12 Outreach Teacher (C. Williams, P. Hill)	2	120	240	80	160
2.2.13 Training/Inservice Meeting Rooms	1	2,000	2,000	0	2,000
2.2.14 Kitchen/Catering	1	150	150	0	150
Subtotal Outreach & Resource			8,130	4,064	4,066
Subtotal Client Services			15,810	10,711	5,099

3 Facilities

3.1 Staff					
3.1.1 Breakroom	1	250	250	0	250
3.1.2 Toilets	6	200	1,200	345	855
Subtotal Staff			1,450	345	1,105
3.2 Building Services					
3.2.1 Custodian	3	60	180	170	10
3.2.2 Mechanical (lump sum)	1	2,500	2,500	2,536	-36
3.2.3 Garage/Storage	1		0		0
Subtotal Building Services			2,680	2,706	-26
Subtotal Facilities			4,130	3,051	1,079

	Total SF	Existing	Difference
Total net square foot requirements:	21,800	15,102	6,698
Net to gross conversion (x .35)	7,630	5,361	2,269
Gross foot requirement:	29,430	20,087	9,343
Second floor Gross SF		6,936	
Gross foot requirement w/Second Floor:	29,430	27,023	2,407

**Community High School / Adult Education
Space Program - Grand Forks Public Schools**

Description	Qty	Size	Total SF	Existing	Difference
1 Administration					
1.1 Administration					
1.1.1 Main Office	1	250	250	233	17
1.1.2 Counselor Offices	2	150	300	265	35
1.1.3 Principal's Office	1	180	180	133	47
1.1.4 Mail/Copy Room	1	100	100	133	-33
1.1.5 Storage/Supplies	1	80	80	131	-51
1.1.6 Conference Room	1	250	250	273	-23
Subtotal Administration			1,160	1,168	-8
Subtotal Administration			1,160	1,168	-8
2 Education					
2.1 Classrooms					
2.1.1 Library	1	600	600	464	136
2.1.2 General Classrooms	6	750	4500	4,595	-95
2.1.3 Science	1	1,100	1,100	1,023	77
2.1.4 FACS Classroom	1	750	750	562	188
2.1.5 Art Classroom	1	750	750	486	264
2.1.6 Assessment	1	150	150	0	150
2.1.7 Adult Learning Classrooms	3	600	1,800	2,104	-304
2.1.8 Gymnasium	1	2,500	2,500	2,532	-32
2.1.9 Gym Storage	1	500	500	0	500
2.1.10 Fitness	1	500	500	0	500
2.1.11 Storage	1	750	750	624	126
			0	0	0
Subtotal Classrooms			13,900	12,390	1510
Subtotal Client Services			13,900	12,390	1510
3 Facilities					
3.1 Food Service					
3.1.1 Cafeteria	1	1,400	1,400	1,416	-16
3.1.2 Kitchen and Storage	1	400	900	380	20
Subtotal Food Service			2,300	1,796	4
3.2 Staff					
3.2.1 Breakroom	1	250	250	233	17
3.2.2 Staff Toilets	2	60	120	86	34
Subtotal Staff			370	319	51

Description		Qty	Size	Total SF	Existing	Difference
3.3	Building Services					
3.3.1	Toilets	2	250	500	426	74
3.3.2	Shower	1	70	70	0	70
3.3.3	Custodian	1	60	60	52	8
3.3.4	Mechanical (lump sum)	1	800	800	233	567
	Subtotal Building Services			1,430	711	719
Subtotal Facilities				4,100	2,826	774

	Total SF	Existing	Difference
Total net square foot requirements:	19,160	16,384	2,776
Net to gross conversion (x .35)	6,706	5,737	969
Gross foot requirement:	25,866	22,121	3,745

Concept Master Plan

The following facility and site improvement recommendations comprise the buildings and ground master plan for North Dakota Vision Services/School for the Blind and are intended to address both deferred maintenance and programmatic concerns for the campus. Each item is identified with a letter that corresponds to the site and plan diagrams that follow, along with the project cost estimates.

Program-related and Deferred Maintenance Projects

- A. Install elevator and equipment to provide accessibility to second floor of South Wing. Accessibility is a Federal ADA requirement for government-owned buildings and will be necessary for continued or repurposed use of the second floor area.
- B. Replace original window wall system with modern, insulated window and panel system to improve operation, comfort and energy efficiency of West Wing classroom spaces.
- C. Install site storm drainage utilities to collect and route storm water to sewer system and alleviate seepage into basement and tunnels. Collect rainwater from downspouts with a French drain system installed around perimeter of courtyard and convey through new storm sewer piping, along with sump pump discharge, to an existing catch basin in the west parking lot.
- D. Replace original Garage unit heaters with new equipment.
- E. Install Garage exhaust, make-up air system, and carbon monoxide sensor panel to improve air quality and life safety.
- F. Renovate and reconfigure second floor of South Wing for North Dakota Vision Services Administration and Outreach services. Replace original mechanical systems with new heat exchangers, pumps, piping, HVAC equipment, plumbing fixtures, and temperature control equipment. Replace original electrical systems with new distribution panels, wiring, devices and life safety systems.
- G. Following second floor renovation of south wing, remodel and reconfigure select areas of first floor for repurposed use. Replace mechanical heating piping in first floor of south wing, and install digital temperature control systems.
 - 1. Create new north entry for School for the Blind to improve accessibility and visibility from north parking lot. Create new vestibule and corridor through existing building, and relocate Music classroom to be adjacent to Gymnasium.
 - 2. Relocate Daily Living Skills from south wing to a location adjacent to apartments and suites.
 - 3. Reconfigure outreach services on first floor to consolidate Vision Store and create training rooms where existing functions are relocated to second floor.
 - 4. Expand Vision Resource Center Storage into space currently occupied by Daily Living Skills, and reconfigure Technology services to consolidate demonstration and storage in space currently used by IT.

- H. Renovate and reconfigure West Wing for Grand Forks Public School Community High School and Adult Education. Replace original mechanical systems with new heat exchangers, pumps, piping, HVAC equipment, plumbing fixtures, and temperature control equipment. Replace original electrical systems with new distribution panels, wiring, devices and life safety systems.
- I. Upgrade existing air-handling unit in Gymnasium which is currently not functional.
- J. Provide new central, digital temperature control system equipment to serve complex. This is head-end equipment only. Temperature control upgrades for remodeled areas are included under their respective projects.
- K. Replace original primary and secondary electrical service equipment.
- L. Replace original electrical circuit breaker load centers in Garage/Shop and Steam House.
- M. Replace and upgrade site lighting.
- N. Replace original Garage/Shop lighting and electrical wiring devices.
- O. Construct new on-site Training Room facilities to accommodate large groups of up to 70, with technology equipment and catering kitchen.

Deferred Maintenance Costs 5-10 years

- P. Replace individual split system air conditioning units in the 1959 two-story building with a Variable Refrigerant Volume System utilizing an air-to-air heat pump with central compressor. This would increase system efficiency and minimize the number of compressors in the system to maintain. This could be addressed sooner if major renovations were to occur in this area.

Other Project Costs

- Q. Hazardous (asbestos-containing) materials remain in floor tile and acoustic plaster ceilings located in the Stanford Centre (west wing), second floor of the south wing and contaminated soils in the perimeter pipe tunnels. These materials should be removed before subsequent damage or deterioration causes exposure concerns to building occupants.

NDVS/School for the Blind Project Cost Estimates

Estimated Project Costs

A	Elevator Installation	\$230,000
B	West Wing Window Replacement	\$180,000
C	Install site drainage utilities	\$56,000
D	Replace Garage Unit Heaters	\$12,000
E	Install Garage Exhaust and Makeup Air System	\$15,000
F	Second Floor Renovation for NDVS	\$800,000
	(Includes reconfiguration of space, HVAC, Plumbing and Electrical Systems replacement)	
G	First Floor Remodeling for NDVS	\$700,000
H	West Wing (Stanford Centre) Renovation	\$2,200,000
	(Includes reconfiguration of space, HVAC, Plumbing and Electrical Systems replacement)	
I	Replace Gymnasium Air-handling unit	\$145,000
J	Replace temperature control system	\$200,000
K	Replace primary and secondary electrical service	\$100,000
L	Replace shop and steam house electrical service	\$15,000
M	Repair and upgrade site lighting	\$12,000
N	Replace Shop lighting, and wiring devices	\$40,000
O	Training Center Addition for NDVS	\$700,000
	Total Estimated Project Costs	\$5,405,000

Deferred Maintenance Costs 5-10 years

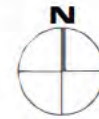
P	Install central AC system in South Wing	\$270,000
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Estimated Other Project Costs

Q	Hazardous Material (Asbestos) abatement	\$262,000
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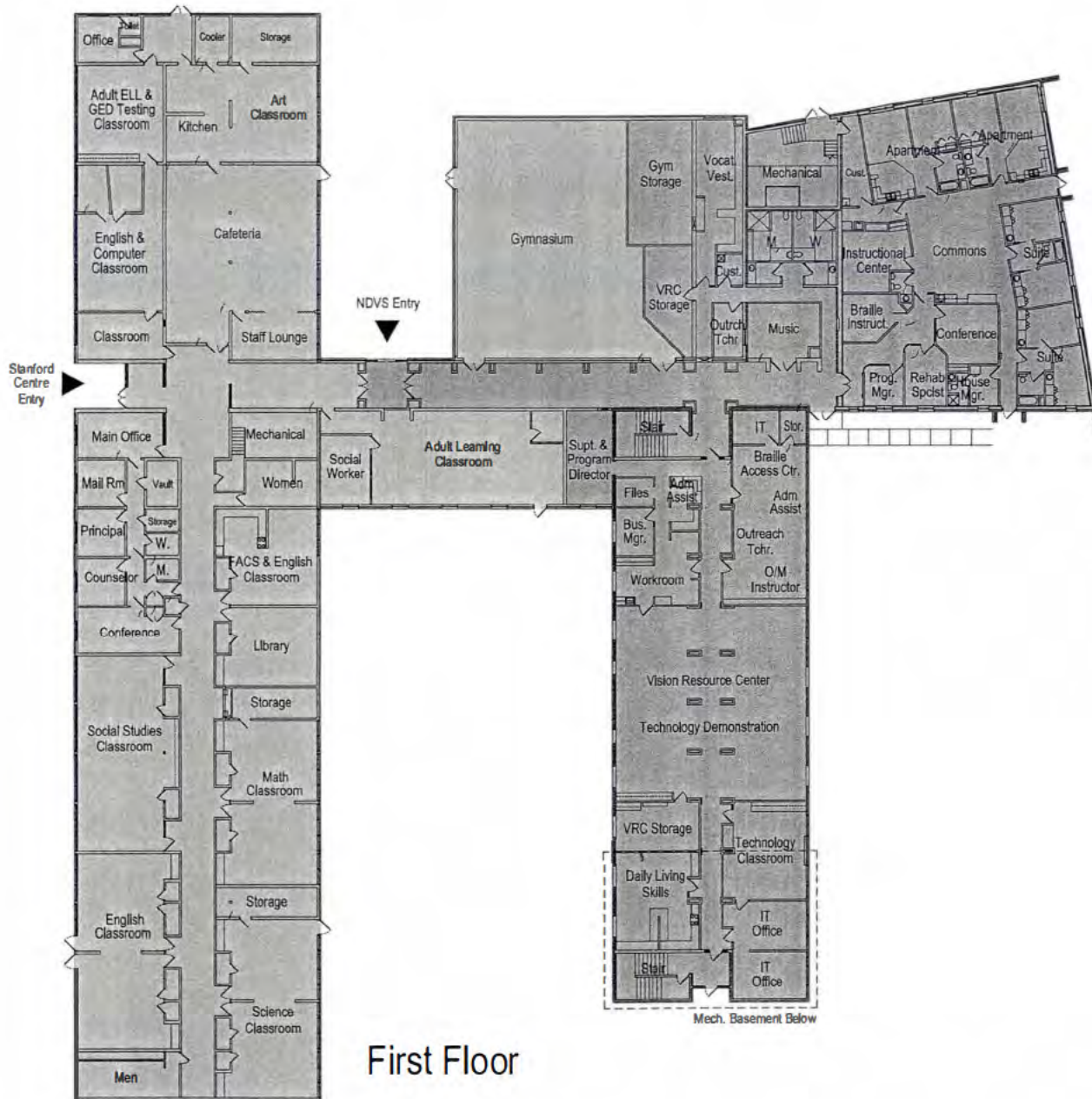
Notes:

