

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION
SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2305

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Ballarino
Operator's Signature

10/22/03

Date

2003 SENATE EDUCATION
SB 2305

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03

Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Education Committee

Conference Committee

Hearing Date 01-27-03

Tape Number	Side A	Side B	Meter #
1	x		23.0 - end
1		x	0 - end
2	x		0 - 37.0

Committee Clerk Signature *Dennis Johnson*

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

CHAIRMAN FREBORG opened the hearing on SB 2305 to provide for the support of joint powers agreements among school districts; to provide an effective date; and to declare an emergency.

Testimony in support of SB 2035:

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Dennis Johnson
Operator's Signature 10/22/03
Date

Page 2
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 01-27-03

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walker
Operator's Signature

10/22/03

Date

Page 3
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 01-27-03

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

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Stalder
Operator's Signature

10/22/03
Date

Page 4
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 01-27-03

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Ball
Operator's Signature

10/22/03
Date

Page 5
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 01-27-03

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walker
Operator's Signature

10/22/03
Date

Page 6
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 01-27-03

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

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

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

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

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

GERALD CHRISTENSON, retired Superintendent who does private consulting with school districts. He feels the bill will support and assist schools in things they are or will be required to do. He feels there could be 5 - 7 initiatives and that schools could participate in 3 or 5 of them.

The financial assistance could be a negative if some schools don't receive it.

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hallmark
Operator's Signature

01/27/03
Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Education Committee

Conference Committee

Hearing Date 1-28-03

Tape Number	Side A	Side B	Meter #
1		x	17.4 - end

Committee Clerk Signature *Diana Johnson*

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Diana Johnson
Operator's Signature Date 10/22/03

Page 2
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 01-28-03

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

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

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

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

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

SENATOR CHRISTENSON asked if the money is a crucial factor.

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

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

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

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

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

Committee Adjourned.

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03

Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Education Committee

Conference Committee

Hearing Date 01-29-03

Tape Number	Side A	Side B	Meter #
1	x		5.1 - 14.3

Committee Clerk Signature *Andrew Johnson*

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Waller
Operator's Signature

10/22/03
Date

Page 2
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 01-29-03

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

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

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

More discussion on the bill.

The committee was adjourned.

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Education Committee

Conference Committee

Hearing Date 02-04-03

Tape Number	Side A	Side B	Meter #
1	x		15.2 - 27.2
1	x		31.5 - end
1		x	0 - 11.6

Committee Clerk Signature

Andrea Johnson

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Operator's Signature

Deanna Ballarino

Date

10/22/03

Page 2
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 02-04-04

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

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

The committee was adjourned.

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

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

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

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

Page 3
Senate Education Committee
Bill/Resolution Number SB 2305
Hearing Date 02-04-04

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

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

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

SENATOR TAYLOR withdrew his second.

SENATOR FLAKOLL moved to remove "per biennium" from the amendment

(38351.0104). Seconded by SENATOR TAYLOR. Roll Call Vote: 5 YES. 1 NO.

0 Absent. Motion Carried.

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

Seconded by SENATOR TAYLOR.

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna D. Hall
Operator's Signature

10/22/03
Date

Page 4

Senate Education Committee

Bill/Resolution Number SB 2305

Hearing Date 02-04-04

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

SENATOR COOK moved to further amend 38351.0104 by changing "maintain" to

"establish", throughout the bill. Seconded by SENATOR FALKOLL. Roll Call Vote:

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

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

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

Carried.

Carrier: SENATOR FLAKOLL

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Wallin
Operator's Signature

10/22/03
Date

FISCAL NOTE
 Requested by Legislative Council
 03/20/2003

Amendment to: SB 2305

1A. State fiscal effect: Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. Narrative: Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.

3. State fiscal effect detail: For information shown under state fiscal effect in 1A, please:

A. Revenues: Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.

B. Expenditures: Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.

C. Appropriations: Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Tom Decker
 Operator's Signature

10/22/03

Date

FISCAL NOTE
 Requested by Legislative Council
 02/19/2003

REVISION

Amendment to: SB 2305

1A. **State fiscal effect:** Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. **Narrative:** Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.

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

3. **State fiscal effect detail:** For information shown under state fiscal effect in 1A, please:

A. **Revenues:** Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.

B. **Expenditures:** Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.

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

C. **Appropriations:** Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
 Operator's signature

10/22/03
 Date

FISCAL NOTE
 Requested by Legislative Council
 02/17/2003

Amendment to: SB 2305

1A. State fiscal effect: Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. Narrative: Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.

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

3. State fiscal effect detail: For information shown under state fiscal effect in 1A, please:

A. Revenues: Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.

B. Expenditures: Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.

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

C. Appropriations: Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

FISCAL NOTE
 Requested by Legislative Council
 02/06/2003

Amendment to: SB 2305

1A. State fiscal effect: Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$500,000	\$0	\$0	\$0
Appropriations	\$0	\$0	\$500,000	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. Narrative: Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.

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

3. State fiscal effect detail: For information shown under state fiscal effect in 1A, please:

A. Revenues: Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.

B. Expenditures: Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.

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

C. Appropriations: Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Tom Decker 10/22/03
 Operator's Signature Date

FISCAL NOTE
 Requested by Legislative Council
 01/23/2003

Bill/Resolution No.: SB 2305

1A. **State fiscal effect:** Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$500,000	\$0	\$0	\$0
Appropriations	\$0	\$0	\$500,000	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. **Narrative:** Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.

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

3. **State fiscal effect detail:** For information shown under state fiscal effect in 1A, please:

A. **Revenues:** Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.

B. **Expenditures:** Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.

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

C. **Appropriations:** Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.

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

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

The micrographic images on this film are accurate reproductions of records delivered to North Carolina Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Tom Decker
 Operator's Signature

01/24/03
 Date

PROPOSED AMENDMENTS TO SENATE BILL NO. 2305

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

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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

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

1. a. The participating school districts are contiguous; and
 - b. (1) The total land mass of the participating school districts exceeds four thousand square miles [1035995 hectares];
 - (2) The total land mass of the participating school districts exceeds two thousand five hundred square miles [647497 hectares] and the participating school districts number at least six; or
 - (3) The total land mass of the participating school districts exceeds two thousand five hundred square miles [1035995 hectares] and the total number of students in average daily membership in the participating school districts exceeds two thousand five hundred.
2. The joint powers agreement provides that a school district contiguous to those already participating in the joint powers agreement may become a participant in the agreement at any time.
3. The joint powers agreement requires that the participating school districts agree to maintain a joint operating fund, agree to share administrative functions, or agree to implement various common requirements; provided that:
 - a. If the participating school districts agree to ~~maintain~~ *operate like* a joint operating fund, the joint powers agreement must require that during the first school year following approval, the participating school districts ~~maintain~~ *ldt.* a joint operating fund equal to at least two percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; during the second school year following approval, the participating school districts ~~maintain~~ *not* a joint operating fund equal to at least four percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval; and during the fifth school year following approval, the participating school districts ~~maintain~~ *not* a joint operating fund equal to at least six percent of the participating districts' total expenditures for the school year ending on the June thirtieth preceding the date of approval;

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

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

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

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

- (5) A common curriculum for each grade level from kindergarten through six;
 - (6) A common student data system;
 - (7) A common school improvement and staff development process;
 - (8) Common services, as set forth in a five-year plan;
 - (9) A school facilities plan; and
 - (10) Joint funding of dual credit and advance placement courses.
4. The joint powers agreement provides for the employment and compensation of a chief administrator and other staff necessary to carry out the provisions of the agreement and the requirements of this Act.

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

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

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

Renumber accordingly

GB
2-4-3
1 of 3

PROPOSED AMENDMENTS TO SENATE BILL NO. 2305

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

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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

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

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

2 of 3

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Wallin
Operator's Signature

10/22/03
Date

3 of 3

- (5) A common curriculum for each grade level from kindergarten through six;
 - (6) A common student data system;
 - (7) A common school improvement and staff development process;
 - (8) Common services, as set forth in a five-year plan;
 - (9) A school facilities plan; and
 - (10) Joint funding of dual credit and advance placement courses.
4. The joint powers agreement provides for the employment and compensation of a chief administrator and other staff necessary to carry out the provisions of the agreement and the requirements of this Act.

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

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

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

Renumber accordingly

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

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

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

REPORT OF STANDING COMMITTEE

SB 2305: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS and BE REREFERRED to the Appropriations Committee (5 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). SB 2305 was placed on the Sixth order on the calendar.

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

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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

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

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

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

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

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

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

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

- (3) A common intranet communication system;
 - (4) A common class registration process for grades seven through twelve;
 - (5) A common curriculum for each grade level from kindergarten through six;
 - (6) A common student data system;
 - (7) A common school improvement and staff development process;
 - (8) Common services, as set forth in a five-year plan;
 - (9) A school facilities plan; and
 - (10) Joint funding of dual credit and advance placement courses.
4. The joint powers agreement provides for the employment and compensation of a chief administrator and other staff necessary to carry out the provisions of the agreement and the requirements of this Act.

