

Senators Fischbach and Clark introduced-

S.F. No. 3492: Referred to the Committee on Finance.

1.1 A bill for an act
1.2 relating to education finance; authorizing Independent School District No. 750,
1.3 Rocori, to lease administrative space under certain conditions.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. LEASE LEVY; ADMINISTRATIVE SPACE, ROCORI.

1.6 Independent School District No. 750, Rocori, may lease administrative space under
1.7 Minnesota Statutes, section 126C.40, subdivision 1, if the district can demonstrate to
1.8 the commissioner's satisfaction that the administrative space is less expensive than
1.9 instructional space that the district would otherwise lease. The commissioner must
1.10 deny this levy authority unless the district passes a resolution stating its intent to lease
1.11 instructional space under Minnesota Statutes, section 126C.40, subdivision 1, if the
1.12 commissioner does not grant authority under this section. The resolution must also certify
1.13 that a lease of administrative space under this section is less expensive than the district's
1.14 proposed instructional lease. Levy authority under this section shall not exceed the total
1.15 levy authority under Minnesota Statutes, section 126C.40, subdivision 1, paragraph (e).

1.16 EFFECTIVE DATE. This section is effective for revenue for taxes payable in
1.17 2007.

Fiscal Note – 2005-06 Session

Bill #: S3492-0 **Complete Date:** 03/28/06

Chief Author: FISCHBACH, MICHELLE

Title: ISD 750; AUTHORIZE LEASE ADMIN SPACE

Fiscal Impact	Yes	No
State		X
Local		X
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
-- No Impact --					
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
-- No Impact --					
Revenues					
-- No Impact --					
Net Cost <Savings>					
-- No Impact --					
Total Cost <Savings> to the State					

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

This bill authorizes ISD #750 to have levy authority equal to the cost of leasing space for administrative purposes. A board resolution is needed that states that if this levy authority is not authorized, the district would lease instructional space at a cost equal to or greater than the cost of leasing administrative space.

Assumptions

Currently districts 465 Litchfield, SP 6 So. St. Paul, 77 Mankato, 272 Eden Prairie, and 110 Waconia have special legislation to levy for the costs of administrative space.

It is assumed that the lease costs under consideration for additional instructional space is exactly the same as the lease costs for administrative space.

Long-Term Fiscal Considerations

None.

Local Government Costs

This will not increase local property taxes.

Agency Contact Name: Kiesow, Bill 651-582-8801
FN Coord Signature: AUDREY BOMSTAD
Date: 03/28/06 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES
Date: 03/28/06 Phone: 296-8674

Senators Fischbach and Clark introduced—

S.F. No. 3494: Referred to the Committee on Finance.

A bill for an act
relating to education finance; appropriating money for a grant to Independent
School District No. 750, Rocori.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. APPROPRIATION; ROCORI SCHOOL DISTRICT.

\$137,000 is appropriated in fiscal year 2007 from the general fund to the
commissioner of education for a grant to Independent School District No. 750, Rocori.
The grant is for a continuation of district activities that were developed in concert with
the district's federal School Emergency Response to Violence, or Project SERV, grant.
The grant may be used to continue the district's recovery efforts and uses include: an
assessment of educational adequacy; an organizational analysis; a strategic planning
overview; a district assessment survey; continued recovery support; staff development
initiatives; and any other activities developed in response to the federal Project SERV
grant.

The base budget for this program for fiscal year 2008 only is \$53,000.

EFFECTIVE DATE. This section is effective the day following final enactment.

Senators Scheid, Kelley, Marty, Skoglund and Chaudhary introduced—
S.F. No. 3036: Referred to the Committee on Finance.

1.1 A bill for an act
1.2 relating to education finance; increasing funding for school districts for
1.3 technology purposes; appropriating money; amending Minnesota Statutes 2005
1.4 Supplement, section 126C.10, subdivision 13.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2005 Supplement, section 126C.10, subdivision 13,
1.7 is amended to read:

1.8 Subd. 13. **Total operating capital revenue.** (a) Total operating capital revenue for
1.9 a district equals the amount determined under paragraph (b) or (c), plus ~~\$73~~ \$98 times the
1.10 adjusted marginal cost pupil units for the school year. The revenue must be placed in a
1.11 reserved account in the general fund and may only be used according to subdivision 14.

1.12 (b) Capital revenue for a district equals \$100 times the district's maintenance cost
1.13 index times its adjusted marginal cost pupil units for the school year.

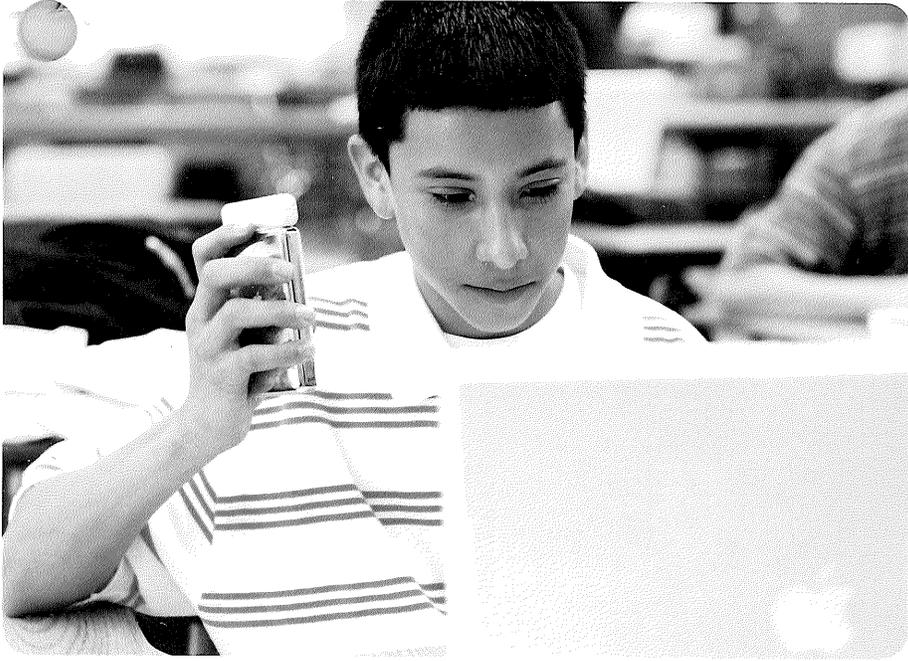
1.14 (c) The revenue for a district that operates a program under section 124D.128, is
1.15 increased by an amount equal to \$30 times the number of marginal cost pupil units served
1.16 at the site where the program is implemented.