1. Project cost estimates represent 2012 dollars. Adjustments should be made for inflation if projects are implemented in subsequent years.
2. Project costs are inclusive of construction costs, construction contingencies, design fees, and other miscellaneous estimated costs.

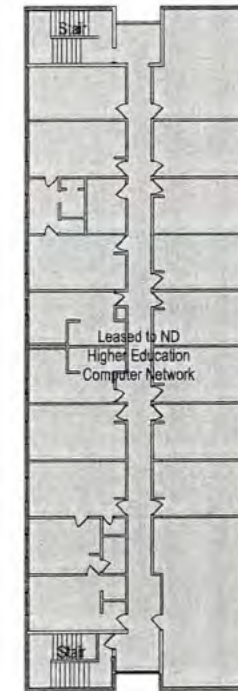


NDVS/School for the Blind Existing Building Plan

05/08/12

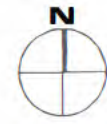


First Floor



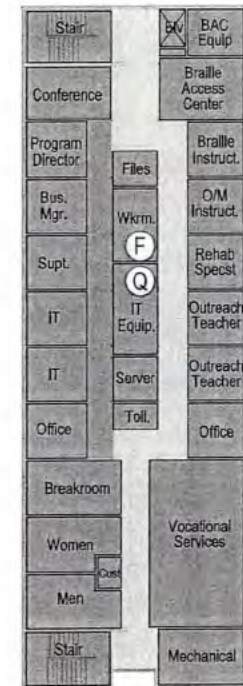
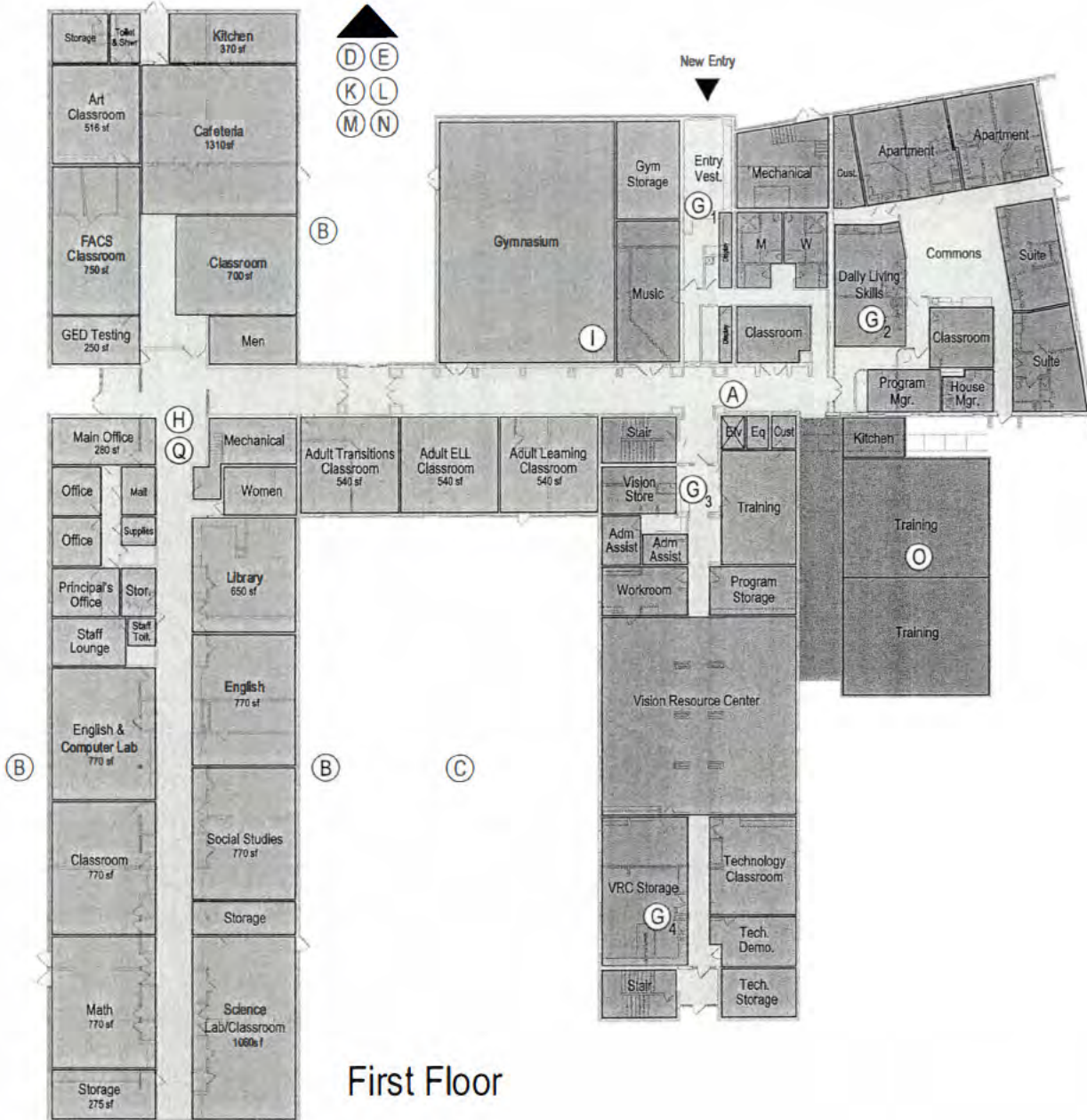
Second Floor

- North Dakota Vision Services School for the Blind
- Grand Forks Public Schools
- Shared Facilities
- Leased Space (ND HECN)



NDVS/School for the Blind Building Masterplan

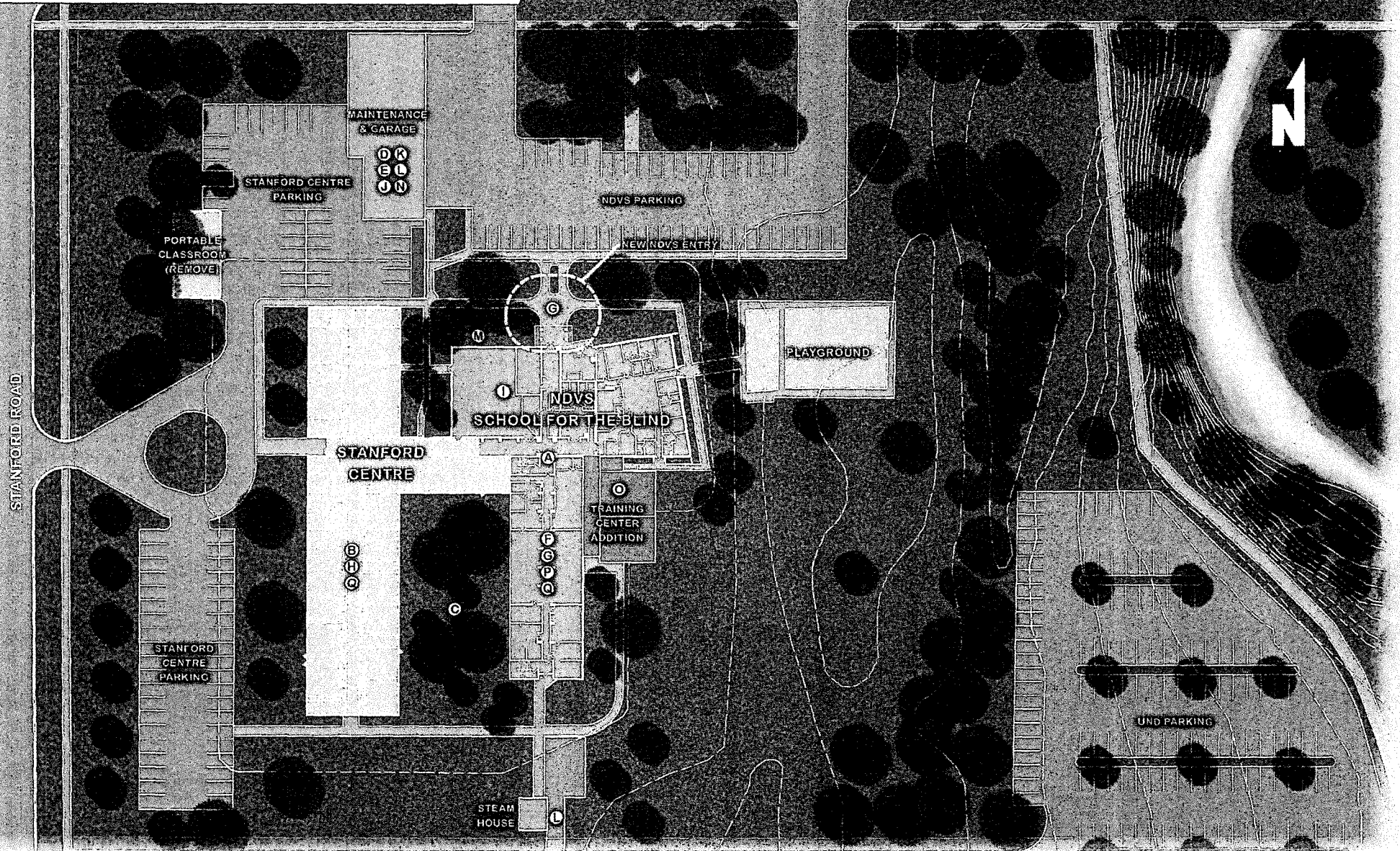
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- North Dakota Vision Services School for the Blind
- Grand Forks Public Schools
- Shared Facilities
- New Construction