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

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

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

Renumber accordingly

2003 SENATE APPROPRIATIONS

SB 2305

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walker
Operator's Signature

10/22/03

Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

Senate Appropriations Committee

Conference Committee

Hearing Date February 11, 2003

Tape Number	Side A	Side B	Meter #
#1		x	758-3250

Committee Clerk Signature *Jan Henderson*

Minutes:

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Ballin
Operator's Signature

10/22/03
Date

Page 2

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

Questions: (#1091)

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

Answer: Rep. Drovdal stated that DPI would have to answer that. Answer from Senator Bowman (?) (#1160) stating that information was amended and he would get that information to Senator Thane. Senator Tallackson: What does this bill provide that you can't do now? Answer: It provides the money for them to do the joint powers agreement, strengthens the support from the legislature, and it takes a lot of pressure off the small and rural schools because it provides a quality of education in the rural areas that they are not going to be able to afford because of economy of number of students.

John Martinson (#1384) Executive Director of the North Dakota School Boards Association. No written testimony. In support of SB 2305. This bill provides incentive money for the first 5 joint powers agreements that meet the outline in this bill, and the second thing is it describes some perimeters and some of the services they will need to provide in order to qualify for that money. This bill has nothing to do with consolidation. Map is attached to Exhibit #1 which includes written testimony from Wayne Lingen, and Dean Rummel who submitted letters to Senator Freborg on this bill. (Exhibit #1 - attached to minutes). Mr. Martinson gave some of the background on the square mileage that Senator Thane has inquired about.

Questions: (#1783)

Senator Christmann: Questions regarding the square mileage requirements. He wasn't sure that the 2500 square miles should be included for section 2, 4 & 5. He didn't think they were that big.

Answer: The current joint powers do not all meet the requirements of this bill, there are 2 that do, one in the southwest part of the state and the other one is the one around the Devil's Lake area.

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Tallackson
Operator's Signature

10/22/03
Date

Page 3

Senate Appropriations Committee

Bill/Resolution Number SB 2305

Hearing Date February 11, 2003

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

Questions: (#2761)

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Tallackson
Operator's Signature

10/22/03
Date

Page 4

Senate Appropriations Committee

Bill/Resolution Number SB 2305

Hearing Date February 11, 2003

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

Why a \$100,000? Where do these numbers come from? Mr. Decker: If you look at the

collectively general fund spending of these units, it is very large. \$100,000 for 19 districts is not a

lot of money, we would rather focus on a few units who are really hungry and want to go after

providing this service in a good way and to set a good example, than to spread the money across

a lot of units who are only making a half hearted effort.

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Ballantyne
Operator's Signature

10/22/03
Date

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305 Votes

Senate Appropriations Committee

Conference Committee

Hearing Date February 13, 2003

Tape Number	Side A	Side B	Meter #
#2		x	1,800-3253

Committee Clerk Signature

Jan Hendrickson

Minutes:

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

Page 2
Senate Appropriations Committee
Bill/Resolution Number SB 2305- Votes
Hearing Date Feb. 13, 2003

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

Legislative Council will draw up amendments if they pass.

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

Voice vote was taken on amendment. Motion carried.

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walden
Operator's Signature

10/22/03
Date

38351.0201
Title.0300

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

JFB
2-14-03

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2305

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

Renumber accordingly

Page No. 1

38351.0201

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Dennis D. Ball
Operator's Signature

10/22/03

Date

Vote for amendment

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

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

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

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

Motion Made By Bauman Seconded By Christmann

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

Total (Yes) 11 No 3

Absent 0

Floor Assignment Bauman/amend - Education - Bill Fla Koll

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

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

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

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

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

Renumber accordingly

(2) DESK, (3) COMM

Page No. 1

SR-29-2825

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

2003 HOUSE EDUCATION

SB 2305

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

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

Conference Committee

Hearing Date March 05, 2003

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

Chairman Kelsch opened the hearing on HB 2305

Rep. Drovdal, Dist. 39, Arnegard

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Dennis Drovdal
Operator's Signature

10/22/03
Date

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

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

Lt. Governor Jack Dalrymple, Governor's Office

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Dalrymple
Operator's signature

10/22/03
Date

Page 3 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

in the first place, is money well spent. We originally thought that there might be as many as two agreements, and they might be eligible for as much as 50K up front expenses per agreement.

Maybe that is too much, maybe there will only be 2 or 3 and the upfront expenses are only 25K. It is very hard to predict. We do want to make the statement that this is a good concept and it deserves some support. Plus an incentive would be worthwhile.

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hallmark
Operator's Signature

10/22/03

Date

Page 4 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna D'Alto
Operator's Signature

10/22/03
Date

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

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

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

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

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

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

question is where does this bill move us towards equity?

Martinson: It does not deal with equity issues.

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

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

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

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

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

Page 7 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

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

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

Page 8 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hallett
Operator's Signature

10/22/03
Date

Page 9 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Stalder
Operator's signature

10/22/03
Date

Page 10 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna D. Ball
Operator's Signature

10/22/03
Date

Page 11 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

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

Chuck Miller, Administrator of the Medrose in Minot District

We bring a different perspective to the table in that we are a K-8 I a small region. A small school part of the Mid Dakota Joint Powers Agreement in the Minot area. At this point we are one of the smallest jpa's. Around us are a lot of schools that are very interested in becoming a part of this.

We have had excellent success up to this point in opening up dialogues on a lot of different issues. And one of the prospective is that we found that one of our biggest fears was that were going to be eaten alive by the big districts. We found that through jpa that it was not the case. We have just tremendous amounts exchange of information, developing of services, transportation, etc. they have all progressed forward because of the jpa. The schools around us that haven't joined need the financial incentive to become involved. The things that might develop if moneys are available to jpa is additional services that might help our kids, such as technology, vocational issues, grant writers for more programs and services.

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Stalder
Operator's Signature

10/22/03

Date

Page 12 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

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

Tom Decker, Department of Public Instruction , See Attached Testimony

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Dalkin
Operator's Signature

10/22/03
Date

Page 13 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

Page 14 House Education Committee
Bill/Resolution Number SB 2305
Hearing Date March 5, 2003

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

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

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

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

Mary Wahl, ND Council of Educational Leaders.

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

flip tape, OPPOSITION: none

closed hearing (30)

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walcott
Operator's Signature

10/22/03
Date

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

Conference Committee

Hearing Date March 17, 2003

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

Opened committee work for SB 2305

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

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

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

Rep. Jon Nelson Are there currently any turn back dollars

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Stalder
Operator's Signature

10/22/03

Date

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

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

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

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

passed with voice vote

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

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

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

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

Afternoon session

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

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

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

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

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

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

Rep. Meier See Attached amendments and read amendments.

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

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

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

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

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

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

Money may be attached to it in the future.

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Dalkin
Operator's Signature

10/22/03
Date

2003 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2305

House Education Committee

Conference Committee

Hearing Date 3-18-03

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

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Dennis Hall
Operator's Signature

10/22/03
Date

Page 2
House Government and Veterans Affairs Committee
Bill/Resolution Number SB 2305
Hearing Date 3-18-03

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

Representative Meier: I move the AMENDMENTS.

Representative Johnson: SECOND the motion on the amendments.

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

MOTION CARRIES ON AMENDMENTS.

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

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

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

MOTION CARRIES.

Representative Hawk: will carry the bill to the floor.

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

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

Conference Committee

Hearing Date March 19, 2003

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

Committee work on SB 2305

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hallmark
Operator's Signature

10/22/03
Date

38351. _____

Not Yet Approved by the
House Education Committee

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2305

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

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

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

Page 1, after line 6 insert:

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

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

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

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

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

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

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

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

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

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

Page 4, remove lines 1 through 23

Renumber accordingly

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

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

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

House HOUSE EDUCATION ²³⁰⁵ Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Amendment

Motion Made By Hawken Seconded By Haas

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

Total (Yes) Yell No _____

Absent _____

Floor Assignment _____

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

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

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

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ONP AS amended

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

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

Total (Yes) 10 No 4

Absent 0

Floor Assignment Hawken

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

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

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

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 1

Action Taken Reconsider

Motion Made By Meier Seconded By Hawken

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

Total (Yes) ~~2~~ No

Absent

Floor Assignment

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

Date: ¹⁷ 3/10/03
Roll Call Vote #: 4

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

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 38351 Amendments
to Recrossed SB 2305

Action Taken _____

Motion Made By Meier Seconded By Johnson

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

Total (Yes) Roll Call No _____

Absent _____

Floor Assignment _____

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

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

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

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as amended.