1.17 (d) At least \$25 times the adjusted marginal cost pupil units for that school year
1.18 must be used only for school district technology purposes. Eligible expenditures include
1.19 all of the technology uses authorized under subdivision 14, clauses (15), (18), (19), (23),
1.20 and (24).

1.21 EFFECTIVE DATE. This section is effective for revenue for fiscal year 2007.



Welcome to the digital school.
Implementing 1 to 1 Learning in your school.



Empowering students with Apple innovation.

Building on more than 25 years of education experience, Apple is helping to transform teaching and learning in the 21st century.

Our pioneering 1 to 1 Learning environments provide wireless laptop computers for every teacher and student. But it takes more than computers to make 1 to 1 Learning a success. It takes a total commitment to education and a complete solution.

Apple 1 to 1 Learning gives today's "digital natives" the tools to access information instantly, collaborate, and excel. Teachers are transforming the learning environment, and their students are reaching new levels of learning and achievement.

For more information about Apple 1 to 1 Learning, visit www.apple.com/education/1to1.



Apple Digital School Success Stories





Apple Digital School Success Stories

Learning environments that foster achievement.

State of Texas

The Texas Technology Immersion Pilot (TxTIP) program with iBook laptops for over 3000 students and Apple Professional Development sparks student engagement, raises attendance rates, and reduces disciplinary issues.

Bethlehem Area School District, Bethlehem, Pennsylvania

An Apple 1 to 1 Learning program for over 4000 middle school students at Bethlehem Area School District results in increased student motivation and higher levels of creativity.

Manatee County School District, Bradenton, Florida

With nearly 6000 iBook laptops for students and teachers, Manatee County is building a 21st-century learning community, where students are coming to school enthusiastic about learning.

The School at Columbia, New York City, New York

With an iBook laptop for every student in grades three and up, plus the iLife suite of creative digital tools, students in an urban school in Manhattan are discovering the world with Apple 1 to 1 Learning.

Greene County School System, Snow Hill, North Carolina

In rural Greene County, an Apple 1 to 1 Learning program brought sweeping changes to the community, by providing equitable technology access to all middle and high school students.

Hays High School, Hays, Kansas

At Hays High School, an Apple 1 to 1 Learning initiative with iBook laptops and Apple Professional Development is yielding impressive results.

Fremont High School, Sunnyvale, California

With ten iBook Wireless Mobile Labs already in use by students for science, social studies, and English classes, math became the natural next step for Fremont High teachers to integrate technology.

Oak-Land Junior High School, Lake Elmo, Minnesota

An evaluation of Apple 1 to 1 Learning at Oak-Land Junior High School reports that students are more engaged, work quality is up, and homework completion is higher.

Apple Digital School Success Stories

The Gillispie School, La Jolla, California

By providing iBook laptops to every student in grades three through six, and an iBook Wireless Mobile Lab for younger students, The Gillispie School is changing the face of elementary education.

Peace River North School District, British Columbia, Canada

A Wireless Writing Program with iBook laptops for every sixth- and seventh-grade student has led to dramatically higher writing scores in just one year.

To see more success stories or to find out how to get on the road to the digital school with Apple learning solutions, visit www.apple.com/education/k12/onetoone or call 800-800-2775 to speak to an Apple education representative.



Transforming learning with technology immersion.

The Texas Technology Immersion Pilot (TxTIP) is the result of state legislation passed in 2003 to explore the impact of technology immersion on academic achievement. Terms of the legislation called for the distribution of “a wireless mobile computing device and integrating software, online resources, and other appropriate learning technologies” to students and teachers in Texas middle schools.

Selected as technology immersion sites were 25 middle schools, two high schools, and two elementary schools located primarily in rural areas with low socioeconomic levels. Twenty-two of those middle schools, as well as an additional 22 “control” middle schools, were selected for evaluation.

Transforming teaching and learning with laptops

Anita Givens, Title II-D coordinator and director of Educational Technology at Texas Education Agency (TEA), spoke at length with the author of the original legislation. The input that Givens received from educators was critical in shaping the direction of the program.

Says Givens, “Working with our school districts, we learned that when some students in a classroom have access to a computer and others do not, teachers don’t change the way they teach. And when students realize they’re going to use a laptop in only one or two classes, that laptop mostly stays under their desks. So the notion of a technology immersion—giving every student and teacher a laptop and access to digital resources—emerged as the way to really change teaching and learning.”

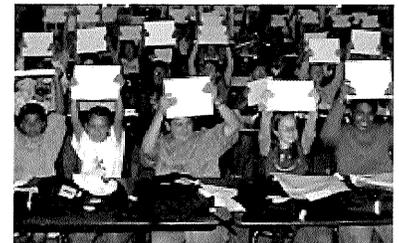
Funding stems from federal grants

The budget for TxTIP came from a Title II-D federal grant awarded to provide competitive funds to high-needs K–12 schools. Additional Title II monies from an Evaluating State Education Technology Programs grant enabled research that would provide evidence of the effectiveness of educational technology in the schools.