NDVS SCHOOL FOR THE BLIND MASTERPLAN - SITE

6th AVENUE NORTH



May 3, 2013

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

That the Senate recede from its amendments as printed on pages 1546-1556 of the House Journal and pages 1362-1371 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 3, remove "to provide for a transfer to the general fund; to provide for the distribution of"

Page 1, replace lines 4 through 8 with "to create and enact sections 15.1-27-04.1, 15.1-27-04.2, and 15.1-27-45 and a new section to chapter 15.1-35 of the North Dakota Century Code, relating to determination of state aid payable to school districts; to amend and reenact sections 15-39.1-28, 15.1-02-02, 15.1-07-32, 15.1-09-33, 15.1-09-39, 15.1-09-40, 15.1-09-47, 15.1-09-48, 15.1-09-49, 15.1-18.1-02, 15.1-22-01, 15.1-27-03.1, 15.1-27-03.2, 15.1-27-17, 15.1-27-35, 15.1-27-35.3, 15.1-27-39, 15.1-29-15, 15.1-30-04, 15.1-36-02, 40-55-08, 40-55-09, 57-15-01.1, 57-15-14, 57-15-14.2, 57-15-14.5, 57-15-17, 57-15-17.1, 57-15-31, 57-19-01, 57-19-02, and 57-19-09 of the North Dakota Century Code, relating to the determination of state aid payable to school districts; to repeal sections 15.1-27-07.1 and 57-19-10 of the North Dakota Century Code, relating to kindergarten payments and special reserve funds; to provide an appropriation; to provide supplemental assistance payments; to provide for a transfer; to provide for a legislative management study; to provide for a suspension; to provide an effective date; to provide an expiration date; and to declare an emergency."

Pages
14
15
24
25
28
33
36

Page 10, after line 21, insert:

"SECTION 21. AMENDMENT. Section 15-39.1-28 of the North Dakota Century Code is amended and reenacted as follows:

15-39.1-28. Tax levy for teachers' retirement.

Any school district by a resolution of its school board may levy a tax pursuant to subdivision b of subsection 1 of ~~use the proceeds of levies, as permitted by section 57-15-14.2, the proceeds to be used for the purposes of meeting the district's~~ contribution to the fund arising under this chapter and to provide the district's share, if any, of contribution to the fund for contracted employees of either a multidistrict special education board or another school district where the contracted employees are also providing services to the taxing school district."

Page 10, after line 27, insert:

"SECTION 23. AMENDMENT. Section 15.1-07-32 of the North Dakota Century Code is amended and reenacted as follows:

15.1-07-32. Student performance strategist - Verification - Qualifications.

~~Beginning with the 2010-11 school year, each~~Each school district must have available one full-time equivalent student performance strategist for every four hundred students in average daily membership in kindergarten through grade three. Each school district shall submit documentation to the superintendent of public instruction, at the time and in the manner directed by the superintendent, verifying the amount of time

that each student performance strategist expended in tutoring students on a one-to-one basis or in groups ranging from two to five, or in providing instructional coaching to teachers. For purposes of this section, a "student performance strategist" must meet:

1.
 - a. Meet the qualifications of an elementary school teacher as set forth in section 15.1-18-07; or
 - b. Be licensed to teach or approved to teach by the education standards and practices board and hold a special education endorsement or credential; and serve
2. Serve as a tutor or an instructional coach.

SECTION 24. AMENDMENT. Section 15.1-09-33 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-33. School board - Powers.

The board of a school district may:

1. Establish a system of free public schools for all children of legal school age residing within the district.
2. Organize, establish, operate, and maintain elementary, middle, and high schools.
3. Have custody and control of all school district property and, in the case of the board of education of the city of Fargo, have custody and control of all public school property within the boundaries of the Fargo public school district and to manage and control all school matters.
4. Acquire real property and construct school buildings and other facilities.
5. Relocate or discontinue schools and liquidate the assets of the district as required by law; provided no site may be acquired or building constructed, or no school may be organized, established, operated, maintained, discontinued, or changed in location without the approval of the state board of public school education if outside the boundary of the district.
6. Purchase, sell, exchange, and improve real property.
7. Lease real property for a maximum of one year except in the case of a career and technical education facility constructed in whole or in part with financing acquired under chapter 40-57, which may be leased for up to twenty years.
8. Subject to chapter 32-15, exercise the power of eminent domain to acquire real property for school purposes.
9. Purchase, sell, exchange, improve, and lease for up to one year equipment, furniture, supplies, and textbooks.
10. Recruit or contract with others to recruit homes and facilities which provide boarding care for special education students.

11. Provide dormitories for the boarding care of special education students.
12. Insure school district property.
13. Independently or jointly with other school districts, purchase telecommunications equipment or lease a telecommunications system or network.
14. Provide for the education of students by another school district.
15. Contract with federal officials for the education of students in a federal school.
16. Prescribe courses of study in addition to those prescribed by the superintendent of public instruction or by law.
17. Adopt rules regarding the instruction of students, including their admission, transfer, organization, grading, and government.
18. Join the North Dakota high school activities association and pay membership fees.
19. Adopt alternative curricula for high school seniors who require fewer than four academic units.
20. Contract with, employ, and compensate school district personnel.
21. Contract with and provide reimbursement for the provision of teaching services by an individual certified as an instructor in the areas of North Dakota American Indian languages and culture by the education standards and practices board.
22. Suspend school district personnel.
23. Dismiss school district personnel.
24. Participate in group insurance plans and pay all or part of the insurance premiums.
25. Contract for the services of a district superintendent, provided that the contract, which may be renewed, does not exceed a period of three years.
26. Contract for the services of a principal.
27. Employ an individual to serve as the school district business manager or contract with any person to perform the duties assigned to a school district business manager by law.
28. Suspend or dismiss a school district business manager for cause without prior notice.
29. Suspend or dismiss a school district business manager without cause with thirty days' written notice.
30. Defray the necessary and contingent expenses of the board.

31. Levy a tax upon property in the district for school purposes, as permitted in accordance with chapter 57-15.
32. Amend and certify budgets and tax levies, as provided in title 57.
33. Pay dues allowing for the board to hold membership in city, county, state, and national organizations and associations.
34. Designate, at its annual meeting, a newspaper of general circulation as the official newspaper of the district.

SECTION 25. AMENDMENT. Section 15.1-09-39 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-39. Districts in bordering states - Contract.

1. Notwithstanding any other provision of law, the board of a school district in this state may contract with the board of a school district in another state for the joint operation and maintenance of school facilities and for joint activities, if the districts are contiguous. To be valid, the contract must be approved by the superintendent of public instruction and by a majority of the qualified electors residing in the district.
2. In assessing the contract, the superintendent shall consider the district's enrollment, its valuation, and its longevity.
3. If the superintendent approves the contract, the board shall submit the contract to the electorate of the district, for approval, at an annual or a special election.
4. The board shall publish notice of the election in the official newspaper of the district at least fourteen days before the election. The notice must include a statement regarding the purpose of the election and the terms of the contract.
5. On the ballot, the board shall seek the voters' permission to execute the proposed contract, as approved by the superintendent of public instruction.
6. If the voters approve the execution of the contract, the board may levy and collect taxes, as permitted in accordance with chapter 57-15, to carry out the contract pursuant to law.
7. If a district that is a party to a contract under this section dissolves, any district to which the land of the dissolved district is attached shall assume the contractual responsibilities.

SECTION 26. AMENDMENT. Section 15.1-09-40 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-40. Sharing of levied taxes - Contract.

The boards of two or more school districts may contract to share levied taxes in all or a portion of their respective districts. The rate of taxes to be levied on any property in the joint taxing area or district is the rate of tax provided for in the contract, not exceeding any levy limitations applicable to the property under chapter 57-15. The

auditor of each county in which all or a portion of a contracting district is located shall fix and levy taxes on that portion of the property which is described in the contract and is located in the county at the rate set by the contract.

SECTION 27. AMENDMENT. Section 15.1-09-47 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-47. Board of education of city of Fargo - Taxing authority.

1. The board of education of the city of Fargo may levy taxes, as necessary for any of the following purposes:
 - a. To purchase, exchange, lease, or improve sites for schools.
 - b. To build, purchase, lease, enlarge, alter, improve, and repair schools and their appurtenances.
 - c. To procure, exchange, improve, and repair school apparatus, books, furniture, and appendages, but not the furnishing of textbooks to any student whose parent is unable to furnish the same.
 - d. To provide fuel.
 - e. To defray the contingent expenses of the board, including the compensation of employees.
 - f. To pay teacher salaries after the application of public moneys, which may by law be appropriated and provided for that purpose.
2. The question of authorizing or discontinuing the unlimited taxing authority of the board of education of the city of Fargo must be submitted to the qualified electors of the Fargo school district at the next regular election upon resolution of the board of education or upon filing with the board a petition containing the signatures of qualified electors of the district equal in number to twenty percent of the individuals enumerated in the most recent school district census. However, if the electors approve a discontinuation of the unlimited taxing authority, their approval of the discontinuation may not affect the tax levy effective for the calendar year in which the election is held. In addition, the minimum levy may not be less than the levy that was in force at the time of the election. The board may increase its levy in accordance with section 57-15-01. If the district experiences growing enrollment, the board may increase the levy by an amount equal to the amount levied the preceding year per student times the number of additional students enrolled during the new year within the requirements or limitations of this title and title 57.

SECTION 28. AMENDMENT. Section 15.1-09-48 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-48. Board of education of city of Fargo - Tax collection.

The board of education of the city of Fargo has the power to may levy taxes within the boundaries of the Fargo public school district and to cause ~~such~~the taxes to be collected in the same manner as other city taxes, provided the taxes meet the requirements or limitations of this title and title 57. The business manager of the board of education shall cause certify the rate for each purpose to be certified by the business

manager to the city auditor in time to be added to the annual tax list of the city. It is the duty of the ~~The~~ city auditor to ~~shall~~ calculate and extend upon the annual assessment roll and tax list any tax levied by the board of education. The tax must be collected in the same manner as other city taxes are collected. If the city council fails to levy any tax for city purposes or fails to cause an assessment roll or tax list to be made, the board of education may ~~cause~~make an assessment roll and tax list ~~to be made~~ and submit the roll to the city auditor with a warrant for the collection of the tax. The board of education may cause the tax to be collected in the same manner as other city taxes are collected or as otherwise provided by resolution of the board.

SECTION 29. AMENDMENT. Section 15.1-09-49 of the North Dakota Century Code is amended and reenacted as follows:

15.1-09-49. Board of education of city of Fargo - Taxes for buildings.