Motion Made By Sitte Seconded By Solberg

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

Total (Yes) 7 No 5

Absent 2

Floor Assignment Hawken

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

Date: 3/19/03

Roll Call Vote #:

6

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

House HOUSE EDUCATION Committee

Check here for Conference Committee

2305

Legislative Council Amendment Number _____

Action Taken Reconsider

Motion Made By Hawken Seconded By Williams

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

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

Date: 3/19/03
Roll Call Vote #: 1

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

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ONP as amended.

Motion Made By Hawken Seconded By Haas

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

Total (Yes) 13 No 0

Absent 1

Floor Assignment Hawken

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

REPORT OF STANDING COMMITTEE (410)
March 19, 2003 9:44 a.m.

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

REPORT OF STANDING COMMITTEE

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

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

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

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

Page 4, remove lines 1 through 23

Renumber accordingly

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna D. Ballantyne
Operator's Signature

10/22/03

Date

2003 TESTIMONY

SB 2305

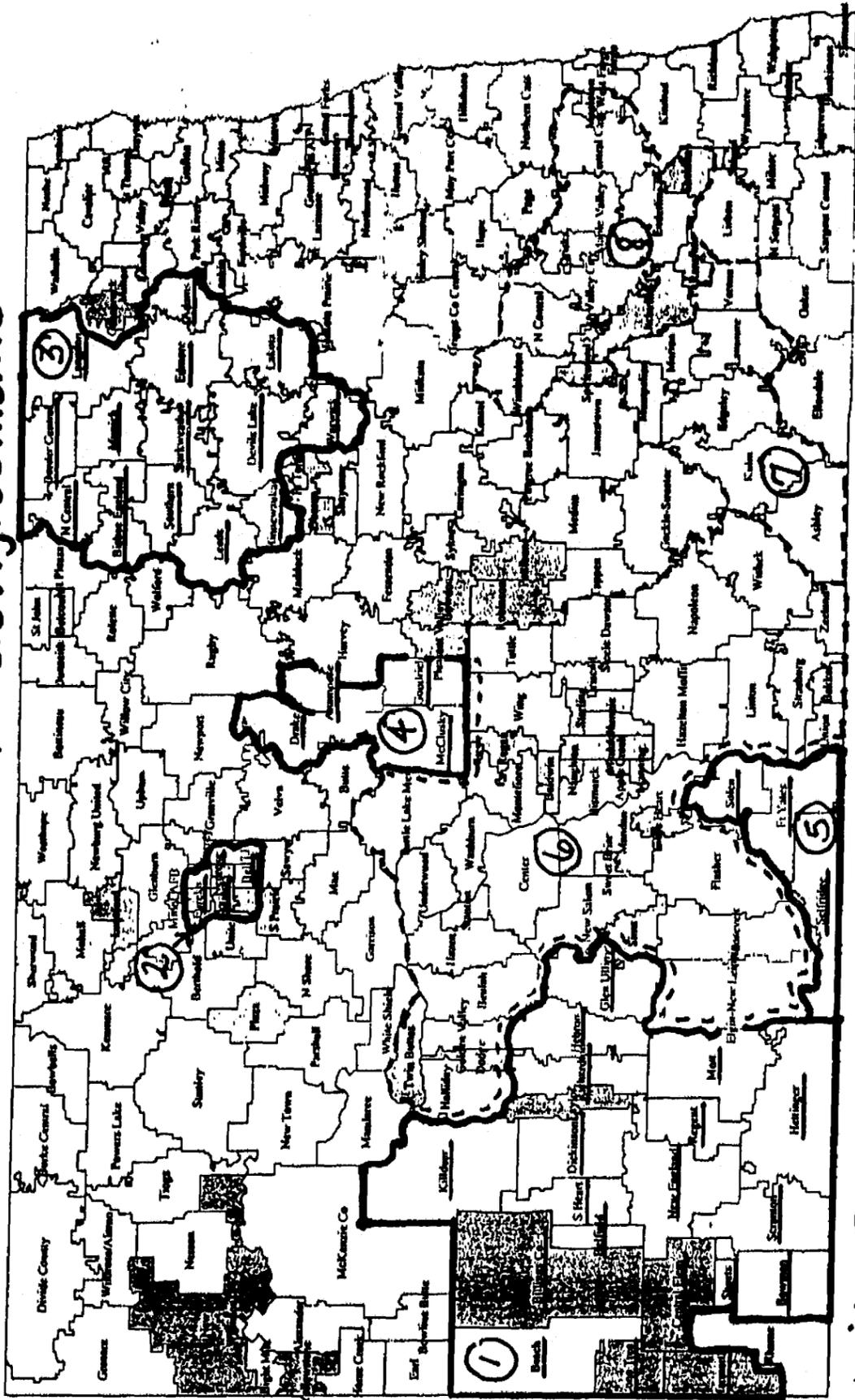
The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Halliwell
Operator's Signature

10/22/03
Date

SB 2305 Jon Martinson
NOSBA

Signed NPA in discussion
North Dakota School Districts
Education Joint Powers Agreements



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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Waller
Operator's Signature

10/22/03
Date

N.E.S.C

Northeast Education Service Cooperative

Continuing the tradition of improving the quality of education

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

701-266-5206
701-968-4416
800-443-1313

Adams-Edmore

January 24, 2003

Bisbee-Egeland

Border Central

Dear Senator Freborg and Senate Education Members:

Devils Lake

Four Winds

Lakota

Langdon

Leeds

Minnewaukan

Munich

North Central (Rock Lake)

Southern (Cando)

Starkweather

Warwick

Cankdeska Cikana (College)

Lake Region State College

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

Common Calendar and Schedule:

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

Technology Needs:

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

Integration Of Other Current Partnerships:

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

Public Information and Support:

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

Staff Retention and Recruitment:

- NESC is promoting staff sharing among NESC school districts.

Grant Writing Services:

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

Excellence Through Cooperation

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03

Date

N.E.S.C

Northeast Education Service Cooperative

Continuing the tradition of improving the quality of education

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

701-364-6206
701-368-4416
800-443-1313

Adams-Edmore

Bisbee-Egeland

Border Central

Bovis Lake

Four Winds

Lakes

Leeds

Missoula

Musk

North Central (Rock Lake)

Southern (Cando)

Starbuck

Warwick

Wendell

Wendell

Wendell

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

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

Sincerely,

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

Robyn Jacobson
Rock Lake School Board
NESC Governing Board Chair

Excellence Through Cooperation

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Ballantyne
Operator's Signature

10/22/03

Date

**North Dakota Senate Education Committee
Senate Bill No. 2305
January 27, 2003**

**Layton Freborg, Chairman
Gary Lee, Vice-Chair
Senators: Dwight Cook, Linda Christenson, Ryan Taylor, Tim Flakoll**

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

Mr. Chairman and members of the Senate Education Committee:

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

2001 - 2002 Data From DPI

School District	Students	Sq. Miles	Teachers
Beach	366	765.0	19.71
Belfield	274	144.0	17.43
Billings County	73	1,152.0	9.00
Kildeer	359	656.0	21.46
South Heart	267	303.5	15.80
Dickinson	2,755	498.1	139.01
New England	220	638.1	13.30
Richardson/Taylor	311	503.9	22.29
Regent/Mott	321	880.0	24.68
Hettinger	366	860.9	22.43
Scranton	191	488.8	16.82
Bowman	424	461.8	24.36
Central Elem	12	431.0	2.00
Sheets	6	72.0	1.00
Marmath	10	348.0	2.00
Lone Tree	52	243.0	4.63
Habron	190	394.0	17.50
Glen Ullin	213	425.6	14.19
Totals	6,429	9,465.9	387.60

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna D. [Signature]
Operator's Signature

10/22/03

Date

Washburn Public School

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

Telephone: (701)462-3221
Fax: (701)462-3561
P.O. Box 200
Washburn, North Dakota 58577-0200
ROBERT M. TOLLEFSON, Superintendent
E-mail: Robert.Tollefson@sandl.nodak.edu

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

January 24, 2003

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

Dear Mr. Martinson:

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

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

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

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

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

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

"Cardinal Pride"

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03

Date

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

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

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

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

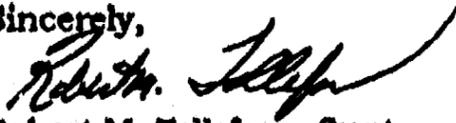
The downside of my review of the bill is that I believe the intent is for pushing area control rather than local control. (I may be reading something more into this than what is listed here; however, requirements appear too more stringent than necessary)

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

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

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

Sincerely,


Robert M. Tollefson, Supt.