In addition to the laptops, TxTIP guidelines called for five other crucial components: productivity software, online learning software, formative assessment software, professional development, and technical support. Participating schools were free to select the technology package most appropriate for their needs.

Ensuring success with Apple Professional Development

Apple Professional Development (APD) was critical to the successful rollout of the iBook computers at several of the schools. “Many of the teachers were a bit apprehensive about the project,” Givens notes. “But the inclusion of Apple Professional Development was a significant turning-point. We’ve heard tremendous, positive



Success in State of Texas

Solution: Apple 1 to 1 Learning

Start Date: October 2004

Students Involved: 3200

Grade Level: 6–12

Objectives

- Explore the impact of technology immersion on academic achievement
- Ensure equal computer access for students
- Measure effect of technology use in high-needs schools

Solution

- 3200 iBook wireless® laptops
- iSight cameras
- Apple Remote Desktop
- iLife suite, iWork, AppleWorks, iChat AV
- Apple Professional Development

Results

- Students are actively engaged and motivated
- Administrators report higher attendance and fewer discipline referrals
- Learning continues beyond the classroom, 24/7
- Students have greater access to online information and resources
- Teachers are integrating laptops into classroom learning



"Once the kids had the iBook computers in their hands, they did not want to go back to the old ways of learning. So now the teachers realize the power they have, right in their classroom."

Anita Givens, Title II-D Coordinator and Director of Educational Technology, Texas Education Agency

response back from the teachers who worked with the APD consultants onsite. Some of those who were the most reluctant to embrace the project are now its most ardent supporters.

"The really amazing thing," adds Givens, "was that once students had the iBook laptops, we thought it would be about a month before they'd be able to produce projects. But in one of the schools, it took about two hours. Once the kids had the iBook computers in their hands, they did not want to go back to the old ways of learning. So now the teachers realize the power they have, right in their classroom."

Measuring the impact on learning

Givens and the TEA have launched an intensive, three-year scientific research project that will gauge the effect of TxTIP on learning. In addition, participating school administrators regularly forward reports and recommendations to Givens, as well as Texas legislators. The state's House Public Education Committee also formulated an "eLearning Task Force," which recently held a Tech Expo to acquaint lawmakers with all TxTIP technology providers, and with other educational technology products and services.

Rolling out the iBook laptops at Floydada Junior High

Floydada Independent School District Superintendent Jerry Vaughn is proud that Floydada Junior High was the first school to roll out the iBook laptops under the TxTIP grant. He's even prouder of the success of his students, and the level of engagement that permeates their classrooms.

"Kids are coming to school early because they can log on to their iBook laptops in the cafeteria or gym, and they don't want to go home in the afternoon," he marvels. "Once they're in class, they're completely engaged and want to work together on their projects. Obviously, that's a big step forward, in terms of their learning opportunities."

Switching to Macs

Vaughn admits that he needed some selling to go with Apple. "I once said that as long as I was principal or administrator, there would never be a Mac in my building," he says. "But working with Apple has been one of the best experiences I've ever had in 25 years in education. Apple Professional Development has been outstanding in showing our teachers how best to utilize the iBook laptops in new ways of teaching. Now, our teachers' capacity to teach, and the amount of information our students have access to are astronomically higher."

Vaughn says his district's partnership with a local Internet provider was integral to the program's success. Since most students lacked home computer access, it was critical to make low-cost Internet connectivity available. Now that students have 24/7 access to such powerful digital learning tools as the iLife suite, attendance is up, disciplinary referrals are down, and student engagement is at an all-time high.

Extending 1 to 1 learning to high school students

Vaughn is also delighted that the success of the iBook laptop project at Floydada Junior High led the school board to unanimously approve the extension of the program to all 333 students at Floydada High School, beginning in the fall of 2005. According to Vaughn, students who do not have laptops when they reach high school will miss important learning opportunities.

"We don't have any farmers here going back to the mules; they want the tractor with the cab and the air conditioning," he says. "We're seeing the same thing with our kids—we want them to continue to be successful in their learning. Anytime we can, we report that our iBook initiative is a great thing, and we're extremely happy that we can expand it into the high school. Having the iBook laptops has been a very positive thing for us. It's been a wild ride, and a whole lot of fun."

Empowering rural students with iBook laptops at Post Middle School

The small community of Post, Texas, is located near Lubbock, amid miles of farmland. Approximately 60 percent of the 200+ students at Post Middle School qualify for a free or reduced-price lunch. Yet, nearly all of the students consider themselves fortunate, now that each has unlimited access to technology and online resources through their wireless iBook laptops.

Principal Brian Brownlow and his administrators were part of a consortium of local schools that was successful in securing TxTIP funding. Previously, Post Middle School had maintained several Windows-based PC computer labs. But Brownlow and his staff opted to purchase the iBook laptops, citing ease of use, durability, and freedom from viruses in their buying decision.

Sparking student engagement through individualized learning

Post's Apple 1 to 1 Learning initiative has enabled teachers to provide individualized, self-paced learning for students, particularly in areas such as writing where students have struggled in the past. For example, students receive a daily news item from the Reuter's online news service. All students see the same story, yet the text is customized to each student's reading level. Students then use writing prompts to craft essays about the topic or event.

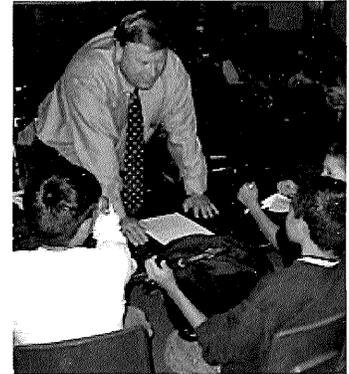
Brownlow says that such real-time, relevant content, supported by the iBook laptops, has sparked an unprecedented level of student engagement. Before classes begin, students are often found clustered with their laptops at the picnic tables in front of the school, taking advantage of the wireless Internet access on the campus, and many remain at school to work on projects long after the last bell sounds.