The amount to be raised for teacher salaries and contingent expenses must be such only as together with the public money coming to the city from any source is sufficient to establish and maintain efficient and proper schools for students in the city. The tax for purchasing, leasing, or improving sites and the building, purchasing, leasing, enlarging, altering, and repairing of schools may not exceed in any one year fifteen mills on the ~~dollar valuation of the taxable~~ valuation of property of the city in the school district. The board of education may borrow, and when necessary shall borrow, in anticipation of the ~~amount of the taxes to be raised, levied, and collected.~~

Page 12, after line 22, insert:

"SECTION 31. AMENDMENT. Section 15.1-22-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-22-01. Kindergarten - Establishment by board - Request by parent - Levy.

- ~~1.~~ The board of a school district shall either provide at least a half-day kindergarten program for any student enrolled in the district or pay the tuition required for the student to attend a kindergarten program in another school district.
- ~~2.~~ The board of a school district that establishes a kindergarten under this section may levy a tax pursuant to subdivision p of subsection 1 of section ~~57-15-14.2.~~

SECTION 32. AMENDMENT. Section 15.1-27-03.1 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-03.1. (Effective through June 30, 2013, and after June 30, 2015) Weighted average daily membership - Determination.

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in a migrant summer program;
 - b. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;

- c. 0.60 the number of full-time equivalent students enrolled in a summer education program;
- d. 0.50 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
- e. 0.30 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- f. 0.25 the number of full-time equivalent students enrolled in an alternative high school;
- g. 0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;
- h. 0.20 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- i. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
- j. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
- k. ~~0.0790~~.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
- l. 0.07 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;

- (2) Are enrolled in a program of instruction for English language learners; and
 - (3) Have not been in the third of six categories of proficiency for more than three years;
- m. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];
 - n. 0.006 the number of students enrolled in average daily membership in each public school in the district that:
 - (1) Has acquired and is utilizing the PowerSchool student information system;
 - (2) Has acquired and is in the process of implementing the PowerSchool student information system; or
 - (3) Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and
 - o. 0.004 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.
2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

(Effective July 1, 2013, through June 30, 2015) Weighted average daily membership - Determination.

- 1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in a migrant summer program;
 - b. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - c. 0.60 the number of full-time equivalent students enrolled in a summer education program;
 - d. ~~0.50~~0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
 - e. 0.30 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least

proficient and placed in the first of six categories of proficiency;
and

- (2) Are enrolled in a program of instruction for English language learners;
- f. 0.25 the number of full-time equivalent students enrolled in an alternative high school;
- g. 0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;
- h. 0.20 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- i. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
- j. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;
- k. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
- l. ~~0.0790~~.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
- m. 0.07 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
 - (2) Are enrolled in a program of instruction for English language learners; and
 - (3) Have not been in the third of six categories of proficiency for more than three years;

- n. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];
 - o. ~~0.0060.003~~ the number of students enrolled in average daily membership in each public school in the district that:
 - (1) Has acquired and is utilizing the PowerSchool student information system;
 - (2) Has acquired and is in the process of implementing the PowerSchool student information system; or
 - (3) Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and
 - p. ~~0.0040.002~~ the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.
2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

SECTION 33. AMENDMENT. Section 15.1-27-03.2 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-03.2. School district size weighting factor - Weighted student units.

- 1. For each high school district in the state, the superintendent of public instruction shall assign a school district size weighting factor of:
 - a. ~~4.25~~1.35 if the students in average daily membership number fewer than ~~485~~125;
 - b. 1.34 if the students in average daily membership number at least 125 but fewer than 130;
 - c. 1.33 if the students in average daily membership number at least 130 but fewer than 135;
 - d. 1.32 if the students in average daily membership number at least 135 but fewer than 140;
 - e. 1.31 if the students in average daily membership number at least 140 but fewer than 145;
 - f. 1.30 if the students in average daily membership number at least 145 but fewer than 150;
 - g. 1.29 if the students in average daily membership number at least 150 but fewer than 155;

- h. 1.28 if the students in average daily membership number at least 155 but fewer than 160;
- i. 1.27 if the students in average daily membership number at least 160 but fewer than 165;
- j. 1.26 if the students in average daily membership number at least 165 but fewer than 175;
- k. 1.25 if the students in average daily membership number at least 175 but fewer than 185;
- b-l. 1.24 if the students in average daily membership number at least 185 but fewer than 200;
- e-m. 1.23 if the students in average daily membership number at least 200 but fewer than 215;
- d-n. 1.22 if the students in average daily membership number at least 215 but fewer than 230;
- e-o. 1.21 if the students in average daily membership number at least 230 but fewer than 245;
- f-p. 1.20 if the students in average daily membership number at least 245 but fewer than 260;
- g-q. 1.19 if the students in average daily membership number at least 260 but fewer than 270;
- h-r. 1.18 if the students in average daily membership number at least 270 but fewer than 275;
- i-s. 1.17 if the students in average daily membership number at least 275 but fewer than 280;
- j-t. 1.16 if the students in average daily membership number at least 280 but fewer than 285;
- k-u. 1.15 if the students in average daily membership number at least 285 but fewer than 290;
- t-v. 1.14 if the students in average daily membership number at least 290 but fewer than 295;
- m-w. 1.13 if the students in average daily membership number at least 295 but fewer than 300;
- n-x. 1.12 if the students in average daily membership number at least 300 but fewer than 305;
- e-y. 1.11 if the students in average daily membership number at least 305 but fewer than 310;
- p-z. 1.10 if the students in average daily membership number at least 310 but fewer than 320;
- q-aa. 1.09 if the students in average daily membership number at least 320 but fewer than 335;

- r.bb. 1.08 if the students in average daily membership number at least 335 but fewer than 350;
 - s.cc. 1.07 if the students in average daily membership number at least 350 but fewer than 360;
 - t.dd. 1.06 if the students in average daily membership number at least 360 but fewer than 370;
 - u.ee. 1.05 if the students in average daily membership number at least 370 but fewer than 380;
 - v.ff. 1.04 if the students in average daily membership number at least 380 but fewer than 390;
 - w.gg. 1.03 if the students in average daily membership number at least 390 but fewer than 400;
 - x.hh. 1.02 if the students in average daily membership number at least 400 but fewer than 600;
 - y.ii. 1.01 if the students in average daily membership number at least 600 but fewer than 900; and
 - z.jj. 1.00 if the students in average daily membership number at least 900.
2. For each elementary district in the state, the superintendent of public instruction shall assign a weighting factor of:
 - a. 1.25 if the students in average daily membership number fewer than 125;
 - b. 1.17 if the students in average daily membership number at least 125 but fewer than 200; and
 - c. 1.00 if the students in average daily membership number at least 200.
 3. The school district size weighting factor determined under this section and multiplied by a school district's weighted average daily membership equals the district's weighted student units.
 4. Notwithstanding the provisions of this section, the school district size weighting factor assigned to a district may not be less than the factor arrived at when the highest number of students possible in average daily membership is multiplied by the school district size weighting factor for the subdivision immediately preceding the district's actual subdivision and then divided by the district's average daily membership.

SECTION 34. Section 15.1-27-04.1 of the North Dakota Century Code is created and enacted as follows:

15.1-27-04.1. Baseline funding - Establishment - Determination of state aid.

1. In order to determine the amount of state aid payable to each district, the superintendent of public instruction shall establish each district's baseline funding. A district's baseline funding consists of:

- a. All state aid received by the district in accordance with chapter 15.1-27 during the 2012-13 school year;
- b. The district's 2012-13 mill levy reduction grant, as determined in accordance with chapter 57-64, as it existed on June 30, 2013;
- c. An amount equal to that raised by the district's 2012 general fund levy or that raised by one hundred ten mills of the district's 2012 general fund levy, whichever is less;
- d. An amount equal to that raised by the district's 2012 long-distance learning and educational technology levy;
- e. An amount equal to that raised by the district's 2012 alternative education program levy; and
- f. An amount equal to:
 - (1) Seventy-five percent of all revenue received by the school district and reported under code 2000 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (2) Seventy-five percent of all mineral revenue received by the school district through direct allocation from the state treasurer and not reported under code 2000 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Seventy-five percent of all tuition received by the school district and reported under code 1300 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08, with the exception of revenue received specifically for the operation of an educational program provided at a residential treatment facility and tuition received for the provision of an adult farm management program;
 - (4) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on electricity generated from sources other than coal;
 - (6) All revenue received by the school district from mobile home taxes;
 - (7) Seventy-five percent of all revenue received by the school district from the leasing of land acquired by the United States for which compensation is allocated to the state under 33 U.S.C. 701(c)(3);
 - (8) All telecommunications tax revenue received by the school district; and

- (9) All revenue received by the school district from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans' credit.
2. The superintendent shall divide the district's total baseline funding by the district's 2012-13 weighted student units in order to determine the district's baseline funding per weighted student unit.
3. a. In 2013-14, the superintendent shall multiply the district's weighted student units by eight thousand eight hundred ten dollars.
- (1) The superintendent shall adjust the product to ensure that the product is at least equal to the greater of:
- (a) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's 2013-14 weighted student units; or
- (b) One hundred percent of the district's baseline funding as established in subsection 1.
- (2) The superintendent shall also adjust the product to ensure that the product does not exceed one hundred ten percent of the district's baseline funding per weighted student unit multiplied by the district's 2013-14 weighted student units, as established in subsection 2.
- b. In 2014-15, the superintendent shall multiply the district's weighted student units by nine thousand ninety-two dollars.
- (1) The superintendent shall adjust the product to ensure that the product is at least equal to the greater of:
- (a) One hundred four percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's 2014-15 weighted student units; or
- (b) One hundred percent of the district's baseline funding as established in subsection 1.
- (2) The superintendent shall also adjust the product to ensure that the product does not exceed one hundred twenty percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's 2014-15 weighted student units.
4. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:
- a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, provided that after 2013, the amount in dollars subtracted for purposes of this subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent; and

- b. Subtract an amount equal to seventy-five percent of all revenues listed in paragraphs 1 through 5, and 7 of subdivision f of subsection 1 and one hundred percent of all revenues listed in paragraphs 6, 8, and 9 of subdivision f of subsection 1.
5. The amount remaining after the computation required under subsection 4 is the amount of state aid to which a school district is entitled, subject to any other statutory requirements or limitations.

SECTION 35. Section 15.1-27-04.2 of the North Dakota Century Code is created and enacted as follows:

15.1-27-04.2. State aid - Minimum local effort - Determination.

If a district's taxable valuation per student is less than twenty percent of the state average valuation per student, the superintendent of public instruction, for purposes of determining state aid in accordance with section 15.1-27-04.1, shall utilize an amount equal to sixty mills times twenty percent of the state average valuation per student multiplied by the number of weighted student units in the district.

