2017 SENATE EDUCATION

SB 2207

2017 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2207
1/24/2017
Job Number 27264

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Sandy Baumgartner

Explanation or reason for introduction of bill/resolution:

Relating to continuing education requirements for teacher license renewal

Minutes: #1, #2, #3, #4, #5, #6

Senator Joan Heckaman: District 23. Co-sponsor of SB 2207 Explained change in bill. Professional development for teachers for special disabilities students. Testimony #1. Mandates are for schools to provide professional development for bullying, suicide, and academic. The schools could have additional training for other areas.
Angela Mayberry: Parent from Dunseith, ND. Testimony #2.
Senator Rust: In the bill it says 2 semester hours.
Angela Mayberry: That was not my intent. I just want 2 hours. Someone from Ann Carlson could come in and give a session. Split up the hours, or have lessons on different topics concerning the students in the schools. Testimony #3, from Cari Duncan, parent from Sawyer, ND.
Schaible: Any other testimony? Opposed? Any Agency?
Aimee Copas: Executive Director for the ND Council of Educational Leaders. Testimony #4. We ask for a Do Not Pass for SB 2207. School districts now have 2 professional days, which includes bullying, suicide, 8 hours of mental health training that rotates on a biennial basis. A day and a half is encompassed by state mandates. School districts can add professional development days as needed.
Anita Thomas: General Council with the ND School Boards Association. Thank you for clearing up 2 hours or 2 semester hours. Testimony #5.
ElRoy Burkle: Executive Director ND Small Organized Schools. Testimony #6. Do Not Pass is recommended.
Doug Sullivan: Superintendent of Dickinson Public Schools. We encourage a Do Not Pass on SB 2207. Dickinson Public Schools have had professional development for some teachers on this issue.
Chairman Schaible: Any other testimony? Seeing none, we will close the hearing.

2017 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2207
1/25/2017
Job Number 27395

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Sandy Baumgartner

Explanation or reason for introduction of bill/resolution:

Relating to continuing education requirements for teacher license renewal

Minutes:

Chairman Schaible: Open for SB 2207
Senator Rust: The schools have some mandates for professional development already and some of them have so many hours.
Senator Oban: There is bullying, suicide, and others.
Senator Vedaa: I move for a Do Not Pass for SB 2207.
Senator Rust: I second
Chairman Schaible: We have a second. Is there any other discussion?
Senator Oban: I just want to make sure, I probably speak for other members of the committee, that I certainly understand when a parent gets to the point when they try to bring forward legislation that they are clearly frustrated. The needs of their child is not be responded to in the school. I don't think this is the right way to address this. I am not for unfunded professional development to school districts. I know that this mother's heart is in the right place. I am sure anyone of us would make sure that her daughter is getting the services she deserves. All of the teachers are following federally mandated IDEA requirements to make sure of that.
Chairman Schaible: I did ask if she went to the school board and she said she never went to them. They should go to the board first. Most superintendents and schools will help. Other discussion?
Roll Call: 5 yeas, 0 nays, 1 absent
Senator Oban will carry

Date: 1-25-17
Roll Call Vote #: 1

2017 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2207

Senate Education Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☐ Do Pass ☒ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By S. Vedaa Seconded By S Rust

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

Total (Yes) 5 No 0

Absent 1

Floor Assignment Senator Oban

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

REPORT OF STANDING COMMITTEE

SB 2207: Education Committee (Sen. Schaible, Chairman) recommends **DO NOT PASS** (5 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2207 was placed on the Eleventh order on the calendar.

2017 TESTIMONY

SB 2207

1-24-17
SB2207
#1

TURTLE MOUNTAIN OUTREACH
Suicide Prevention

SENATE BILL NO. 2207

January 23, 2017

Sixty-fifth

Legislative Assembly

of North Dakota

Introduced by

Senators Marcellais, Oehlke, Schaible

Representatives D. Johnson, Owens, M. Nelson

We the Turtle Mountain Outreach are in support of Senate Bill NO. 2207

We support the adoption rules of establishing requirements for professional development for teachers, including requiring two semester hours of professional development every year which relates to special needs students and which must be provided or paid for by the school district.