Enjoying a boost in attendance at Bryan Independent School District

Before TxTIP became a reality, administrators from Bryan Independent School District (ISD) saw the enormous potential in providing all students with equal technology access.

When Bryan ISD was awarded the TxTIP grant, enabling the purchase of nearly 1000 wireless iBook laptops for students and teachers at Stephen F. Austin Middle School, professional development became a top priority. Thanks to the comprehensive teacher training on technology integration by Apple Professional Development, educators were ready to include the use of digital content in their curriculum when students received their iBook laptops.

According to Jennifer Bergland, executive director of technology for Bryan ISD, student engagement has remained high since the school took possession of the iBook laptops. Administrators have seen a 35 percent decrease in the number of classroom discipline referrals over the same period in 2003. Bergland reports that students quickly learned to use the iBook laptops and the included digital tools, such as iMovie, and now enjoy collaborating on projects inside and outside of the classroom. And Austin Middle School is enjoying a boost in attendance.



"The biggest single benefit of our Apple laptop program has been the level of student engagement we've seen since our students received their iBook laptops. When they use the laptops, they're much more motivated to work on assignments."

Brian Brownlow, Principal
Post Middle School

Learning around the clock at Ysleta Independent School District

Located in El Paso County, Texas, the Ysleta Independent School District serves a low socioeconomic student population, 96 percent of whom are Hispanic. Few families in the urban community have computers at home, and fewer still have Internet access.

At Hillcrest Middle School, 600 students and 37 teachers now have iBook laptops as part of the TxTIP program. Micha Villareal, director of instructional technology for the district, says that learning has dramatically improved, and now occurs around the clock. This is true not only for the middle school students but also for their families.

He adds that Apple Professional Development led an intensive technology integration effort for Hillcrest's faculty, which has been central to the success of the program. For example, the APD consultants helped Hillcrest teachers learn to manage the iBook laptop initiative using Apple Remote Desktop. This enabled teachers to monitor students' web surfing and their use of digital content.

Increasing student motivation and attendance

According to Jamey Osborne, instructional technologist at Hillcrest Middle School, attendance is up since the iBook laptops were distributed to students. Because students don't have access to the Internet at home, they often arrive on campus at 5 a.m. and leave long after their last classes, in order to take advantage of the school's wireless network to work on school projects.

Learn more

To see more success stories or to find out how to get on the road to the digital school with Apple learning solutions, visit www.apple.com/education/k12/onetoone or call 800-800-2775 to speak to an Apple education representative.

"Since our students started using the iBook laptops, we've definitely seen a decrease in disciplinary referrals, and increases in attendance. Anytime you have those two things, you'll see a direct impact on student achievement."

Jennifer Bergland
Executive Director of Technology
Bryan Independent School District

*Internet access requires a wireless-enabled computer, a base station or other access point, and Internet access (fees may apply). Some ISPs are not currently compatible with AirPort. Range may vary with site conditions.

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Successful knowledge integration with laptop learning.

As superintendent of schools for the Bethlehem Area School District (BASD), Dr. Joseph A. Lewis has a keen understanding of the value of using technology tools in the classroom. His goal: to make every classroom in BASD a computer lab, by putting laptops into the hands of all K–12 students and teachers. “Not only did we have a digital divide, with many students having no access to computers, we clearly had an educational divide, with teachers demonstrating either very intense or very minimal usage of the computers,” says Lewis.

BASD serves 15,000 students in 22 schools that cover the complete range from urban poverty to suburban prosperity. About 25 percent of the district’s students are of Hispanic origin, and many require ESL assistance to learn English. While about 35 percent of the students qualify for free or reduced-cost lunch based upon low family income, some of the district’s schools have poverty levels in excess of 90 percent.

Getting teachers on board

Lewis knew that teachers would need the proper tools before they could move forward. To launch its new technology initiative, BASD purchased 820 PowerBook laptops and 130 eMac computers—one system for every teacher. In addition, the district installed AirPort Base Stations in almost every building, so teachers could log on to the Internet from wherever they needed to work.

Apple Professional Development helped train BASD’s teachers and staff in the use of their new Macintosh computers. Lewis says that many teachers have since committed to be mentors and provide continuous professional development to other teachers in the district.

Observes Lewis, “It’s crucial to go slowly with a technology program, and make sure your teachers are comfortable using the tools. And, you should never make assumptions about what they know. They all have so much to do every day, both in and out of the classroom ... so it’s extremely important to make the time for the professional development piece of it.”

Funding technology through creative financing from Apple

Lewis tapped into what limited grant monies and general revenues were available to purchase the district’s first group of new Apple computers. But realizing that the funds would not stretch far enough to support the full technology implementation, and that an outright purchase would only lead to asset ownership concerns in a few years, Lewis looked to Apple for assistance.



Success at Bethlehem Area School District
Solution: Apple 1 to 1 Learning
Start Date: January 2002
Students Involved: Over 4000
Grade Level: 6–8

Objectives

- Provide students with skills to succeed in the 21st century
- Enable all teachers to integrate technology into their curriculum
- Replace obsolete computers without over-taxing district budget

Solution

- More than 4000 wireless* iBook laptops
- 1200 wireless PowerBook laptops
- 130 eMac computers
- Apple servers running Mac OS X server
- iLife suite, AppleWorks, iWork
- Apple Professional Development
- Leasing program through Apple Financial Services (AFS) Education Finance

Results

- Student engagement and achievement are greatly improved
- Teachers have integrated technology in all major academic subjects
- Creative funding enabled technology upgrade at one-fourth the estimated cost

“Our goal was to advance these students two to three years in their reading and math levels. So far, we’re seeing some extremely positive results with the at-risk students who are using the iBook laptops in both areas.”