Testimony In Support of Senate Bill 2305

Senate Education Committee, Senator Layton W. Freborg, Chair

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

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

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

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

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

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

Submitted by Dean U. Koppelman
Superintendent, Dickinson Public Schools

* 500 per
entity +
assessed on
per teacher
(200⁰⁰)

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Dean U. Koppelman
Operator's Signature

10/22/03
Date



The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Wallis
Operator's Signature

10/22/03

Date

Grassroots Education Leadership in North Dakota Through Joint Powers Agreements

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

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hallmark
Operator's Signature

10/22/03
Date

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

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

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

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

Characteristics: What are the characteristics of a JPA?

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

Control: Who controls the JPA?

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

Implementation: How are decisions of the JPA implemented?

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

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

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

Benefits: What are the benefits for school districts?

The JPA provides:

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Stalls
Operator's Signature

10/22/03
Date

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

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

Entry: How does a school district join a JPA?

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

Risks: What are the risks for school districts?

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

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

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

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

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

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

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

References: Who has experience with JPAs in North Dakota?

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walling
Operator's Signature

10/22/03
Date

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

Newness: Are JPAs new or old tools?

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

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

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

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

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

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Waller
Operator's Signature

10/22/03
Date

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

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

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

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

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

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

1. Staff Retention and Recruitment:

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

Objectives:

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

Delegation for Implementation: Loren Matheson

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

2. Student Enrollments:

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

Objectives:

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Dalkin
Operator's Signature

10/22/03
Date

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

Delegation for Implementation: Dean Koppelman

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

3. Public Information and Support:

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

Objectives:

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

Delegation for Implementation: Dean Koppelman

Research: RESP Website Development Committee

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

4. Technology:

Draft Goal:

Objectives:

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

Delegation for Implementation:

Research: Website Development Committee

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Waller
Operator's Signature

10/22/03

Date

Objectives:

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

Delegation for Implementation:

Research: Pat Feist

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

6. Curriculum Development, Staff Development and Training:

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

Objectives:

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

Delegation for Implementation: Dean Koppelman

Research:

Developing Strategies:

Implementation: Lois Myran

Assessment: To be first completed May, 2003.

7. Library Services:

Draft Goal:

Objectives:

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

Delegation for Implementation:

Research: Grant Writing Subcommittee

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

8. Grant Writing Services:

Draft Goal: To establish a shared grant writing service.

Objectives:

- To partner with DSU for grant-writing services

Delegation for Implementation: George Ding

Research: Grant Writing Subcommittee

Developing Strategies:

Implementation:

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Wallis
Operator's Signature

10/22/03
Date

Assessment: To be first completed May, 2003.

9. Integration of Other Partnerships:

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

Objectives:

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

Delegation for Implementation: John Campbell

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

10. Purchasing and Sharing:

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

Objectives:

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

Delegation for Implementation: Gary Engebretson

Research: Equipment Sharing Committee

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

12. Transportation Services:

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

Objectives:

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

Delegation for Implementation:

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

13. Alternative Curriculum Services:

Draft Goal:

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Waller
Operator's Signature

10/22/03
Date

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

Objectives:

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

Delegation for Implementation: Dean Koppelman

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

14. Higher Education Opportunities:

Draft Goals:

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

Objectives:

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

Delegation for Implementation: Doug LaPlante and Gerald Quintus

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

15. Administrative Services:

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

Objectives:

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

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

Delegation for Implementation: Dean Koppelman

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

16. Substance Abuse and Mental Health Counseling Services:

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

Objectives:

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

Delegation for Implementation: Loren Matheson and Norbert Sickler

Research:

Developing Strategies:

Implementation:

Assessment: To be first completed May, 2003.

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna M. Hall
Operator's Signature

10/22/03
Date

RESP Committees and Leaders

Governing Board Chairman

- Dean Rummel, Dickinson Public School Board President

Lead Administrator

- Dean U. Koppelman, Superintendent

Curriculum and Professional Development

- Lois Myran

Higher Education Opportunities

- Doug LaPlante, Lead
- Gerald Quintus

Grant Writing

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

Equipment Sharing

- Gary Engebretson, Lead
- Janell Spaeth
- Myron Schweitzer

Website Development

- John Campbell, Lead
- Tony Duletski
- Roger Pommerer

Strategic Plan Review

- John Pretzer, Lead
- Larry Helvik
- Gary Evans

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hallmark
Operator's Signature

10/22/03
Date

RESP Curriculum & Professional Development Report
November 26, 2002

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

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

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

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

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

Activities involved with curriculum mapping for 2002-2003 include:

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

Other initiatives which are under consideration for participating schools include:

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

**Information compiled by Lois Myran*

Deanna Hall
Operator's Signature

10/22/03
Date

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

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

Mid-Dakota Education Council (MDEC):

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

Northeast Education Services Cooperative (NESC):

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

Roughrider Education Services Program (RESP):

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

Missouri River Education Cooperative (MREC):

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

Central Dakota Education Services Cooperative (CDESC):

- Richard Ott, Anamoose 465-3258

Sioux County Joint Powers Agreement:

- Richard Ott, Anamoose 465-3258

Red River Area:

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna O'Halloran
Operator's Signature

10/22/03
Date

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

*Same Title
to
House Education*

Senator Freborg and members of the Senate Education Committee:

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

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

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

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

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

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

SB2305

Chuck Miller
Madison Elem
Minot

MID-DAKOTA JOINT POWERS

Outline for Shared Services

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03

Date

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna D. Hall
Operator's Signature

10/22/03
Date

School Finance Facts at a Glance

Missouri River Educational Cooperative

Tom Decker, DRI
SB2305

Sheet 1

DNAME	ASHLEY 9	BAKER 10	BALDWIN 20	BEJAH 27	BISMARCK 1	CENTER 18	DODGE 8	DRESCOLL 36	Eight-Year Lehigh 40	FLASHER 30	FT VATES
2001 K Enrollment	13	2	0	58	775	19	11	19	16	23	
1-6 Enrollment	72	5	17	372	4,563	93	47	97	89	57	
7-8 Enrollment	41	0	2	168	1,646	41	0	36	35	34	
9-12 Enrollment	63	0	0	363	3,550	117	0	106	84	52	
Total K-12 Enrollment	188	7	19	961	10,534	270	58	260	234	168	
6-17 Census	179	34	49	948	10,494	291	36	221	208	0	
PK-12 Avg Daily Membership	200	12	15	1,019	11,054	250	51	254	253	218	
Tangible Valuation	3,633,238	598,640	9,331,816	119,388,862	3,491,231	618,308	0	4,058,829	2,970,827	457,205	
Tangible Valuation Per Pupil	20,297	17,310	12,217	9,844	11,377	11,997	17,178	18,357	14,421		
General Fund Levy	152	87	164	180	235	167	185	196	185	184	
Total Levy	159	109	164	211	276	166	204	199	195	184	
Sum of Sq Miles	477	84	85	427	198	463	104	682	632	338	
Gen Fund Local Revenue	858,465	74,357	124,272	1,794,177	26,831,322	605,381	170,634	908,109	601,267	210,520	
Gen Fund County Revenue	0	0	0	1,043,107	0	375,059	79,297	0	0	0	
Gen Fund State Revenue	840,630	96,123	14,513	2,843,637	26,599,910	882,221	191,495	879,961	833,210	590,188	
Gen Fund Federal Revenue	58,391	0	3,329	121,151	5,797,284	115,208	29,782	227,220	127,302	1,590,962	
Gen Fund Other Revenue	52,887	0	581	0	265,761	25,000	0	94,808	108,748	0	
Gen Fund Total Revenue	1,410,372	169,480	142,885	5,602,272	61,494,277	2,002,870	471,208	2,108,086	1,670,528	2,381,701	
Salary and Benefits Teachers	661,528	40,318	50,148	2,723,588	35,417,921	946,654	201,191	856,240	588,680	1,132,505	
Salary and Benefits Support	12,847	4,691	0	349,481	3,547,167	34,918	0	45,865	82,298	0	
Other Instructional Costs	109,745	1,582	13,977	355,720	3,364,150	132,122	29,142	168,845	176,618	159,216	
School Administration	49,061	1,000	1,390	207,800	3,248,814	122,663	9,487	82,901	76,089	272,214	
General Administration	121,046	10,729	8,423	368,797	3,182,517	163,815	46,028	163,140	120,347	255,174	
Operation and Maint. of Plant	121,017	18,115	22,428	505,547	6,438,731	224,379	66,477	299,796	188,943	140,596	
Instructional Expenditures	1,065,265	76,435	98,365	4,510,912	55,200,302	1,824,551	352,323	1,614,807	1,193,587	1,959,704	
Student Transportation	143,860	23,970	1,065	285,506	1,105,989	128,787	27,402	217,813	180,884	146,789	
Capital Projects	0	0	0	0	533,243	0	0	0	0	0	
Extracurricular	34,694	0	66	186,841	1,542,906	55,944	401	57,627	51,865	103,760	
All other expenditures	39,866	56,128	38,132	781,697	2,217,211	136,814	49,168	208,770	178,619	1,578,329	
Gen Fund Expenditures	1,313,965	156,532	135,619	5,764,956	60,599,650	1,946,095	429,295	2,089,017	1,614,785	3,788,562	
Gen Fund End Balance	887,756	43,428	152,679	2,161,436	8,707,780	406,014	235,225	319,427	902,822	648,445	
Cost of Ed. Per Pupil (districts)	5,472	6,835	6,637	4,427	4,983	5,804	6,908	6,368	4,727	8,962	
District Count	1	1	1	1	1	1	1	1	1	1	