SECTION 36. AMENDMENT. Section 15.1-27-17 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-17. Per student payments - Reorganization of school districts - Separate weighting factor.

1. ~~Notwithstanding the provisions of section 15.1-27-03.2, the superintendent of public instruction shall create and assign a separate weighting factor to:~~
 - ~~a. Any school district that reorganized on or before June 30, 2007, and which was receiving per student payments in accordance with section 15.1-27-17, as that section existed on June 30, 2007; and~~
 - b. ~~Any~~ any school district that reorganizes on or after July 1, 2007.
2.
 - a. The separate weighting factor must allow the reorganized school district to receive a payment rate equivalent to that which each separate school district would have received had the reorganization not taken place.
 - b. The separate weighting factor must be computed to four decimal places.
 - c. The provisions of this subsection are effective for a period of four years from the date of the reorganization.
3. At the beginning of the fifth and at the beginning of the sixth years after the date of the reorganization, the superintendent of public instruction shall make proportionate adjustments in the assigned weighting factor so that beginning with the seventh year after the date of the reorganization, the weighting factor that will be applied to the reorganized district is that provided in section 15.1-27-03.2.

SECTION 37. AMENDMENT. Section 15.1-27 35 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-35. Average daily membership - Calculation.

1.
 - a. ~~During the 2009-10 school year, average daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:~~
 - ~~(1) The school district's calendar; or~~
 - ~~(2) One hundred eighty.~~
 - b. ~~During the 2010-11 school year, average daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:~~
 - ~~(1) The school district's calendar; or~~
 - ~~(2) One hundred eighty-one.~~
 - e. ~~Beginning with the 2011-12 school year, average~~Average ~~daily membership is calculated at the conclusion of the school year by adding the total number of days that each student in a given grade, school, or school district is in attendance during a school calendar and the total number of days that each student in a given grade, school, or school district is absent during a school calendar, and then dividing the sum by the greater of:~~
 - ~~(1)~~a. The school district's calendar; or
 - ~~(2)~~b. One hundred eighty-two.
2. For purposes of calculating average daily membership, all students are deemed to be in attendance on:
 - a. The three holidays listed in subdivisions b through j of subsection 1 of section 15.1-06-02 and selected by the school board in consultation with district teachers;
 - b. The two days set aside for professional development activities under section 15.1-06-04; and
 - c. The two full days, or portions thereof, during which parent-teacher conferences are held or which are deemed by the board of the district to be compensatory time for parent-teacher conferences held outside regular school hours.
3. For purposes of calculating average daily membership:
 - a. A student enrolled full time in any grade from one through twelve may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.

- b. A student enrolled full time in an approved regular education kindergarten program may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.
- c. A student enrolled full time, as defined by the superintendent of public instruction, in an approved early childhood special education program may not exceed an average daily membership of 1.00. The membership may be prorated for a student who is enrolled less than full time.

SECTION 38. AMENDMENT. Section 15.1-27-35.3 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-35.3. Payments to school districts - Unobligated general fund balance.

- 1.
 - a. The superintendent of public instruction shall determine the amount of payments due a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of forty-five percent of its actual expenditures, plus twenty thousand dollars.
 - b. Beginning July 1, 2015, the superintendent of public instruction shall determine the amount of payments due to a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of forty percent of its actual expenditures, plus twenty thousand dollars.
 - c. Beginning July 1, 2017, the superintendent of public instruction shall determine the amount of payments due to a school district and shall subtract from that the amount by which the unobligated general fund balance of the district on the preceding June thirtieth is in excess of thirty-five percent of its actual expenditures, plus twenty thousand dollars.
- 2. In making the determination required by subsection 1, the superintendent of public instruction may not include in a district's unobligated general fund balance any moneys that were received by the district from the federal education jobs fund program.
- 3. For purposes of this section, a district's unobligated general fund balance includes all moneys in the district's miscellaneous fund, as established under section 57-15-14.2.

SECTION 39. AMENDMENT. Section 15.1-27-39 of the North Dakota Century Code is amended and reenacted as follows:

15.1-27-39. Annual salary - Minimum amount.

- 4. Beginning with the 2005-06 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a minimum salary level for the contract period equal to at least twenty-two thousand dollars.

~~2-~~ Beginning with the 2006-072014-15 school year, the board of each school district shall provide to each full-time teacher, under contract for a period of nine months, a minimum salary level for the contract period equal to at least ~~twenty-two~~twenty-seven thousand five hundred dollars.

SECTION 40. Section 15.1-27-45 of the North Dakota Century Code is created and enacted as follows:

15.1-27-45. Property tax relief fund.

1.
 - a. The property tax relief fund is a special fund in the state treasury. On July 1, 2013, the state treasurer shall change the name of the property tax relief sustainability fund established under section 57-64-05 to property tax relief fund as established by this section and any unobligated balance in the property tax relief sustainability fund must be retained in the property tax relief fund.
 - b. The legislative council shall change the name of the property tax relief sustainability fund to the property tax relief fund in the North Dakota Century Code, in its supplements, and in all statutory compilations generated as a result of action by the sixty-third legislative assembly.
2. Moneys in the property tax relief fund may be expended pursuant to legislative appropriations for property tax relief programs.
3. On or before the third Monday in each January, February, March, April, August, September, October, November, and December, the office of management and budget shall certify to the superintendent of public instruction the amount of the property tax relief fund. The superintendent shall include the amount certified in determining the state aid payments to which each school district is entitled under chapter 15.1-27.

SECTION 41. AMENDMENT. Section 15.1-29-15 of the North Dakota Century Code is amended and reenacted as follows:

15.1-29-15. Levy for tuition payments.

If the board of a school district approves tuition payments for students in grades seven through twelve or if the board is required to make tuition or tutoring payments under this chapter, the board may levy an amount sufficient to meet such payments, pursuant to ~~subdivision e of subsection 1 of section 57-15-14.2.~~

SECTION 42. AMENDMENT. Section 15.1-30-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-30-04. Provision of meals and lodging for high school students - Payment permitted -Levy.

Instead of providing transportation so that an eligible high school student residing in the district can attend school in another district, a school board may pay a reasonable allowance to the student's parent for costs incurred in the provision of meals and lodging for the student at a location other than the student's residence. A school district that furnishes either transportation or an allowance for the provision of meals and lodging for a student under this section may levy a tax pursuant to ~~subdivision a of subsection 1 of section 57-15-14.2 for this purpose.~~

SECTION 43. A new section to chapter 15.1-35 of the North Dakota Century Code is created and enacted as follows:

Beverages - Snack breaks.

During the 2013-15 biennium, a school district may utilize resources provided in accordance with subdivision n of subsection 1 of section 15.1-27-03.1 to ensure that students who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.] receive one serving of milk or juice if a mid-morning snack break is provided.

SECTION 44. AMENDMENT. Section 15.1-36-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-36-02. School construction projects - Loans.

1. ~~The~~In order to provide school construction loans, the board of university and school lands may authorize the use of ~~moneys in:~~
 - a. Fifty million dollars, or so much of that amount as may be necessary, from the coal development trust fund, established pursuant to section 21 of article X of the Constitution of North Dakota and subsection 1 of section 57-62-02 to provide school construction loans, as described in this chapter. The outstanding principal balance of loans under this chapter may not exceed fifty million dollars. The board may adopt policies and rules governing school construction loans; and
 - b. One hundred fifty million dollars from the strategic investment and improvements fund, established pursuant to section 15-08.1-08.
2. In order to be eligible for a loan under this section, the board of a school district shall:
 - a. Propose a construction project with a cost of at least one million dollars and an expected utilization of at least thirty years;
 - b. Obtain the approval of the superintendent of public instruction for the construction project under section 15.1-36-01; and
 - c. Submit to the superintendent of public instruction an application containing all information deemed necessary by the superintendent, including potential alternative sources or methods of financing the construction project.
3. ~~The superintendent of public instruction shall give priority to any district that meets the requirements for receipt of an equity payment under section 15.1-27-11.~~
4. If an eligible school district's ~~imputed~~ taxable valuation per student is less than eighty percent of the state average ~~imputed~~taxable valuation per student, the district is entitled to receive:
 - a. A school construction loan equal to the lesser of ~~twelve~~twenty million dollars or ~~eighty~~ninety percent of the actual project cost;

- b. An interest rate discount equal to at least one hundred but not more than ~~two~~four hundred ~~five~~ty basis points below the prevailing tax-free bond rates; and
 - c. A term of repayment that may extend up to twenty years.
- 5-4. If an eligible school district's ~~imputed~~ taxable valuation per student is equal to at least eighty percent but less than ninety percent of the state average ~~imputed~~ taxable valuation per student, the district is entitled to receive:
- a. A school construction loan equal to the lesser of ~~ten~~fifteen million dollars or ~~seventy~~eighty percent of the actual project cost;
 - b. An interest rate buydown equal to at least one hundred but not more than ~~two~~three hundred ~~five~~ty basis points below the prevailing tax-free bond rates; and
 - c. A term of repayment that may extend up to twenty years.
- 6-5. If an eligible school district's ~~imputed~~ taxable valuation per student is equal to at least ninety percent of the state average ~~imputed~~ taxable valuation per student, the district is entitled to receive:
- a. A school construction loan equal to the lesser of ~~four~~ten million dollars or ~~thirty~~seventy percent of the actual project cost;
 - b. An interest rate discount equal to at least one hundred but not more than ~~two~~three hundred ~~five~~ty basis points below the prevailing tax-free bond rates; and
 - c. A term of repayment that may extend up to twenty years.
- 7-6. The board of a school district may submit its loan application to the superintendent of public instruction before or after receiving authorization of a bond issue in accordance with chapter 21-03. If the vote to authorize a bond issue precedes the application for a loan, the application must be acted upon by the superintendent expeditiously but no later than one hundred eighty days from the date it is received by the superintendent.
- 8-7. The superintendent of public instruction shall consider each loan application in the order it received approval under section 15.1-36-01.
- 9-8. If the superintendent of public instruction approves the loan, the superintendent may determine the loan amount, the term of the loan, and the interest rate, in accordance with the requirements of this section. A school district's interest rate may not be less than one percent, regardless of any rate discount for which the district might otherwise qualify under this section.
- ~~10.~~ The superintendent of public instruction may adopt rules governing school construction loans.
9. a. If a school district seeking a loan under this section received an allocation of the oil and gas gross production tax during the previous fiscal year in accordance with chapter 57-51, the board of the district shall provide to the board of university and school lands, and to the

state treasurer, its evidence of indebtedness indicating that the loan originated under this section.