Dr. Joseph A. Lewis, Superintendent of Schools, Bethlehem Area School District

Apple Financial Services Education Finance arranged a four-year lease program and a manageable payment schedule for BASD to obtain over 3000 computers, peripherals, and site licenses. At the same time, the district will be able to refresh its computers every year, ensuring that no systems will be obsolete. Says Lewis, "In essence, we were able to fund the first year of the program at a quarter of our estimated costs."

"The beauty of the Mac is that it's truly plug-and-play and Apple really worked with us to make our technology program happen."

Dr. Joseph A. Lewis, Superintendent of Schools, Bethlehem Area School District

Helping at-risk students to advance

Once the teachers were up to speed on their new Macs, BASD started a 1 to 1 laptop pilot program for students. Lewis says the initiative provided some exciting insights. "We took 150 of our highest at-risk kids in the fifth grade—kids who have really struggled in the past—and gave each of them an iBook laptop at the beginning of the 2002 school year," recalls Lewis. "Our goal was to advance these students two to three years in their reading and math levels. So far, we're seeing some extremely positive results with the at-risk students who are using the iBook laptops in both areas."

Providing an iBook for every middle school student

Thanks to the success of the iBook pilot program, BASD has since expanded the 1 to 1 learning program to all sixth-, seventh-, and eighth-grade students. In addition to over 4000 iBook computers for students, the district has also purchased Apple Servers with Mac OS X Server and site licenses for Apple software. Eventually, Lewis hopes, every child in the Bethlehem district will have unlimited, wireless access to technology tools.

Reporting success from 1 to 1 learning

Independent research conducted by Lehigh University in Pennsylvania reported that all participating principals believe the Apple 1 to 1 learning program is successful. Teachers are becoming more proficient in using technology to enrich lessons, and students are able to get deeper into research—manipulating data and using information to explain what they see—with the laptops.

Teachers reported that their students gained confidence with the iBook computers and felt better prepared for the future. Finally, increased student motivation and enhanced pride in work were also noted, as well as higher levels of creativity in presentations and assignments.

Learn more

To see more success stories or to find out how to get on the road to the digital school with Apple learning solutions, visit www.apple.com/education/k12/onetoon or call 800-800-2775 to speak to an Apple education representative.

*Internet access requires a wireless-enabled computer, a base station or other access point, and Internet access (fees may apply). Some ISPs are not currently compatible with AirPort. Range may vary with site conditions.

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Building a 21st-century learning community.

In the fall of 2003, after a semester-long pilot program, Manatee County School District ramped up its Apple 1 to 1 Learning initiative. The district distributed 600 iBook computers to 22 elementary and secondary classrooms in multiple schools. Administrators readily admit that their students have taught them virtually everything they need to know about launching a successful 1 to 1 laptop program.

Manatee County's iBook program has now expanded to approximately 5800 laptops for students and teachers. Following the lead of other Apple 1 to 1 Learning initiatives, administrators sought to provide better technology access in all K-12 schools in the district. The reason was simple: Computers have become a tool that no student can afford to be without.

Funding the initiative through a federal grant

Dr. Tina Barrios, supervisor of instructional technology, and her team elected to begin their Apple 1 to 1 Learning initiative with pilot classrooms in four elementary schools and one high school. Grant monies, including an Enhancing Education Through Technology (EETT) grant, funded the iBook initiative. Says Barrios: "The EETT grant supported our five pilot classrooms, in which the goal was to learn what support mechanisms we'd need, and what would happen in a classroom if every child and teacher had 24/7 access to technology."

Providing professional development for teachers

Led by the instructional technology team, teachers received instruction in the various technologies students would be using. They also had the chance to network with their peers, and learn from each other's experiences. This staff development eventually became what Barrios refers to as the "Day in the Life" simulation, now used by all teachers whose classes have iBook computers. During this exercise, says Barrios, teachers have the chance to see what a full day would be like with students who use their laptops for all classes.

The simulations include demonstrations of project-based learning. Students present their findings to their peers using Apple Keynote presentation software. The presentations are then burned onto CDs. "Using the iBook laptops forces teachers to teach differently," confirms fourth-grade teacher Kim McAfee. "It enables us to develop lesson plans that advance higher-level learning skills. The 'drill-and-skill' method just doesn't work for students anymore."



Success at Manatee County School District
Solution: Apple 1 to 1 Learning and Wireless* Mobile Labs
Start Date: September 2002
Students Involved: 5500
Grade Level: K-12

Objectives

- Ensure equal access to information for all students
- Prepare students for the future
- Fund program with limited budgets

Solution

- 5800 wireless iBook computers
- iBook Wireless Mobile Labs
- iSight cameras
- iLife, iWork, iChat AV

Results

- Fewer student absences
- Higher-quality work and greater collaboration
- Students are highly engaged with project-based learning on iBook laptops
- Wireless iBook computers maximize classroom space

"Absences by students who have the iBook laptops have declined by almost 40 percent, while the quality of work done on computer-based assignments has increased dramatically."

Dr. Tina Barrios
Supervisor of Instructional Technology
Manatee County School District

Reducing absences and improving the quality of work

Since Manatee's iBook initiative began, the level of student engagement has skyrocketed. "Absences by students who have the iBook laptops have declined by almost 40 percent," Barrios says, "while the quality of work done on computer-based assignments has increased dramatically." McAfee adds that two-thirds of her students have been helping their parents learn how to use the laptops at home.

Keeping the community informed and involved

Ongoing "parent night" gatherings keep families and the community abreast of the progress of the 1 to 1 initiative. Manatee also broadcasts *Tech Time*, a locally produced show airing on community access cable that highlights the latest successes in the 1 to 1 classrooms.

"For one of our *Tech Time* shows, we hosted a 10-minute discussion using Apple iSight cameras and iChat AV," says Barrios. "We're also broadcasting movies made by our students using iMovie, to demonstrate what they're doing in the classroom. We're really excited about the opportunities these various tools provide for us, in terms of our communications with the community."