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Tom Decker
Operator's Signature

10/22/03
Date

School Finance Facts at a Glance

FY	District	GACKLE	STREETER	SGLEN	ULLIN	48 GOLDEN VALLEY	20 HALLIDAY	19 HAZELTON	MOFFITT	BRADDOCK	(HAZEN 3)	HEBRON	LINTON	36
2001	K Enrollment	12	13	0	0	0	0	0	11	50	9	9	28	
	1-6 Enrollment	58	93	0	0	31	64	312	85	170	85	170		
	7-8 Enrollment	22	40	20	12	12	21	121	29	62	29	62		
	9-12 Enrollment	73	67	43	35	35	45	310	67	119	67	119		
	Total K-12 Enrollment	165	213	63	78	78	141	793	190	379	190	379		
	6-17 Census	169	213	65	77	77	141	736	179	364	179	364		
	PK-12 Avg Daily Membership	182	234	74	92	92	158	881	197	385	197	385		
	Taxable Valuation	4,339,005	3,871,381	1,163,328	1,949,846	1,949,846	23,585	6,844	19,981	13,986	19,981	13,986		
	Taxable Valuation Per Pupil	25,875	18,175	17,897	25,323	25,323	158	185	140	170	140	170		
	General Fund Levy	127	151	112	162	162	189	200	143	170	143	170		
	Total Levy	139	151	132	175	175	496	303	394	414	394	414		
	Sum of Sq Miles	605	426	157	315	315	586,312	1,109,749	564,859	965,061	564,859	965,061		
	Gen Fund Local Revenue	639,397	683,680	221,132	427,407	427,407	0	889,085	13,749	0	889,085	13,749		
	Gen Fund County Revenue	0	27,410	62,075	49,402	49,402	580,313	2,267,709	849,758	974,163	2,267,709	849,758		
	Gen Fund State Revenue	586,706	766,838	235,559	311,119	311,119	68,082	145,805	158,802	132,730	145,805	158,802		
	Gen Fund Federal Revenue	100,125	182,845	30,172	41,918	41,918	4,378	110,131	16,988	0	110,131	16,988		
	Gen Fund Other Revenue	1,190	0	6,798	0	0	1,220,082	4,522,480	1,402,156	2,071,954	4,522,480	1,402,156		
	Gen Fund Total Revenue	1,307,418	1,650,774	555,737	828,846	828,846	585,480	2,116,720	720,784	1,084,687	2,116,720	720,784		
	Salary and Benefits Teachers	614,906	748,378	174,283	363,699	363,699	30,989	165,427	32,331	77,844	165,427	32,331		
	Salary and Benefits Support	16,898	0	15,035	7,069	7,069	94,039	336,199	150,240	158,061	336,199	150,240		
	Other Instructional Costs	147,400	148,759	65,016	105,668	105,668	32,189	244,012	44,442	96,829	244,012	44,442		
	School Administration	44,648	76,636	16,329	34,123	34,123	141,712	400,858	131,062	137,941	400,858	131,062		
	General Administration	93,893	139,171	77,071	79,670	79,670	108,084	503,986	125,059	246,065	503,986	125,059		
	Operation and Maint. of Plant	132,947	170,275	61,650	107,091	107,091	1,001,473	3,767,183	1,244,438	1,801,407	3,767,183	1,244,438		
	Instructional Expenditures	1,050,881	1,281,219	409,383	697,321	697,321	104,843	208,989	85,645	162,984	208,989	85,645		
	Student Transportation	184,110	334,528	38,486	55,878	55,878	31,182	128,228	55,916	61,471	128,228	55,916		
	Capital Projects	0	0	0	0	0	60,628	409,161	33,822	9,537	409,161	33,822		
	Extracurricular	35,773	64,134	0	15,982	15,982	1,198,137	4,513,540	1,419,821	2,035,379	4,513,540	1,419,821		
	All other expenditures	0	125,111	72,987	5,000	5,000	339,138	1,030,127	634,588	351,508	1,030,127	634,588		
	Gen Fund Expenditures	1,280,563	1,804,983	520,856	774,181	774,181	6,349	4,278	8,323	4,678	4,278	8,323		
	Gen Fund End Balance	712,500	797,249	408,314	469,845	469,845	0	0	0	0	0	0		
	Cost of Ed. Per Pupil (district)	5,789	5,465	5,549	7,573	7,573	1	1	1	1	1	1		
	District Count	1	1	1	1	1	1	1	1	1	1	1		

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

FY	District	LITTLE HEART 4	MANDAN 1	MCKENZIE 3	MEDINA 3	MONTEFIORE 7	NAPOLEON 2	NAUGHTON 7	NEW SALEM 2	REGAN 2	ROOSEVELT 18
2001	K Enrollment:	2	211	0	12	12	1	17	1	12	12
	1-6 Enrollment:	18	1,493	0	71	88	4	154	11	53	53
	7-8 Enrollment:	7	581	0	28	41	0	88	1	21	21
	9-12 Enrollment:	0	1,139	0	57	81	0	133	0	51	51
	Total K-12 Enrollment:	27	3,424	0	168	222	5	372	13	137	137
	6-17 Census:	38	3,704	27	169	216	16	331	25	146	146
	PK-12 Avg Daily Membership:	28	3,570	4	171	231	5	394	13	141	141
	Taxable Valuation:	801,832	34,530,142	610,286	3,007,219	2,385,043	3,871,715	14,987	689,530	2,154,586	2,154,586
	Taxable Valuation Per Pupil:	21,096	9,322	22,803	17,794	11,088	14,987	10,799	27,961	14,757	14,757
	General Fund Levy:	75	167	97	153	180	168	159	169	185	185
	Total Levy:	119	210	146	162	194	178	169	169	199	199
	Sum of Sq Miles:	85	746	93	405	266	552	416	116	471	471
	Gen Fund Local Revenue:	105,449	6,244,120	79,304	536,581	516,276	857,115	538,901	115,472	415,001	415,001
	Gen Fund County Revenue:	0	200,280	0	7,053	59,803	0	46,389	0	22,511	22,511
	Gen Fund State Revenue:	76,529	9,243,055	7,360	585,136	791,607	785,765	1,089,262	52,686	480,507	480,507
	Gen Fund Federal Revenue:	0	1,267,135	5,590	87,376	112,084	256,591	126,136	9,989	119,963	119,963
	Gen Fund Other Revenue:	0	6,322	0	9,498	-50,000	39,516	86,325	0	36,230	36,230
	Gen Fund Total Revenue:	181,978	16,960,893	92,254	1,225,646	1,429,770	1,738,988	2,169,013	178,130	1,074,212	1,074,212
	Salary and Benefits Teachers:	74,354	9,918,560	26,504	682,953	651,552	806,840	1,047,909	61,528	496,264	496,264
	Salary and Benefits Support:	2,049	1,082,168	0	0	81,954	29,620	46,303	0	11,363	11,363
	Other Instructional Costs:	7,871	958,252	3,204	144,943	81,590	167,045	208,981	20,429	59,620	59,620
	School Administration:	0	907,128	1,800	0	77,251	76,015	91,946	0	35,925	35,925
	General Administration:	6,566	861,965	9,025	143,755	252,289	120,439	163,659	15,301	103,426	103,426
	Operation and Maint. of Plant:	16,964	1,647,056	20,566	102,912	124,877	122,741	226,804	23,307	110,679	110,679
	Instructional Expenditures:	109,803	15,375,130	60,900	1,074,563	1,269,414	1,322,700	1,785,302	120,585	817,278	817,278
	Student Transportation:	17,854	842,637	1,620	148,728	61,928	107,053	229,820	29,240	97,911	97,911
	Capital Projects:	10	0	0	0	0	0	9,000	0	0	0
	Extracurricular:	0	394,837	0	0	43,115	27,294	72,515	885	18,655	18,655
	All other expenditures:	50,288	240,700	25,597	81,902	54,851	295,796	96,644	32,543	110,271	110,271
	Gen Fund Expenditures:	177,955	16,853,303	88,117	1,305,192	1,429,308	1,752,845	2,195,280	163,244	1,044,115	1,044,115
	Gen Fund End Balance:	78,615	1,549,529	48,675	323,923	21,800	531,801	431,353	89,763	278,965	278,965
	Cost of Ed. Per Pupil (districts):	3,922	4,307	14,817	6,297	5,492	5,052	4,528	9,622	5,782	5,782
	District Count:	1	1	1	1	1	1	1	1	1	1