- b. If the evidence of indebtedness is payable solely from the school district's allocation of the oil and gas gross production tax in accordance with section 57-51-15, the loan does not constitute a general obligation of the school district and may not be considered a debt of the district.
- c. If a loan made to a school district is payable solely from the district's allocation of the oil and gas gross production tax in accordance with section 57-51-15, the terms of the loan must require that the state treasurer withhold the dollar amount or percentage specified in the loan agreement, from each of the district's oil and gas gross production tax allocations, in order to repay the principal and interest of the evidence of indebtedness. The state treasurer shall deposit the amount withheld into the fund from which the loan originated.
- d. Any evidence of indebtedness executed by the board of a school district under this subsection is a negotiable instrument and not subject to taxation by the state or any political subdivision of the state.

44-10. For purposes of this section, a "construction project" means the purchase, lease, erection, or improvement of any structure or facility by a school board, provided the acquisition or activity is within a school board's authority.

SECTION 45. AMENDMENT. Section 40-55-08 of the North Dakota Century Code is amended and reenacted as follows:

40-55-08. Election to determine desirability of establishing recreation system - How called.

The governing body of any municipality, school district, or park district to which this chapter is applicable, may and upon receipt of a petition signed by at least ten qualified electors but not less than five percent of those qualified electors who voted at the last general election of the municipality, school district, or park district, shall submit to the qualified electors the question of the establishment, maintenance, and conduct of a public recreation system, and except in the case of a school district, the levying of an annual tax for the conduct and maintenance thereof of not more than two and five-tenths mills on each dollar of taxable valuation of all taxable property within the corporate limits or boundaries of such municipality or park district, to be voted upon at the next general election or special municipal election; provided, however, that such questions may not be voted upon at the next general election unless such action of the governing body shall be taken, or such petition to submit such question shall be filed thirty days prior to the date of such election. A school district may ~~levy a tax~~provide for the establishment, maintenance, and conduct of a public recreation system ~~pursuant to subdivision c of subsection 1 of~~using the proceeds of levies, as permitted by section 57-15-14.2.

SECTION 46. AMENDMENT. Section 40-55-09 of the North Dakota Century Code is amended and reenacted as follows:

40-55-09. Favorable vote at election - Procedure.

Except in the case of a school district or park district, upon adoption of the public recreation system proposition at an election by a majority of the votes cast upon the proposition, the governing body of the municipality, by resolution or ordinance, shall provide for the establishment, maintenance, and conduct of a public recreation system, and thereafter levy and collect annually a tax of not more than two and five-tenths mills, or not more than eight and five-tenths mills if authorized as provided by this section, on each dollar of the taxable valuation of all taxable property within the corporate limits or boundaries of the municipality. This tax is in addition to the maximum of taxes permitted to be levied in such municipality. The mill levy authorized by this section may be raised to not more than eight and five-tenths mills when the increase is approved by the citizens of the municipality after submission of the question in the same manner as provided in section 40-55-08 for the establishment of the public recreation system. The governing body of the municipality shall continue to levy the tax annually for public recreation purposes until the qualified voters, at a regular or special election, by a majority vote on the proposition, decide to discontinue the levy. The governing body of the municipality may appropriate additional funds for the operation of the public recreation system if in the opinion of the governing body additional funds are needed for the efficient operation thereof. This chapter does not limit the power of any municipality, school district, or park district to appropriate on its own initiative general municipal, school district, or park district tax funds for the operation of a public recreation system, a community center, or character-building facility. ~~A school district may levy a tax annually for the conduct and maintenance of a public recreation system pursuant to subdivision c of subsection 1 of section 57-15-14.2. A park district may levy a tax annually within the general fund levy authority of section 57-15-12 for the conduct and maintenance of a public recreation system.~~

SECTION 47. AMENDMENT. Section 57-15-01.1 of the North Dakota Century Code is amended and reenacted as follows:

57-15-01.1. Protection of taxpayers and taxing districts.

Each taxing district may levy the lesser of the amount in dollars as certified in the budget of the governing body, or the amount in dollars as allowed in this section, subject to the following:

1. No taxing district may levy more taxes expressed in dollars than the amounts allowed by this section.
2. For purposes of this section:
 - a. "Base year" means the taxing district's taxable year with the highest amount levied in dollars in property taxes of the three taxable years immediately preceding the budget year. For a park district general fund, the "amount levied in dollars in property taxes" is the sum of amounts levied in dollars in property taxes for the general fund under section 57-15-12 including any additional levy approved by the electors, the insurance reserve fund under section 32-12.1-08, the employee health care program under section 40-49-12, the public recreation system under section 40-55-09 including any additional levy approved by the electors, forestry purposes under section 57-15-12.1 except any additional levy approved by the

- electors, pest control under section 4-33-11, and handicapped person programs and activities under section 57-15-60;
- b. "Budget year" means the taxing district's year for which the levy is being determined under this section;
 - c. "Calculated mill rate" means the mill rate that results from dividing the base year taxes levied by the sum of the taxable value of the taxable property in the base year plus the taxable value of the property exempt by local discretion or charitable status, calculated in the same manner as the taxable property; and
 - d. "Property exempt by local discretion or charitable status" means property exempted from taxation as new or expanding businesses under chapter 40-57.1; improvements to property under chapter 57-02.2; or buildings belonging to institutions of public charity, new single-family residential or townhouse or condominium property, property used for early childhood services, or pollution abatement improvements under section 57-02-08.
3. A taxing district may elect to levy the amount levied in dollars in the base year. Any levy under this section must be specifically approved by a resolution approved by the governing body of the taxing district. Before determining the levy limitation under this section, the dollar amount levied in the base year must be:
- a. Reduced by an amount equal to the sum determined by application of the base year's calculated mill rate for that taxing district to the final base year taxable valuation of any taxable property and property exempt by local discretion or charitable status which is not included in the taxing district for the budget year but was included in the taxing district for the base year.
 - b. Increased by an amount equal to the sum determined by the application of the base year's calculated mill rate for that taxing district to the final budget year taxable valuation of any taxable property or property exempt by local discretion or charitable status which was not included in the taxing district for the base year but which is included in the taxing district for the budget year.
 - c. Reduced to reflect expired temporary mill levy increases authorized by the electors of the taxing district. For purposes of this subdivision, an expired temporary mill levy increase does not include a school district general fund mill rate exceeding one hundred ten mills which has expired or has not received approval of electors for an extension under subsection 2 of section 57-64-03.
 - d. ~~Increased, for a school district determining its levy limitation under this section, by the amount the school district's mill levy reduction grant under section 57-64-02 for the base year exceeds the amount of the school district's mill levy reduction grant under section 57-64-02 for the budget year.~~
 - e. ~~Reduced for a school district determining its levy limitation under this section, by the amount the school district's mill levy reduction grant under section 57-64-02 for the budget year exceeds the amount of the~~

school district's mill levy reduction grant under section 57-64-02 for the base year.

- d. If the base year is a taxable year before 2013, reduced by the amount of state aid under chapter 15.1-27, which is determined by multiplying the budget year taxable valuation of the school district by the lesser of:
- (1) The base year mill rate of the school district minus forty mills; or
 - (2) Fifty mills.
4. In addition to any other levy limitation factor under this section, a taxing district may increase its levy in dollars to reflect new or increased mill levies authorized by the legislative assembly or authorized by the electors of the taxing district.
 5. Under this section a taxing district may supersede any applicable mill levy limitations otherwise provided by law, or a taxing district may levy up to the mill levy limitations otherwise provided by law without reference to this section, but the provisions of this section do not apply to the following:
 - a. Any irrevocable tax to pay bonded indebtedness levied pursuant to section 16 of article X of the Constitution of North Dakota.
 - b. The one-mill levy for the state medical center authorized by section 10 of article X of the Constitution of North Dakota.
 6. A school district choosing to determine its levy authority under this section may apply subsection 3 only to the amount in dollars levied for general fund purposes under section 57-15-14 or, if the levy in the base year included separate general fund and special fund levies under sections 57-15-14 and 57-15-14.2, the school district may apply subsection 3 to the total amount levied in dollars in the base year for both the general fund and special fund accounts. School district levies under any section other than section 57-15-14 may be made within applicable limitations but those levies are not subject to subsection 3.
 7. Optional levies under this section may be used by any city or county that has adopted a home rule charter unless the provisions of the charter supersede state laws related to property tax levy limitations.

SECTION 48. AMENDMENT. Section 57-15-14 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14. General fund levy limitations Voter approval of excess levies in school districts.

The aggregate amount levied each year for the purposes listed in section 57-15-14.2 by any school district, except the Fargo school district, may not exceed the amount in dollars which the school district levied for the prior school year plus twelve percent up to a general fund levy of one hundred eighty-five mills on the dollar of the taxable valuation of the district, except that:

1. Unless authorized by the electors of the school district in accordance with this section, a school district may not impose greater levies than those permitted under section 57-15-14.2.
 - a. In any school district having a total population in excess of four thousand according to the last federal decennial census there may be levied any specific number of mills that upon resolution of the school board has been submitted to and approved by a majority of the qualified electors voting upon the question at any regular or special school district election.
 2. b. In any school district having a total population of fewer than four thousand, there may be levied any specific number of mills that upon resolution of the school board has been approved by fifty-five percent of the qualified electors voting upon the question at any regular or special school election.
 3. c. After June 30, 2009, in any school district election for approval by electors of increased levy authority under subsection 1 or 2, the ballot must specify the number of mills proposed for approval, and the number of taxable years for which that approval is to apply. After June 30, 2009, approval by electors of increased levy authority under subsection 1 or 2 may not be effective for more than ten taxable years.
 4. d. The authority for a levy of up to a specific number of mills under this section approved by electors of a school district before July 1, 2009, is terminated effective for taxable years after 2015. If the electors of a school district subject to this subsection have not approved a levy for taxable years after 2015 of up to a specific number of mills under this section by December 31, 2015, the school district levy limitation for subsequent years is subject to the limitations under section 57-15-01.1 or this section.
 - e. For taxable years beginning after 2012:
 - (1) The authority for a levy of up to a specific number of mills, approved by electors of a school district for any period of time that includes a taxable year before 2009, must be reduced by one hundred fifteen mills as a precondition of receiving state aid in accordance with chapter 15.1-27.
 - (2) The authority for a levy of up to a specific number of mills, approved by electors of a school district for any period of time that does not include a taxable year before 2009, must be reduced by forty mills as a precondition of receiving state aid in accordance with chapter 15.1-27.
 - (3) The authority for a levy of up to a specific number of mills, placed on the ballot in a school district election for electoral approval of increased levy authority under subdivision a or b, after June 30, 2013, must be stated as a specific number of mills of general fund levy authority and must include a statement that the statutory school district general fund levy limitation is seventy mills on the dollar of the taxable valuation of the school district.