Sincerely,

Claudette McLeod-Director, Jackie Belgarde-Parent Coordinator, Jay Marion-Activity Coordinator, Sheila Desjarlais- Gatekeeper, Wendy Beston-Gatekeeper, Sonia Zerr-Data Entry

Turtle Mountain Outreach/Suicide Prevention

PO BOX 900, Belcourt North Dakota, 58316

Phone: 701/244-0199

1-24-17
SB 2207
#2

in regards to SB2207 I created this bill to bridge the gap between teachers and school staff and parents with children with special health care needs. My own 12 year old was diagnosed October of 2015 with high functioning autism specifically aspergers syndrome. while my child has not real significant noticeable characteristics, she does have trouble in a few areas in education and has significant delays in maladaptive behavior.

We as parents expect the school system to use "child find" to identify our children and to get them the help they need. Teachers can see the signs of down syndrome and even severe adhd and classic autism. autism is a spectrum represented by the puzzle piece and to put the big picture together one needs to acknowledge each piece. unfortunately some of our high functioning kids slip through the cracks.

In SB2007 I am asking for training opportunities for teachers where the training comes into the district 2 times a year, once in the spring and once in the fall. In my school district only one teacher has taken a class on autism in the last 10 years. topics of training can be ADHD, Autism spectrum disorders, Aspergers syndrome, down syndrome, and traumatic brain injury just to name a few. To these conferences open them op to parents in the district so that maybe parents can see that the district is trying to understand their childes needs. And these teachers need this training because of least restrictive environment mandates from department of education.

I think the most harmful thing for my child is to be in the school sometimes three times a week trying to make my childes educational experience a positive one. I have to constantly remind the teachers that there is accommodations in place for my child and that the IEP/504 is a legally binding document and is to be enforced. the down side to being in the school building is that it opens up to teasing and bullying for my child and that is not fair to her. It is my hope that we can Pass SB2207 and the teachers receive the help and understanding so that they might in turn be able to better teach our children.

Miss Angela Mayberry
for my daughter Chelsea Ann Mayberry

Po box 343
Dunseith, ND 58329-0343
701-244-0339

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#3

Dear Senate Education Committee,
My name is Cari Duncan. My husband and I live in Sawyer, ND and we have three children with disabilities. I am in support of three bills that support ND schools: SB2207, SB2208, and SB2211

I have always been educated alongside persons with disabilities. I was a high school honor roll student who preferred to sit in the school resource room with my friends who had disabilities. At that time, I was naïve. It never dawned on me how hard it must have been for my friends' parents to see their children struggling in school and how hard it must have been for them to advocate for their children's right to an education.

Our family has been personally advocating for our children's education since 2008. We've seen our children struggle. When we felt like our issues could not be ours alone, we reached out and started to create a network to locate similarly situated families. We began to piece together a thread where so many of our ND teachers, school administrators and Special Education units were violating the Individuals with Disabilities Act, or IDEA (a 41 year old federal law which is older than I am).

In February 2016, I filed a systemic complaint investigation with ND DPI regarding a number of allegations. The evidence of the investigation showed that across the state from Minot to Bismarck, to Jamestown and to Fargo, many schools and Special Education Units were found to be non-compliant with IDEA. For reference please review ND DPI's webpage under the systemic complaint corrective action plan: https://www.nd.gov/dpi/uploads/52/NDDPICAPR_11.16.2016.pdf

SB2207 is asking that teachers take two semester hours of professional development every year which relates to special needs students. As I mentioned above, the state is already showing that parents have, and will continue to use the procedural safeguards that are afforded to them to ensure their children who have special needs, receive an appropriate education.

Facts indicate that teachers need special education training to reach children. There are alarming statistics that cannot be ignored. One in five children are dyslexic; one in sixty eight children have been diagnosed with autism. I don't believe people go into the business of being a teacher just to stand by helpless and watch so many of these children fail. I don't know how many children were failed before I filed the systemic complaint, but if this continues, districts will be required to receive training through the complaint processes which causes discord between parents and districts, and teachers with their administration.

The return on investment is these children's future abilities to hold jobs. Parents and the State of ND should always make efforts so persons with disabilities will not rely on taxpayer provided services their entire lives. We all should want them to work independently, be able to support themselves, and PAY taxes back to the system. Proper education supports that.

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#4. p1

SB 2207 – Continuing Education Requirements
Testimony in Opposition
North Dakota Council of Educational Leaders – Dr. Aimee Copas
1/24/2017

Senator Schaible and members of the Senate Education Committee, for the record my name is Dr. Aimee Copas and I serve as the Executive Director for the North Dakota Council of Educational Leaders (NDCEL) representing our school leaders. Thank you for allowing me the opportunity to visit with you about SB2207 regarding continuing education requirements.