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna D. Valente
 Operator's Signature 10/22/03
Date

School Finance Facts at a Glance

FY	District	SELFRIDGE 8 SMS 8	SOLE 3	STANTON 22	STEELE DAWSON 26	STERLING 38	STRASBURG 15	SWEET BRIAR TAPPEN 28
2001	K Enrollment	5	3	16	7	27	4	2
	1-8 Enrollment	27	30	86	41	111	28	5
	7-8 Enrollment	14	5	30	14	46	6	2
	9-12 Enrollment	23	0	41	33	95	0	0
	Total K-12 Enrollment	69	38	173	95	279	39	9
	6-17 Census	95	58	317	99	204	58	119
	PK-12 Avg Daily Membership	74	34	197	90	257	35	117
	Taxable Valuation	1,295,098	1,471,016	1,367,703	946,797	3,798,413	1,407,137	7
	Taxable Valuation Per Pupil	13,633	25,362	4,315	9,564	18,620	24,261	1,527,332
	General Fund Levy	185	124	97	223	161	144	13,054
	Total Levy	194	189	97	233	209	182	41
	Sum of Sq Miles	285	188	315	76	455	182	56
	Gen Fund Local Revenue	280,425	282,578	247,056	234,497	642,198	199,111	39
	Gen Fund State Revenue	0	0	0	106,268	0	0	0
	Gen Fund Federal Revenue	472,533	114,854	830,796	300,429	730,258	116,439	34,911
	Gen Fund Other Revenue	215,557	44,174	1,179,706	22,345	209,372	980	368
	Gen Fund Total Revenue	968,515	441,707	2,259,100	663,539	1,650,406	319,030	66,482
	Salary and Benefits Teachers	418,807	170,635	1,228,600	324,915	793,321	107,703	22,847
	Salary and Benefits Support	0	0	88,513	22,957	82,440	4,500	0
	Other Instructional Costs	68,506	29,626	334,815	44,389	196,410	15,940	1,725
	School Administration	0	0	176,152	3,049	42,546	0	0
	General Administration	103,897	38,693	249,574	123,117	145,353	18,328	1,782
	Operation and Maint. of Plant	73,606	45,076	322,444	45,391	133,525	28,357	4,919
	Instructional Expenditures	664,816	284,030	2,398,097	563,829	1,393,595	174,828	31,073
	Student Transportation	112,811	35,508	137,832	16,393	102,510	41,748	0
	Capital Projects	0	1,500	0	0	0	0	0
	Extracurricular	13,730	0	91,660	4,424	358	2,636	0
	All other expenditures	172,626	108,763	125,000	60,289	120,534	103,082	16,502
	Gen Fund Expenditures	963,963	429,801	2,752,589	644,935	1,616,997	322,294	47,575
	Gen Fund End Balance	415,889	33,479	97,537	53,550	482,008	42,919	74,909
	Cost of Ed. Per Pupil (districts)	9,029	8,354	12,200	6,279	5,414	4,972	4,439
	District Count	1	1	1	1	1	1	1

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

School Finance Facts at a Glance

Select 1

FY	District	TURTLE LAKE	MERC	TUTTLE	20	UNDERWOOD	UNION	12	WASHBURN	4	WING	28	WISHEK	19	ZEELAND	4	Grand Total
2001	K Enrollment	12	0	12	3	22	1	17	4								1,495
	1-6 Enrollment	92	0	106	5	137	32	115	22								9,226
	7-8 Enrollment	29	20	37	0	67	13	45	12								3,525
	9-12 Enrollment	74	47	93	0	165	30	90	18								7,485
	Total K-12 Enrollment	207	67	248	8	391	76	267	56								21,731
	6-17 Census	199	42	258	19	371	57	253	82								21,735
	PK-12 Avg Daily Membership	209	74	275	5	415	81	262	65								22,821
	Taxable Valuation	3,756,143	1,240,511	4,108,706	551,217	3,904,987	1,844,854	3,958,986	2,547,727								281,844,055
	Taxable Valuation Per Pupil	18,875	29,536	15,925	29,011	10,526	32,366	15,253	41,062								12,047
	General Fund Levy	119	170	178	73	140	146	169	118								194
	Total Levy	119	178	199	96	155	154	178	130								225
	Sum of Sq Miles	483	258	199	118	244	395	473	156								14,241
	Gen Fund Local Revenue	517,849	320,451	841,411	62,112	566,056	396,786	728,300	338,662								55,404,473
	Gen Fund County Revenue	88,882	0	118,125	0	200,098	0	0	0								3,389,574
	Gen Fund State Revenue	662,164	288,280	830,248	85,331	1,158,251	252,817	761,423	146,589								60,789,376
	Gen Fund Federal Revenue	51,809	42,047	55,193	1,364	72,996	57,163	130,720	41,343								13,219,251
	Gen Fund Other Revenue	56,802	0	-5,000	0	0	35,938	0	0								1,029,276
	Gen Fund Total Revenue	1,378,505	650,778	1,839,977	128,807	1,997,400	732,703	1,620,523	528,594								133,446,889
	Salary and Benefits Teachers	632,430	256,438	857,058	22,196	1,145,532	371,627	709,197	272,610								71,407,825
	Salary and Benefits Support	61,164	7,171	66,860	3,291	90,828	5,910	47,280	0								6,173,569
	Other Instructional Costs	109,733	59,179	118,734	3,811	132,985	46,530	145,126	46,046								8,985,923
	School Administration	55,872	23,049	120,682	0	123,549	6,368	91,654	7,224								6,546,140
	General Administration	124,543	120,449	171,809	5,965	141,431	92,961	143,186	105,028								9,271,557
	Operation and Maint. of Plant	148,689	51,018	183,671	3,088	277,509	76,118	213,223	58,908								13,843,476
	Instructional Expenditures	1,132,430	517,304	1,518,815	38,353	1,911,835	599,513	1,349,865	489,817								116,228,490
	Student Transportation	173,067	62,822	82,142	16,141	95,249	55,097	99,545	25,364								6,055,026
	Capital Projects	0	0	0	0	0	0	0	0								589,753
	Extracurricular	41,397	11,724	46,809	0	5,236	0	53,376	0								3,314,023
	All other expenditures	93,658	16,643	43,072	79,059	19,940	68,827	23,041	0								8,138,025
	Gen Fund Expenditures	1,440,572	808,292	1,692,838	133,552	2,032,259	723,436	1,525,628	515,201								134,325,319
	Gen Fund End Balance	475,340	333,033	648,060	82,735	324,370	293,357	470,658	368,198								27,363,548
	Cost of Ed. Per Pupil (districts)	5,407	3,945	5,521	7,671	4,612	7,405	5,148	7,536								5,083
	District Count	1	1	1	1	1	1	1	1								46

NDDPI 6/7/2002

Page 5 of 5

County Selected Facts 2001.xls Jac

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna O'Connell
Operator's Signature