- 5-
 - f. The authority for an unlimited levy approved by electors of a school district before July 1, 2009, is terminated effective for taxable years after 2015. If the electors of a school district subject to this subsection have not approved a levy of up to a specific number of mills under this section by December 31, 2015, the school district levy limitation for subsequent years is subject to the limitations under section 57-15-01.1 or this section.
2.
 - a. The question of authorizing or discontinuing such specific number of mills authority in any school district must be submitted to the qualified electors at the next regular election upon resolution of the school board or upon the filing with the school board of a petition containing the signatures of qualified electors of the district equal in number to ten percent of the number of electors who cast votes in the most recent election in the school district. ~~However, not~~ No fewer than twenty-five signatures are required. ~~However, the~~
 - b. The approval of discontinuing such authority does not affect the tax levy in the calendar year in which the election is held.
 - c. The election must be held in the same manner and subject to the same conditions as provided in this section for the first election upon the question of authorizing the mill levy.

SECTION 49. AMENDMENT. Section 57-15-14.2 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14.2. Mill levies requiring board action -- Proceeds to general fund account~~School district levies.~~

1. A school board of any school district may levy an amount sufficient to cover general expenses, including the costs of the following:
 - a. ~~Board and lodging for high school students as provided in section 15.1-30-04.~~
 - b. ~~The teachers' retirement fund as provided in section 15-39.1-28.~~
 - e. ~~Tuition for students in grades seven through twelve as provided in section 15.1-29-15.~~
 - d. ~~Special education program as provided in section 15.1-32-20.~~
 - e. ~~The establishment and maintenance of an insurance reserve fund for insurance purposes as provided in section 32-12.1-08.~~
 - f. ~~A final judgment obtained against a school district.~~
 - g. ~~The district's share of contribution to the old-age survivors' fund and matching contribution for the social security fund as provided by chapter 52-09 and to provide the district's share of contribution to the old-age survivors' fund and matching contribution for the social security fund for contracted employees of a multidistrict special education board.~~
 - h. ~~The rental or leasing of buildings, property, or classroom space. Minimum state standards for health and safety applicable to school~~

~~building construction shall apply to any rented or leased buildings, property, or classroom space.~~

- ~~i. Unemployment compensation benefits.~~
 - ~~j. The removal of asbestos substances from school buildings or the abatement of asbestos substances in school buildings under any method approved by the United States environmental protection agency and any repair, replacement, or remodeling that results from such removal or abatement, any remodeling required to meet specifications set by the Americans with Disabilities Act accessibility guidelines for buildings and facilities as contained in the appendix to 28 CFR 36, any remodeling required to meet requirements set by the state fire marshal during the inspection of a public school, and for providing an alternative education program as provided in section 57-15-17.1.~~
 - ~~k. Participating in cooperative career and technical education programs approved by the state board.~~
 - ~~l. Maintaining a career and technical education program approved by the state board and established only for that school district.~~
 - ~~m. Paying the cost of purchasing, contracting, operating, and maintaining schoolbuses.~~
 - ~~n. Establishing and maintaining school library services.~~
 - ~~o. Equipping schoolbuses with two-way communications and central station equipment and providing for the installation and maintenance of such equipment.~~
 - ~~p. Establishing free public kindergartens in connection with the public schools of the district for the instruction of resident children below school age during the regular school term.~~
 - ~~q. Establishing, maintaining, and conducting a public recreation system.~~
 - ~~r. The district's share of contribution to finance an interdistrict cooperative agreement authorized by section 15-1-09-40.~~
- ~~2. This limitation does not apply to mill levies pursuant to subdivisions a, c, f, and j of subsection 1. If a school district maintained a levy to finance either its participation in a cooperative career and technical education program or its sponsorship of single district career and technical education programs prior to July 1, 1983, and the district discontinues its participation in or sponsorship of those career and technical education programs, that district must reduce the proposed aggregated expenditure amount for which its general fund levy is used by the dollar amount raised by its prior levy for the funding of those programs.~~
- ~~3. All proceeds of any levy established pursuant to this section must be placed in the school district's general fund account and may be expended to achieve the purposes for which the taxes authorized by this section are levied. Proceeds from levies established pursuant to this section and funds provided to school districts pursuant to chapter 15-1-27 may not be transferred to the building fund within the school district.~~

1. For taxable years after 2013, the board of a school district may levy a tax not exceeding the amount in dollars that the school district levied for the prior year, plus twelve percent, up to a levy of **seventy** mills on the taxable valuation of the district, for any purpose related to the provision of educational services. The proceeds of this levy must be deposited into the school district's general fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
2. For taxable years after 2013, the board of a school district may levy no more than twelve mills on the taxable valuation of the district, for miscellaneous purposes and expenses. The proceeds of this levy must be deposited into a special fund known as the miscellaneous fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
3. The board of a school district may levy no more than three mills on the taxable valuation of the district for deposit into a special reserve fund, in accordance with chapter 57-19.
4. The board of a school district may levy no more than the number of mills necessary, on the taxable valuation of the district, for the payment of tuition, in accordance with section 15.1-29-15. The proceeds of this levy must be deposited into a special fund known as the tuition fund and used in accordance with this subsection. The proceeds may not be transferred into any other fund.
5. Nothing in this section limits the board of a school district from levying:
 - a. Mills for a building fund, as permitted in sections 15.1-09-49 and 57-15-16; and
 - b. Mills necessary to pay principal and interest on the bonded debt of the district, including the mills necessary to pay principal and interest on any bonded debt incurred under section 57-15-17.1 before July 1, 2013.
6. For the taxable year 2013 only, the board of a school district may levy, for the purposes described in subsections 1 and 2, a tax not exceeding the amount in dollars determined under this subsection, plus twelve percent, up to a combined levy of **eighty-two** mills. For purposes of this subsection, the allowable increase in dollars is determined by multiplying the 2013 taxable valuation of the district by the sum of sixty mills plus the number of mills levied in 2012 for miscellaneous expenses under sections 57-15-14.5 and 57-15-17.1.

SECTION 50. AMENDMENT. Section 57-15-14.5 of the North Dakota Century Code is amended and reenacted as follows:

57-15-14.5. Long-distance learning and educational technology levy –Voter approval.

1. The school board of a public school district may, upon approval by a majority vote of the qualified electors of the school district voting on the question at any regular or special election, dedicate a tax levy for purposes of this section not to exceed five mills on the dollar of taxable valuation of property within the district.

2. ~~All revenue accruing from the levy under this section must be used only for purposes of establishing and maintaining long-distance learning and purchasing and maintaining educational technology. For purposes of this section, educational technology includes computer software, computers and computer networks, other computerized equipment, which must be used for student instruction, and the salary of a staff person to supervise the use and maintenance of educational technology.~~
3. ~~If the need for the fund terminates, the governing board of the public school district shall order the termination of the levy and~~On July 1, 2013, each school district shall transfer the remaining any balance remaining in its long-distance learning and educational technology fund to the general fund of the school district.

SECTION 51. AMENDMENT. Section 57-15-17 of the North Dakota Century Code is amended and reenacted as follows:

57-15-17. Disposition of building fund tax.

Revenue raised for building purposes shall be disposed of as follows:

1. a. All revenue accruing from appropriations or tax levies for a school district building fund together with such amounts as may be realized for building purposes from all other sources must be placed in a separate fund known as a school building fund and must be deposited, held, or invested in the same manner as the sinking funds of such school district or in the purchase of shares or securities of federal or state-chartered savings and loan associations within the limits of federal insurance.
- b. The funds may only be used for the following purposes:
 - (1) ~~The erection~~construction of new school district buildings ~~and~~and facilities, ~~or additions to old;~~
 - (2) ~~The renovation, repair, or expansion of school district buildings~~and facilities, ~~or the making of major repairs to existing buildings or facilities, or improvements to school land and site. For purposes of this paragraph, facilities may include parking lots, athletic complexes, or any other real property owned by the school district.;~~
 - (3) The improvement of school district buildings, facilities, and real property;
 - (4) The leasing of buildings and facilities;
 - (2)(5) The payment of rentals upon contracts with the state board of public school education.;
 - (3)(6) The payment of rentals upon contracts with municipalities for career and technical education facilities financed pursuant to chapter 40-57.
 - (4) ~~Within the limitations of school plans as provided in subsection 2 of section 57-15-16.;~~ and

- (5)(7) The payment of principal, ~~premium, if any premiums,~~ and interest on bonds issued pursuant to in accordance with subsection 7 of section 21-03-07.
- (6) ~~The payment of premiums for fire and allied lines, liability, and multiple peril insurance on any building and its use, occupancy, fixtures, and contents.~~
- c. The custodian of the funds may pay out the funds only upon order of the school board, signed by the president and the business manager of the school district. The order must recite upon its face the purpose for which payment is made.
- 2. Any moneys remaining in a school building fund after the completion of the payments for any school building project which has cost seventy-five percent or more of the amount in such building fund at the time of letting the contracts therefor shall be returned to the general fund of the school district upon the order of the school board.
- 3. The governing body of any school district may pay into the general fund of the school district any moneys which have remained in the school building fund for a period of ten years or more, and such district may include the same as a part of its cash on hand in making up its budget for the ensuing year. In determining what amounts have remained in said fund for ten years or more, all payments which have been paid from the school building fund for building purposes shall be considered as having been paid from the funds first acquired.
- 4. Whenever collections from the taxes levied for the current budget and other income are insufficient to meet the requirements for general operating expenses, a majority of the governing body of a school district may transfer unobligated funds from the school building fund into the general fund of the school district if the school district has issued certificates of indebtedness equal to fifty percent of the outstanding uncollected general fund property tax. No school district may transfer funds from the school building fund into the general fund for more than two years.

SECTION 52. AMENDMENT. Section 57-15-17.1 of the North Dakota Century Code is amended and reenacted as follows:

57-15-17.1. School board levies—Multiyear mercury and hazardous substance abatement or removal—Required remodeling—Alternative education programs—Heating, ventilation, and air-conditioning systemsDiscontinuation of special funds - Required transfers.