While we share the belief that children of special needs are an incredibly important consideration in our schools, the request for more unfunded professional development is yet another state mandate that makes it difficult for local boards and leadership to make decisions as to what is the best in their communities regarding professional development. In the Senate Health and Human Services committee, we've been working on a bill (SB2038) which consolidates all the professional development and provides within it opportunities to expand and deliver PD in the areas that are needed locally – the ability to be nimble and responsive to development needs and to do it in a manner that addresses evidence based practice. We believe that this bill addresses already what is asked for in this bill.

Choices on district PD must be a decision made locally based on need.

Further as we did a deeper dive into professional development, we uncovered financial figures regarding unfunded mandates placed on school districts.

With 68 Districts reporting – we can extrapolate and make some general prediction on cost. Sums are approximate:

Statewide Cost to train teachers per day (only calculating based on the cost to pay them to be trained an additional day):

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#4 p.2

- Approximately $4.5-5.5 million dollars per day

Statewide cost to train paraprofessionals per day

- Approximately $850,000 per day

Statewide Cost to train classified staff

- Approximately $950,000 per day

Currently 65% of our schools have had to add additional professional development over and above the state pad 2 days – 100% of the districts reported their 2 paid days are currently full. Those who have been unable to schedule more cite that difficulty affording to pay for the additional PD has prohibited them from scheduling more.

This bill asks for another 2 hours of unfunded mandate from the districts. This time constitutes another $750,000 to $917,000 of unfunded cost on our school districts (statewide total). Based on the real fiscal reality accompanied for our need to have professional development anchored in local need in concert with evidence based practice, we ask for a DO NOT PASS on SB2207.

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#5
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NORTH DAKOTA SCHOOL BOARDS ASSOCIATION
INCORPORATED

Excellence in North Dakota public education through local school board governance

SB 2207 – TESTIMONY

L. Anita Thomas, J.D., LL.M.
General Counsel
North Dakota School Boards Association
January 24, 2017

SB 2207 states that the ESPB shall adopt rules establishing requirements for professional development for teachers and directs the board to include therein "two semester hours of professional development every year which relates to special needs students and which must be provided or paid for by the school district."

One must ask whether this bill is trying to require two semester credits each year or two hours each year. One semester credit represents one 50 minute class period during each week of a university semester.

More importantly, the premise of this bill amounts to a state-level mandate. It dictates professional development requirements for each teacher each year, regardless of any other factors, including a teacher's academic preparation. A special education teacher may not have the same needs as a foreign language teacher. Experience also enters into professional development decisions. A first year teacher might have to focus on different aspects of teaching and learning than one who has been in the field for numerous years.

Professional development needs change over a teacher's career and require prioritization based on that which would help each individual teacher be better at his or her craft. At times, that could include the overall needs, not just of a teacher, but of a school or school district.

This bill is well-intentioned and it recognizes the challenges that teachers encounter on a daily basis when trying to serve special needs students. But, teachers have to meet the needs of all their students. Rather than having the state of North Dakota put forth a one-size-fits-all mandate, we would ask that you allow school boards, school administrators, and teachers to determine the nature and scope of the professional development activities that will enhance their ability to provide a quality education and increase the achievement level of all students.

Thank you for considering this bill. We would, however, respectfully request a **DO NOT PASS**.

P.O. Box 7128 • Bismarck, North Dakota 58507-7128
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www.ndsba.org

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1-24-17
#6

North Dakota Small Organized Schools

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January 20, 2017,

Dear North Dakota Senate Education Committee Members,

For the record, my name is Mr. ElRoy Burkle, Executive Director of the North Dakota Small Organized Schools (NDSOS), representing 141 North Dakota Public School Districts. Professional development is critical for teachers and administrators to better meet the needs of a school. The concept of requiring professional development for teachers relating to special needs students has been supported and will continued to be supported in the educational field. However, NDSOS goes on record of opposing SB 2207 due to the following reasons:

1. Requiring two semester hours of professional development **every year** may not be best overall practice for teacher license renewal. For a five-year renewal, an educator is required to complete six semester hours. This bill may most likely will limit teachers' abilities to stay current in their respective discipline. Suggest considering additional clarity.

2. Requiring that this professional development activity must be provided or paid for by the school district is a funding and time issue.

Thank you for your time and I will entertain questions.

Respectfully,

Mr. ElRoy Burkle, Executive Director
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The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.