10/22/03
Date

School Finance Facts at a Glance
 Roughrider Education Services

FY	Dets	DNAME											
		BEACH	BELFIELD CO 1	BILLINGS	BOWMAN	ELEM 32	N	DICKINSON	GLEN ULLIN	HEBRON 13	HETTINGER	KILLDEE	LOME TREE
2001	K Enrollment	21	9	4	23	3	182	13	9	23	25	5	
	1-6 Enrollment	121	104	52	177	7	1,211	93	85	151	135	41	
	7-8 Enrollment	52	42	17	63	2	454	40	28	62	64	6	
	9-12 Enrollment	172	119	0	161	0	898	67	67	149	135	0	
	Total K-12 Enrollment	366	274	73	424	12	2,755	213	190	385	359	52	
	6-17 Census	279	234	167	384	37	3,349	213	179	369	355	65	
	PK-12 Avg Daily Membership	385	303	78	454	10	2,932	234	197	405	364	55	
	Taxable Valuation	3,857,413	1,472,742	4,828,793	4,419,880	1,336,905	24,649,089	3,871,381	3,572,931	5,906,933	8,965,668	1,304,650	
	Taxable Valuation Per Pupil	13,826	6,294	27,717	11,508	36,124	7,360	18,175	19,861	16,008	19,678	20,072	
	General Fund Levy	180	161	0	156	25	185	151	140	159	141	116	
	Total Levy	183	175	40	161	74	211	151	143	163	151	178	
	Sum of Sq Miles	765	144	1,152	462	431	498	426	394	861	856	243	
	Gen Fund Local Revenue	1,439,105	442,589	483,535	906,768	112,649	5,175,545	693,680	584,859	1,360,908	1,070,716	240,477	
	Gen Fund County Revenue	315,789	59,959	667,113	440,411	13,117	580,164	27,410	13,749	0	187,849	50,488	
	Gen Fund State Revenue	1,200,308	893,297	36,742	1,174,516	28,915	8,061,658	766,838	649,758	1,290,416	1,016,284	168,068	
	Gen Fund Federal Revenue	205,826	105,487	536,712	114,760	42,937	2,034,511	162,845	156,802	136,774	71,578	20,807	
	Gen Fund Other Revenue	0	0	23,513	0	0	195,760	0	16,988	7,410	14,390	0	
	Gen Fund Total Revenue	3,161,027	1,501,332	1,747,615	2,636,455	197,618	16,947,637	1,650,774	1,402,156	2,765,508	2,362,816	479,640	
	Salary and Benefits Teachers	1,148,482	791,869	591,821	1,443,661	50,215	9,214,232	746,378	720,784	1,263,917	1,152,838	170,707	
	Salary and Benefits Supp:	112,660	1,717	42,182	42,018	0	716,930	0	32,851	102,960	90,085	11,399	
	Other Instructional Costs	199,365	183,144	162,318	191,119	0	1,083,831	148,759	150,240	156,272	195,450	24,314	
	School Administration	203,143	101,279	47,150	162,589	0	768,780	76,836	44,442	149,078	77,896	26,160	
	General Administration	167,261	106,540	119,350	156,492	10,882	897,047	139,171	131,082	201,614	186,798	25,758	
	Operation and Maint. of Plant	228,896	139,625	230,414	366,793	14,199	1,250,368	170,275	165,059	209,749	219,761	25,527	
	Instructional Expenditures	2,059,846	1,324,175	1,193,245	2,362,673	81,340	13,931,208	1,261,219	1,244,438	2,102,589	1,922,840	283,865	
	Student Transportation	118,767	55,415	279,534	87,218	32,310	358,163	334,528	85,945	208,634	120,531	39,033	
	Capital Projects	28,795	0	0	0	0	0	0	0	0	0	0	
	Extracurricular	67,088	37,398	14,490	143,764	0	326,845	64,134	55,916	99,124	105,832	15,253	
	All other expenditures	231,717	47,690	344,080	48,429	73,274	1,320,495	125,111	33,822	262,157	24,445	97,070	
	Gen Fund Expenditures	2,507,213	1,464,677	1,831,360	2,642,084	186,924	15,938,712	1,804,993	1,419,821	2,692,505	2,173,647	435,220	
	Gen Fund End Balance	1,590,063	483,716	4,205,022	936,305	137,161	1,831,587	797,249	634,588	818,280	852,931	260,435	
	Cost of Ed. Per Pupil (district)	5,210	4,374	15,363	5,202	7,974	4,751	5,465	6,323	5,188	5,266	5,166	
	District Count	1	1	1	1	1	1	1	1	1	1	1	

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

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

Select 1

FY	Data	MOTT-		NEW		RHAME 17 S HEART N		SCRANTO SHEETS		RICHARDTON-		Grand Total
		MARMARTH 12	RECENT	ENGLAND	NEW	14	TAYLOR	14	TAYLOR			
2001	K Enrollment	1	25	9	4	15	8	24	413			
	1-6 Enrollment	7	131	77	43	110	72	104	2,725			
	7-8 Enrollment	2	52	41	10	50	31	60	1,079			
	9-12 Enrollment	0	113	93	35	92	76	123	2,300			
	Total K-12 Enrollment	10	321	220	92	267	187	311	6,517			
	S-17 Census	28	298	206	72	283	158	270	6,958			
	PK-12 Avg Daily Membership	13	330	228	97	270	201	317	6,893			
	Taxable Valuation	920,281	6,154,940	4,485,169	2,005,269	2,450,804	3,314,949	3,992,518	85,887,027			
	Taxable Valuation Per Pupil	35,395	20,654	21,676	27,851	8,660	20,849	14,787	12,315			
	General Fund Levy	32	133	150	125	137	145	185	148			
	Total Levy	53	137	150	131	142	155	200	165			
	Sum of Sq Miles	348	880	638	514	304	489	504	9,980			
	Gen Fund Local Revenue	91,541	936,124	743,397	309,586	452,367	561,136	807,343	16,439,718			
	Gen Fund County Revenue	10,151	1,211	29,639	102,307	69,751	159,922	93,627	2,828,094			
	Gen Fund State Revenue	881	1,022,635	827,305	386,623	845,960	800,659	1,026,834	20,018,435			
	Gen Fund Federal Revenue	36,230	108,590	92,961	34,751	113,968	47,546	212,100	4,241,418			
	Gen Fund Other Revenue	0	131,876	103,259	14,354	0	0	138	507,886			
	Gen Fund Total Revenue	138,814	2,201,435	1,796,560	847,622	1,482,046	1,369,263	2,140,042	44,035,352			
	Salary and Benefits Teachers	55,097	1,063,342	920,462	414,226	756,147	693,164	978,138	22,228,366			
	Salary and Benefits Support	3,462	63,644	53,942	24,740	0	36,391	41,734	1,376,724			
	Other Instructional Costs	21,051	131,934	89,182	95,418	165,160	115,063	228,228	3,358,378			
	School Administration	0	100,354	60,981	40,547	79,260	49,121	93,216	2,079,632			
	General Administration	11,060	222,114	104,053	67,230	127,730	134,968	165,312	2,977,546			
	Operation and Maint. of Plant	57,586	232,741	141,434	70,342	149,897	124,082	184,040	3,985,556			
	Instructional Expenditures	148,268	1,814,128	1,370,075	712,503	1,278,193	1,152,807	1,701,868	36,016,202			
	Student Transportation	7,189	185,765	154,502	102,511	163,551	146,031	214,551	2,710,563			
	Capital Projects	0	0	13,351	14,972	0	0	0	58,118			
	Extracurricular	0	94,934	71,064	20,206	46,482	61,194	103,358	1,327,082			
	All other expenditures	43,407	162,408	191,268	27,803	8,417	0	95,317	3,171,019			
	Gen Fund Expenditures	198,861	2,267,236	1,800,261	877,985	1,496,642	1,360,032	2,114,883	43,282,984			
	Gen Fund End Balance	175,379	524,561	211,190	455,890	553,532	352,120	321,782	14,970,541			
	Cost of Ed. Per Pupil (Districts)	11,032	5,501	6,008	7,346	4,734	5,732	5,373	5,225			
	District Count	1	1	1	1	1	1	1	1			19

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna D. [Signature]
Operator's Signature