Expanding the successful initiative to additional schools

In the 2003–2004 school year, the 1 to 1 learning program was expanded to include two high schools and one middle school. Four elementary schools distributed iBooks to all fifth graders. Approximately 2000 iBook laptops were distributed to all students in one of the high schools in the spring semester. As soon as funding permits additional technology purchases, Barrios and her team are looking to expand the 1 to 1 learning program to include additional schools.

Engaging students with digital learning

If the response of the students in the 1 to 1 classrooms is any indication, Manatee County's iBook initiative is an overwhelming success. Barrios feels confident that her district is now giving students (and teachers) what they need most: better access to information.

"The kids who've been using the iBooks have really bought into what they're doing," Barrios says. "Because they've taken ownership of their learning, they realize its importance and take pride in every assignment they turn in now. We wondered if the 'novelty' of the laptops would ever wear off. But as time goes on, the kids definitely are becoming more engaged ... and they're so much more excited about learning."

"The kids who've been using the iBooks have really bought into what they're doing. Because they've taken ownership of their learning, they realize its importance and take pride in every assignment they turn in."

Dr. Tina Barrios
Supervisor of Instructional Technology
Manatee County School District

Learn more

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Urban students discover the world with 1 to 1 learning.

With an iBook laptop for every student in grades three and up, plus the iLife suite of creative digital tools, students in an urban school in Manhattan are discovering the world with Apple 1 to 1 Learning.

The School at Columbia serves 320 K–6 students, and expects to expand to approximately 650 K–8 students. The school is affiliated with Columbia University and located on the campus. Its students are children of university faculty and affiliated institutions, as well as local neighborhood children who are admitted through a random lottery.

Technology has always played a critical role at the school. Laptop usage was factored into the design of the building. Each classroom features special cabinetry with slide-out shelves that allow easy access to the iBook laptops, and ensure that computers are recharged when not in use. Every classroom also includes an iMac computer as well as an array of peripheral devices.

Choosing Apple as a partner

Shawn Mishler, Director of Communications Technology recommended Apple solutions for education—such as iBook laptops. “The iBook is very well designed,” he says. “It has excellent battery life and wireless capabilities, and Mac OS X has the UNIX underbelly that’s so stable. As a technician who has to support 500 computers, in an environment where six-year-olds are using the computers, I was very interested in that.”

Sparking classroom creativity with iLife

The School at Columbia has a team of world-class educators, such as first-grade teacher Andrew Gardner, and colleague Arana Shapiro, who teaches second grade. Both have devised innovative ways to use their technology tools, particularly the iLife suite. For example, Gardner’s class worked on a lesson on shapes. Sending his students out in pairs with digital cameras in the local neighborhood, Gardner asked them to photograph as many different shapes as they could find. Gardner then helped them arrange the images in iPhoto, write captions, and assemble it all into iPhoto books.

In Shapiro’s class, students wrote and produced storyboards for fables, created sequences, assembled the segments with iMovie, and burned them onto DVDs. For the class’s “sacred spaces” project, students researched and photographed local religious buildings, then used iPhoto and iMovie to create digital presentations, complete with soundtracks.



Success at The School at Columbia

Solution: Apple 1 to 1 Learning

Start Date: September 2003

Students Involved: 320

Grade Level: K–6

Objectives

- Enable students to express their understanding of their world
- Assist students in developing their capacities as learners and thinkers
- Support constructivist, exploratory learning with appropriate technologies

Solution

- 260 wireless* iBook laptops
- 100 iMac computers
- 80 wireless PowerBook laptops
- 20 PowerMac computers
- Xserves and Xserve RAID
- iLife suite, QuickTime

Results

- Teachers can provide individualized assessments and learning plans
- Students demonstrate ownership over their learning
- Wireless environment supports student exploration of knowledge
- Technology tools encourage collaboration among teachers and students

“The use of the iBook laptops and the iLife software really helps the kids reflect on their experiences, and connects them to their learning.”

Andrew Gardner, First-Grade Teacher
The School at Columbia

Making learning fun and easy

"The use of the iBook laptops and the iLife software really helps the kids reflect on their experiences, and connects them to their learning," observes Gardner. "On their own most six-year-olds may not do that, but these easy-to-use tools make it possible. Plus, the integration of the iLife suite is brilliant—you can grab a picture from iPhoto, and combine it with a song in iMovie with no problem. If the kids were using separate programs, it would be way too complicated."

Adds Shapiro, "With iLife, the skills definitely transfer. If the kids figure out how to do something in iPhoto, they can usually do what they want in iMovie. The icons are all familiar looking, and the Apple commands are universal."

Empowering teachers, as well as students

Mishler says it's common to see students all over the building, working alone and in small groups on their iBook laptops. He believes the computers offer the flexibility to support the curriculum when appropriate, and to be tucked neatly away when the faculty opts to use other teaching methods.

He adds that the laptops support the faculty's communications via email, online classroom forums, shared calendars, and directories. Teachers, he says, have found email to be invaluable in comparing notes and collaborating on their curriculum.

Concludes Mishler, "We couldn't have hoped for a better integration of technology, and the support we've received from Apple has been fantastic. Everyone's done remarkably well with their technology tools."

Andrew Gardner agrees, saying, "We couldn't have done any of this without Apple."

"We couldn't have hoped for a better integration of technology, and the support we've received from Apple has been fantastic."

Shawn Mishler
Director of Communications Technology
The School at Columbia

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From agriculture to the information age with Apple solutions.

In rural Greene County, many children live south of the digital divide. Nearly 70 percent of the county's 3200 K-12 students receive a free or reduced-price lunch. Until recently, only a privileged few had technology access at home. But the 2003-2004 school year brought about sweeping changes. With the purchase of wireless iBook laptops, the distinction between the "haves" and the "have-nots" is rapidly disappearing.