~~1. The governing body of any public school district may by resolution adopted by a two-thirds vote of the school board dedicate a tax levy for purposes of this section of not exceeding fifteen mills on the dollar of taxable valuation of property within the district for a period not longer than fifteen years. The school board may authorize and issue general obligation bonds to be paid from the proceeds of this dedicated levy for the purpose of:~~

- a. ~~Providing funds for the abatement or removal of mercury and other hazardous substances from school buildings in accordance with any~~

method approved by the United States environmental protection agency and for any repair, replacement, or remodeling that results from the abatement or removal of such substances;

- b. Any remodeling required to meet specifications set by the Americans with Disabilities Act accessibility guidelines for buildings and facilities as contained in the appendix to 28 CFR 36;
 - c. Any remodeling required to meet requirements set by the state fire marshal during the inspection of a public school;
 - d. Providing alternative education programs; and
 - e. Providing funds for the repair, replacement, or modification of any heating, ventilation, or air conditioning systems and required ancillary systems to provide proper indoor air quality that meets American society of heating, refrigerating and air conditioning engineers, incorporated standards.
2. All revenue accruing from the levy under this section, except revenue deposited as allowed by subsections 3, 4, and 5 must be placed in a separate fund known as the mercury and hazardous substance abatement or removal fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of mercury and hazardous substance abatement or removal.
3. All revenue accruing from up to five mills of the fifteen mill levy under this section must be placed in a separate fund known as the required remodeling fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of required remodeling, as set forth in subsection 1.
4. All revenue accruing from up to ten mills of the fifteen mill levy under this section may be placed in a separate fund known as the alternative education program fund. Disbursement may be made from the fund for the purpose of providing an alternative education program but may not be used to construct or remodel facilities used to accommodate an alternative education program.
5. All revenue accruing from the levy under this section, except revenue deposited as allowed by subsections 2, 3, and 4, must be placed in a separate fund known as the heating, ventilation, and air conditioning upgrade fund and must be accounted for within the capital projects fund group and disbursements must be made from such funds within this fund group for the purpose of improving indoor air quality.
6. Any On July 1, 2013, each school district shall transfer to its building fund or its general fund any moneys remaining in the mercury and hazardous substance abatement or removal fund after completion of the principal and interest payments for any bonds issued for any school mercury and hazardous substance abatement or removal project, any funds, any moneys remaining in the required remodeling fund after completion of the remodeling projects, any funds, any moneys remaining in the alternative education program fund at the termination of the program, and any funds moneys remaining in the heating, ventilation, and air conditioning

upgrade fund after completion of the principal and interest payments for any bonds issued for any indoor air quality project must be transferred to the general fund of the school district upon the order of the school board.

SECTION 53. AMENDMENT. Section 57-15-31 of the North Dakota Century Code is amended and reenacted as follows:

57-15-31. Determination of levy.

The amount to be levied by any county, city, township, school district, park district, or other municipality authorized to levy taxes shall be computed by deducting from the amount of estimated expenditures for the current fiscal year as finally determined, plus the required reserve fund determined upon by the governing board from the past experience of the taxing district, the total of the following items:

1. The available surplus consisting of the free and unencumbered cash balance.
2. Estimated revenues from sources other than direct property taxes.
3. The total estimated collections from tax levies for previous years.
4. Such expenditures as are to be made from bond sources.
5. The amount of distributions received from an economic growth increment pool under section 57-15-61.
6. The estimated amount to be received from payments in lieu of taxes on a project under section 40-57.1-03.
7. ~~The amount reported to a school district by the superintendent of public instruction as the school district's mill levy reduction grant for the year under section 57-64-02.~~

Allowance may be made for a permanent delinquency or loss in tax collection not to exceed five percent of the amount of the levy.

SECTION 54. AMENDMENT. Section 57-19-01 of the North Dakota Century Code is amended and reenacted as follows:

57-19-01. School district may establish special reserve fund.

Each school district in this state may establish and maintain a special reserve fund which ~~must be separate and distinct from all other funds now authorized by law and which may not exceed in amount at any one time the sum.~~ The balance of moneys in the fund may not exceed that which could be produced by a levy of the maximum mill levy allowed by law ~~fifteen mills~~ in that district for that year.

SECTION 55. AMENDMENT. Section 57-19-02 of the North Dakota Century Code is amended and reenacted as follows:

57-19-02. Special reserve fund - Separate trust fund.

~~The special reserve fund is a separate trust fund for the use and benefit of the school district, to be drawn upon as provided in this chapter.~~

1. Moneys in the special reserve fund may be deposited, held, or invested in the same manner as the sinking fund of the district or in the purchase of shares or securities of federal savings and loan associations or state-chartered building and loan associations, within the limits of federal insurance. ~~The school district business manager shall annually, upon a resolution of the school board, transfer to the school district general fund any part or all of the investment income or interest earned by the principal amount of the school district's special reserve fund.~~
2. Each July first, the board of the school district shall transfer from the special reserve fund to the district's general fund any amount that exceeds the limitation in section 57-19-01.

SECTION 56. AMENDMENT. Section 57-19-09 of the North Dakota Century Code is amended and reenacted as follows:

57-19-09. When fund may be transferred.

Any school district which has heretofore by mistake, or for any other reason, considered all or any part of a special reserve fund, as provided for in chapter 57-19, in determining the budget for the school district which has deducted all or any part of the funds in such special reserve fund from the amount necessary to be levied for any school fiscal year, may transfer from the special reserve fund into the general fund all or any part of such amounts which have been so considered contrary to the provisions of section 57-19-05. ~~Any school district special reserve fund and the tax levy therefor may be discontinued by a vote of sixty percent of the electors of the school district voting upon the question at any special or general election. Any moneys remaining unexpended in such special reserve fund must be transferred to the building or general fund of the school district. The discontinuance of a special reserve fund shall not decrease the school district tax levies otherwise provided for by law by more than twenty percent. A special reserve fund and the tax levy therefor which has been discontinued may be reinstated by a vote of sixty percent of the electors of the school district voting upon the question at any special or general election.~~

*Removed 57-20-07.1
Real estate TAX STATEMENT*

SECTION 57. SCHOOL DISTRICT SUPPLEMENTAL ASSISTANCE PAYMENT.

1. A school district is entitled to a one-time supplemental assistance payment if:
 - a. During the 2012-13 school year, the school district participated with one other school district in a cooperative agreement approved by the superintendent of public instruction;
 - b. At the conclusion of the 2012-13 school year, the school district with which it cooperated became part of a reorganized district; and
 - c. Students who resided in the school district and who attended school in one of the reorganizing districts during the 2012-13 school year enroll in their district of residence for the 2013-14 school year.
2. The supplemental assistance payment to which a school district is entitled under this section must be based on the number of its resident students in average daily membership that had attended school under the referenced cooperating agreement in a district other than their school district of

residence during the 2012-13 school year and that enrolled in their school district of residence for the 2013-14 school year. That number, as determined by the superintendent of public instruction, must be multiplied by \$8,810.

3. The superintendent of public instruction shall base the supplemental assistance payment on the school district's September tenth enrollment report.
4. Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent shall reserve the first \$158,150, or so much of that amount as may be necessary, to provide the supplemental assistance payment required by this section.
5. The supplemental assistance payment is not available to any school district that is entitled to a rapid enrollment grant, as a result of legislation enacted by the sixty-third legislative assembly.

SECTION 58. LEGISLATIVE MANAGEMENT STUDY - FUNDING OF EDUCATION - ACCOUNTABILITY - COMMITTEE ESTABLISHMENT.

1. The legislative management shall appoint a committee to examine and clarify state-level and local-level responsibility for the equitable and adequate funding of elementary and secondary education in this state.
2. The committee shall:
 - a. Define what constitutes "education" for purposes of meeting the state's constitutional requirements;
 - b. Examine the distribution of financial and managerial responsibility for transportation, athletics and activities, course offerings beyond those that are statutorily required, and other nonmandatory offerings and services;
 - c. Examine the distribution of financial and managerial responsibility for school construction;
 - d. Examine the organizational structure for educational delivery in this state, in light of demographic changes, to ensure effectiveness and efficiency;
 - e. Examine the benefits and detriments of statutorily limiting school districts in their ability to generate and expend property tax dollars; and
 - f. Define what constitutes "adequacy" for purposes of funding education.
3. The committee shall:
 - a. Examine concepts of accountability in elementary and secondary education;

- b. Examine the performance of North Dakota students in state and national assessments to determine whether recent legislative efforts have effected measurable improvements in student achievement; and
 - c. Examine high school curricular requirements, content standards, and teacher training and qualifications to determine whether North Dakota students are being adequately prepared for the various assessments and for their first year of enrollment in institutions of higher education.
4. The committee shall examine the effectiveness of teacher, principal, and superintendent evaluation systems.
 5. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fourth legislative assembly.

SECTION 59. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$100,000, or so much of the sum as may be necessary, to the legislative council for the purpose of contracting with consultants and other personnel necessary to complete the study of education funding and accountability, for the biennium beginning July 1, 2013, and ending June 30, 2015.

SECTION 60. SCHOOL CONSTRUCTION LOANS - UNCOMMITTED MONEYS - ADDITIONAL PURPOSES. Notwithstanding section 15.1-36-02, if as of December 31, 2014, any portion of the \$150,000,000 referenced in subdivision b of subsection 1 of section 15.1-36-02 remains uncommitted for the purpose of providing school construction loans, the state board of university and school lands may authorize up to \$50,000,000 of the uncommitted amount for the purpose of providing medical facility infrastructure loans in accordance with Reengrossed Senate Bill No. 2187, as enacted by the sixty-third legislative assembly.

SECTION 61. AUTISM SPECTRUM DISORDER - TECHNOLOGY GRANT - TRANSFER.

1. During the 2014-15 school year, the department of career and technical education shall provide a grant to an institution implementing a certificate program that prepares individuals with autism spectrum disorder for employment in the technology sector.
2. The amount of the grant must be determined by multiplying the per student payment rate established in subdivision b of subsection 3 of section 15.1-27-04.1 by the number of students that completed the program, up to a maximum of thirty students.
3. The grant recipient shall provide a report to the legislative management regarding program graduates who found employment in the technology sector, their starting salaries, and their total compensation.
4. Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent may transfer \$250,000, or so much of that amount as may be necessary, to the department of career and technical

education, to provide the autism spectrum disorder grant required by this section.

SECTION 62. SUSPENSION. Sections 15.1-27-04, 15.1-27-11, 15.1-27-22.1, 15.1-27-42, 15.1-27-43, 15.1-27-44, 15.1-32-20, 57-15-14.4, and 57-19-04 of the North Dakota Century Code are suspended through June 30, 2015.

SECTION 63. SUSPENSION. Chapter 57-64 of the North Dakota Century Code is suspended for the first two taxable years beginning after December 31, 2012.

SECTION 64. REPEAL. Sections 15.1-27-07.1 and 57-19-10 of the North Dakota Century Code is repealed."

Page 12, line 23, replace "22" with "30"

Page 12, after line 23, insert:

"SECTION 66. EXPIRATION DATE. Sections 33 through 35, 38, 40, 44, 51, and 54 through 56 of this Act are effective through June 30, 2015, and after that date are ineffective.

SECTION 67. EFFECTIVE DATE - EXPIRATION DATE.

1. Sections 3, 21, 27, 28, 42, 45 through 50, 52, and 53 of this Act are effective for the first two taxable years beginning after December 31, 2012, and are thereafter ineffective.
2. Section 57-15-17.1 remains effective through June 30, 2013, for the purpose of any levy and bond issuance authorized by the board of a school district from January 1, 2013, through June 30, 2013. The amendment to section 57-15-17.1, as set forth in section 52 of this Act, is effective beginning July 1, 2013, for the duration of the 2013 taxable year, and for the taxable year beginning after December 31, 2013."

Page 12, line 24, replace "Section 3" with "Sections 44, 57, and 61"

Page 12, line 24, replace "is" with "are"

Reorder accordingly

Reconciled
CROSS-REFERENCES