10/22/03
Date

Northeast Education Service

School Finance Facts at a Glance

SY	DATE	DNAME	BORDER		DEVILS		FT		LANGDON		LEEDS		MINNEWAUKAN		MUNICH		CENTRAL		SOUTHERN		STARKWEATHER		WARRWICK		Grand Total		
			ADAMS	Edmore	Lake	Edmore	Totten	Lakota	Area	Leeds	Minnewaukan	Munich	Central	Southern	Starkweather	Warrwick	Grand Total										
2001	10/12	Enrollment	57	30	6	825	28	117	211	72	64	65	27	118	50	112	16	206									
		7-8 Enrollment	29	22	6	361	0	39	86	32	20	15	12	48	20	37	0	726									
		9-12 Enrollment	6	44	15	700	82	191	226	72	37	47	31	111	36	47	0	1,743									
		Total K-12 Enrollment	92	96	30	1,876	114	191	270	553	183	128	72	285	113	212	0	4,461									
		6-17 Census	91	98	37	2,342	97	458	644	176	90	136	83	291	135	313	0	5,153									
		PK-12 Avg Daily Membership	115	108	32	2,071	115	173	293	642	203	140	158	79	223	223	0	4,778									
		Transferable Vouchers	1,809,104	3,346,154	3,003,863	15,947,363	4,306,145	83,405	4,325,541	11,814,107	4,085,242	1,382,887	3,045,862	2,283,630	3,868,079	2,976,250	1,084,079	0	82,584,311								
		Transferable Vouchers Per Pupil	18,880	33,820	81,180	6,767	44,343	204	22,647	18,034	23,098	15,030	22,386	27,273	13,292	24,355	3,400	0	12,145								
		General Fund Levy	171	160	157	191	138	185	156	170	185	148	177	158	148	148	0	168									
		Sum of Sq Miles	183	166	157	220	149	318	158	183	210	158	180	169	174	148	0	182									
		Gen Fund Local Revenue	172	340	280	473	385	34	401	805	385	230	277	257	278	231	0	4,843									
		Gen Fund County Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
		Gen Fund State Revenue	368,361	380,257	41,001	5,505,612	345,279	886,008	741,419	1,812,811	637,201	461,587	437,331	254,131	782,886	380,228	880,941	0	13,505,462								
		Gen Fund Federal Revenue	84,851	89,192	36,882	1,134,239	83,236	1,586,017	78,382	224,360	59,561	143,481	45,104	49,825	86,773	53,332	853,364	0	4,857,389								
		Gen Fund Other Revenue	0	71,573	18,888	37,316	12,500	0	55,790	31,376	0	0	57,547	32,488	44,224	48,885	30,000	0	440,278								
		Gen Fund Total Revenue	772,234	1,040,224	546,703	10,231,867	1,078,654	2,601,798	1,623,113	3,963,863	1,452,151	962,074	1,080,554	887,783	1,544,529	824,887	1,988,152	0	30,516,887								
		Salary and Benefits Teachers	452,204	448,070	274,796	6,619,141	802,893	1,246,183	880,531	2,059,053	757,864	483,715	475,986	314,288	808,083	347,374	863,544	0	15,642,726								
		Salary and Benefits Support	10,421	0	0	748,613	35,824	127,520	76,553	187,283	2,539	0	36,123	0	34,581	18,886	0	0	1,288,241								
		Other Instructional Costs	36,250	110,627	59,388	802,452	72,856	450,033	139,486	238,896	103,496	78,151	89,819	85,135	138,143	108,103	160,002	0	2,785,619								
		School Administration	23,381	55,923	0	410,846	35,388	115,828	121,313	126,885	54,854	26,407	24,787	22,315	83,482	30,816	83,281	0	1,209,408								
		General Administration	90,358	72,100	93,838	504,770	111,383	287,703	126,002	318,223	143,033	115,618	86,415	70,880	109,131	88,333	164,075	0	2,372,670								
		Operation and Maint. of Plant	59,346	108,812	67,175	1,151,674	94,359	70,545	171,648	379,530	169,330	78,348	97,518	84,598	188,328	87,873	180,451	0	2,970,880								
		Individual Expenditures	674,570	787,533	484,837	8,287,486	852,875	2,377,813	1,315,533	3,321,673	1,231,235	794,237	800,888	857,174	1,388,736	682,885	1,531,352	0	28,288,755								
		Student Transportation	39,385	83,085	39,507	483,867	108,543	88,464	144,780	288,315	84,360	118,810	88,770	43,422	89,868	100,315	171,888	0	1,621,247								
		Capital Projects	0	0	4,488	0	0	0	0	0	0	0	0	0	0	0	0	0	4,488								
		Entrepreneur	0	15,894	31,422	388,575	34,486	107,084	60,554	86,060	88,381	20,384	33,790	15,883	43,491	22,388	0	0	800,103								
		All other expenditures	70,475	188,243	18,852	281,073	68,218	233,800	78,471	214,583	67,230	29,576	124,418	88,028	64,334	147,880	271,528	0	1,947,708								
		Gen Fund Expenditures	784,441	1,084,598	588,006	10,542,000	1,162,101	2,807,180	1,800,338	3,910,530	1,462,776	862,808	1,018,548	785,486	1,537,217	832,748	1,874,480	0	31,073,301								
		Gen Fund End Balance	284,947	321,866	124,985	1,421,304	283,474	10,581	329,322	847,883	432,330	132,488	482,389	232,114	433,621	283,435	783,133	0	6,313,621								
		Credit of Ed. Per Pupil (State)	5,871	7,338	15,889	4,333	8,321	13,710	4,488	5,172	6,075	5,884	5,132	7,084	5,888	5,871	0	0	5,488								
		District Count	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15								

NOOP 4152882

Page 1 of 1

County Selected Funds 2001.xls.jm

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walcott
Operator's Signature

10/22/03

Date

School Finance Facts at a Glance

Mid-Dakota Education Council

FY	Data	DNAME					Grand Total
		BELL 10	EUREKA 19	MINOT 1	NEDROSE 4	S PRAIRIE 70	
2001	K Enrollment	18	0	535	27	18	598
	1-6 Enrollment	98	11	3,101	169	102	3,482
	7-8 Enrollment	28	0	978	49	22	1,077
	9-12 Enrollment	0	0	2,339	0	0	2,339
	Total K-12 Enrollment	145	11	6,953	245	142	7,496
	6-17 Census	243	46	5,933	394	193	6,809
	PK-12 Avg Daily Membership	132	15	7,408	240	140	7,934
	Taxable Valuation	1,935,135	745,903	64,623,567	3,941,735	2,753,431	73,999,771
	Taxable Valuation Per Pupil	7,964	16,215	10,892	10,004	14,266	10,868
	General Fund Levy	120	43	171	104	135	164
	Total Levy	252	145	192	237	190	196
	Sum of Sq Miles	42	31	68	32	164	338
	Gen Fund Local Revenue	464,080	114,555	23,820,523	853,709	554,660	25,807,527
	Gen Fund County Revenue	370	35	20,110	695	352	21,562
	Gen Fund State Revenue	410,142	48,015	18,334,600	697,891	426,310	19,916,957
	Gen Fund Federal Revenue	20,768	86	2,817,965	78,129	50,528	2,967,476
	Gen Fund Other Revenue	0	0	85,144	60,704	0	145,849
	Gen Fund Total Revenue	895,360	162,892	45,078,343	1,691,128	1,031,849	48,859,371
	Salary and Benefits Teachers	336,840	51,299	26,258,823	585,097	343,860	27,575,919
	Salary and Benefits Support	37,785	0	1,802,085	83,180	19,518	1,942,568
	Other Instructional Costs	47,614	10,554	2,986,930	65,084	99,071	3,209,253
	School Administration	87,527	3,333	2,461,170	0	50,649	2,511,819
	General Administration	82,710	11,663	1,891,849	138,061	42,327	2,163,097
	Operation and Maint. of Plant	592,476	76,848	5,217,761	86,850	67,237	5,486,222
	Instructional Expenditures	72,649	0	40,618,618	958,272	622,663	42,868,877
	Student Transportation	0	0	878,265	79,442	109,433	1,139,789
	Capital Projects	8,395	0	3,616,440	6,500	46,963	3,669,903
	Extracurricular	321,690	68,127	915,732	10,242	6,143	940,512
	All other expenditures	995,209	144,975	2,307,929	619,414	226,769	3,543,928
	Gen Fund Expenditures	19,838	78,575	48,336,963	1,673,871	1,011,372	52,163,010
	Gen Fund End Balance	4,501	5,189	9,878,275	366,447	197,331	10,540,465
	Cost of Ed. Per Pupil (districts)	1	1	5,483	4,001	4,452	5,403
	District Count	1	1	1	1	1	5

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walcott
Operator's Signature

10/22/03
Date

PROPOSED AMENDMENT TO ENGROSSED SENATE BILL NO. 2305

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

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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

Definitions. For purposes of this Act:

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hall
Operator's Signature

10/22/03
Date

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

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

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

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

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Hallmark
Operator's Signature

10/22/03

Date

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

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

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

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

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

Renumber accordingly

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Waller
Operator's Signature

10/22/03
Date

Testimony in Support of Senate Bill 2305

House Education Committee, Representative RaeAnn Kelsch, Chair

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

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

We have a joint powers agreement in southwest North Dakota that involves nineteen school districts or organizations and 34 schools. Dickinson State University, the Southwest Multicounty Correctional Center, Dickinson Catholic Schools and the Extension Service are included in our organization. The name of our group is the Roughrider Education Services Program, also known as RESP. The RESP joint powers agreement covers an area of about 9,900 square miles representing over 6,500 K-12 students. We formed our group last May and have been working on the delivery of a number of services. Our major initiative has been curriculum and staff development. The RESP curriculum and staff development project serves 11 districts and 26 schools. This group represents 5,110 students and 443 licensed teachers. The Roughrider Educational Services Program employs a half time staff person to provide this program. The job is shared with Dickinson Public Schools to allow for a full time position as Director of Professional and Curriculum Development.

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

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

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

Submitted by Dean U. Koppelman
Superintendent, Dickinson Public Schools

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Dean U. Koppelman
Operator's Signature

10/22/03
Date



Online archives from The Devil s Lake Journal. Starting January 1999

February 11, 2003

Education co-op makes proposal to Ramsey County

By Gordon Weixel - Journal Managing Editor

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

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

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

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

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

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

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

Enter search word(s):

[Advanced Search Options](#) | [Help](#)

* Note: only the past 14 days of articles will be searched.

http://www.devilslakejournal.com/archives/index.jsp?loc=detail&doc=/2003/February/11-... 2/12/2003

The micrographic images on this film are accurate reproductions of records delivered to Modern Information Systems for microfilming and were filmed in the regular course of business. The photographic process meets standards of the American National Standards Institute (ANSI) for archival microfilm. NOTICE: If the filmed image above is less legible than this Notice, it is due to the quality of the document being filmed.

Deanna Walcott
Operator's Signature

10/22/03
Date