Superintendent Steve Mazingo explains: "Our goal was to go from an agricultural society to an information age society. We knew that we were not going to... unless we went to a 1 to 1 learning model that put technology tools in every student's and teacher's hands."

Choosing Apple and iBook laptops

The district chose Apple iBook laptops, despite the fact that the schools had Windows-based desktop systems. "We found that Apple was the company that was way out in front, in terms of understanding the educational environment," Mazingo recalls. "Plus, they already had successful professional development models in place that were perfect for us."

Adds Greene County School Board Chair Pat Adams, "The people at Apple made us feel that our 1 to 1 laptop initiative was a priority to them. Also, we felt they had the best products and were willing to do whatever was needed to help our project succeed."

Beginning with Apple Professional Development

Greene County's laptop distribution began in the fall of 2003. At that time, all certified staff members received iBook laptops, and participated in technology orientation seminars led by Apple Professional Development. During these and other sessions throughout the year, teachers learned basic Mac operating skills as well as applications such as the iLife suite, Keynote, and netTrekker.

Experiencing positive changes in student behavior

Next, all students at Greene Central High School and Greene County Middle School received their iBook laptops. Snow Hill Primary School and West Greene Elementary took delivery of iBook Wireless Mobile Labs.

Faculty in the middle and high schools noticed a significant change in their students. Says Mazingo, "The principals told me that as soon as the kids had the iBook laptops in their hands, the school environment just became different. It got quieter everywhere, the students became less rowdy, and there were documented reductions in disciplinary problems."



Success in Greene County School System

Solution: Apple 1 to 1 Learning and Wireless* Mobile Labs

Start Date: September 2003

Students involved: 2000

Grade level: Pre-K-12

Objectives

- Provide equitable access for all middle and high school students
- Use technology as an integral part of learning
- Prepare students to succeed with 21st-century skills

Solution

- 2000 wireless iBook laptops
- iBook Wireless Mobile Labs
- Xserve servers
- Apple Professional Development
- iLife suite, Keynote

Results

- Students are actively engaged in learning
- Academic performance is improved
- Learning environment evolving from textbook based to project based
- Parents are more involved in their children's progress

"As soon as the kids had the iBook laptops in their hands, the school environment just became different. It got quieter everywhere, the students became less rowdy, and there were documented reductions in disciplinary problems."

Steve Mazingo, Superintendent
Greene County School System

Leading to greater parental involvement

The arrival of the laptops has rejuvenated community spirit in Greene County, says Mazingo. Nearly 95 percent of the parents of middle and high school students have taken part in computer orientation sessions with their children. This increased parental involvement was an unanticipated benefit of the 1 to 1 learning program. "We now have parents who communicate with us via email and check teachers' home pages. They tell us that they feel involved in their children's education in a way that wasn't possible before," says Mazingo.

Enriching the learning model with digital tools

With the wireless iBook laptops and media-rich software, students are now more engaged in learning. Students of all ages eagerly employ Keynote, iMovie, and iPhoto to create multimedia research presentations. "The kids are absolutely thrilled," Mazingo notes. In addition, wireless Internet access enables learning to continue long after classes are over.

This "digital district" is also becoming a paperless one, supported by Apple Xserves. Many teachers have created their own web pages, where class assignments and grades are posted. Teachers also maintain electronic drop-boxes where students submit their completed projects, which are then graded and returned to the drop-box for electronic retrieval.

Opening up a new world for students

Mazingo says that early test results from Greene County's 1 to 1 learning program have been promising. The school board and county commissioners have been so encouraged that they are working toward a countywide broadband implementation, ensuring home technology access for all students. In the meantime, school administrators are confident that students in their rural district have the same educational advantages as their big-city peers.

"The iBook laptops have literally opened up the world for our children," says Adams. "Increased learning, higher engagement, great community involvement and support ... what more could a school board member want?"

"In an implementation this size, where we've completely changed the way teaching and learning are done, seeing students' test scores going up is huge," Mazingo concludes. "But we feel that's a tribute to Apple and the Mac environment. The iBook laptops are so user friendly that our kids took to them immediately, and have become quite attached to them—at the end of the school year, we have to pry the laptops from their fingers!"

"The iBook laptops have literally opened up the world for our children. Increased learning, higher engagement, great community involvement and support ... what more could a school board member want?"

Pat Adams
Greene County School Board Chair

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Equal access to technology helps Hays students score higher.

At Hays High School, a 1 to 1 learning initiative with iBook laptops and Apple Professional Development is yielding impressive results. Each student—and every teacher—has 24/7 access to iBook laptops and online resources. Technology support is streamlined, paper costs are down, students are engaged, and, most importantly, test scores are up.

With 1000 students in predominately rural western Kansas, Hays High School had only two, small Windows PC-based computer labs. The use of educational technology was limited. Few students had regular access to computers, and not all faculty members were comfortable with technology-based learning.

Faced with challenges such as meeting the requirements of No Child Left Behind (NCLB), administrators looked for a solution. They chose to initiate a 1 to 1 learning program with Apple that would provide every student and teacher with an iBook laptop computer.

Choosing the right technology partner

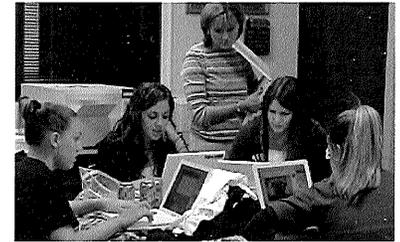
To implement the initiative, the school looked at different technology vendors, including Apple. After a careful review, administrators chose to standardize on Apple, and to lease 1000 iBook wireless laptops. According to Hays High School Principal Mike Hester, Apple's combination of attractive pricing and strong professional development made the difference. "Apple really had the whole package for us," he says, "the business, technical, and curriculum side were all wrapped up into this initiative, and they absolutely delivered for us."

"We touted this as an educational initiative," says Hester. "When a child signs up for classes, it's not about learning a technology platform. We teach English, we teach science, and we teach math. And that really takes away the platform argument."

Simplifying service and support

Apple also ordered important benefits to the district's technology personnel. "Apple gave us a three-year fair market value lease," says Craig Ludwick, technology director for the Hays school district. "That keeps all of our hardware and software and platforms aligned, so we won't be continuously trying to service things that are 10, 12, or 15 years old, and are all over the board."

Ludwick adds that, "the size of our tech crew can be kept at a very efficient number. Also, all of our schools are dealing with the same equipment, so we don't lose scope or pace in our curriculum. Everybody's always on the same page."



Success at Hays High School
Solution: Apple 1 to 1 Learning
Start Date: June 2004
Students Involved: 1000
Grade Level: 9-12

Objectives

- Provide equal technology access for all students and teachers
- Meet state standards in all areas tested for No Child Left Behind
- Ensure teacher proficiency with technology-based learning

Solution

- More than 1000 wireless* iBook laptops
- Apple Professional Development
- Three-year lease with Apple Financial Services

Results

- Students benefit from immediate access to online resources
- Math and reading scores up 12-17 percent over AYP
- Teachers spend time with students more effectively
- Substantial reduction in paper copying costs

"This year our math and reading test scores were up 12 to 17 percent over AYP, and we met the standard of excellence in social studies and science, scoring over the 80th percentile in both."

Mike Hester, Principal
Hays High School

Identifying the need for professional development

From the beginning, administrators recognized that professional development was key to the initiative's success. Says Mike Hester, "It's the professional development, and the people who will be delivering the training, that are just as important—if not more important—than the computers." Apple Professional Development led an intensive training effort, bringing teachers up to speed on the iLife suite, netTrekker, and other technology resources.

"We dedicate 45 minutes per week to staff development," says Hester. "We have an optional training of two hours a week after school, and we have a wonderful instructional technology coordinator in place, so there's a high level of involvement in technology-based learning with our teachers."

Improving the teaching and learning process

Hester says the iBook laptops make learning immediate and tailored to each student's needs. Moreover, administrators can automatically track changes in student learning. Through the use of a grading and report system, the iBook laptops have instructional standards built in electronically, so the grading happens automatically.

The initiative also saves valuable time for teachers. Says Hester, "Teachers don't have to go to the copy center and run 300 copies, then grade the tests by hand and return them. That means teachers can spend their time more effectively, working on the things the kids didn't understand."

Raising student test scores

As for the crucial goal of meeting NCLB standards, Hester reports: "This year our math and reading test scores were up 12 to 17 percent over AYP (Adequate Yearly Progress), and we met the standard of excellence in social studies and science, scoring over the 80th percentile in both."

The reason for this success is clear to Systems Administrator Mary Woods. "Our kids are digital learners," she says, "and we've now given them the tools to learn the way they are programmed to learn."

"From what we've seen so far of the kids with the iBook laptops, I believe we'll definitely have high student engagement and participation in the classroom."

Mary Woods, Systems Administrator,
Hays High School

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An innovative formula for success with Apple wireless mobile labs.

In most geometry classes, students use a compass, ruler, and protractor at their desks. But at Fremont High School, students wishing to compute the volume of an object are more likely to grab a camcorder and an iBook from the school's Math Curriculum Mobile Lab, and head out the door. Thanks to the iBook laptops and the faculty's innovative use of such programs as iMovie, students are now using technology in the math curriculum—from beginning algebra to AP calculus.

The Fremont student body is culturally diverse. Approximately 90 teachers instruct a student body of 1900 students: 35 percent of these students are Hispanic; 30 percent are Asian; 29 percent are white, and 5 percent are African American. Roughly 28 percent of the population are described as English Language Learners, and 10 percent of the students are enrolled in Special Education courses.

Experiencing positive results from iBook Wireless Mobile Labs

Since Fremont has had its nine iBook Wireless Mobile Labs, Principal Peggy Raun-Linde has witnessed some very positive trends. She notes that at-risk students are attending class regularly and are passing more classes, and that all students are producing higher-quality work.

Dr. Raun-Linde says, "We're seeing kids who were in the 20th or 30th percentile jumping over to the 50th percentile in math and English, just by taking one or two of the classes where they use the iBook laptops."

Integrating technology into the math curriculum

The Math Curriculum Mobile Lab was the natural "next step" in the school's technology integration initiative, says Kathleen Ferenz, staff developer and technology specialist. "We'd used the iBook Wireless Mobile Labs quite heavily in our science, social studies, and English classes," Ferenz explains. "In those classes we saw that the students were really engaged by the courseware and the whole project-based learning model, and were working very collaboratively. Due to those successes, we felt that math—a subject in which many students often struggle—was the next place to begin using the iBooks."

Fremont's 2003 Teacher of the Year Khir Johari developed his own project-based math curriculum using iMovie. To illustrate the concepts of volume and scale, Johari asked his students to create videos based on the theme of "Honey, I Blew Up an Object!" Says Johari, "I think that using technology just takes math (and learning) to an entirely higher level. Using iMovie helped the students see and understand these concepts, in a way that was really captivating."



Success at Fremont High School

Solution: Apple Wireless* Mobile Labs
Start Date: 2001
Students Involved: 1900
Grade Level: 9–12

Objectives

- Integrate technology into high school math classes
- Connect with students who struggle with math concepts
- Create computer-based curriculum despite lack of available courseware

Solution

- 9 iBook Wireless Mobile Labs
- 1 Math Curriculum Mobile Lab
- iLife suite
- Apple Professional Development

Results

- Students are producing higher-quality work
- At-risk students are attending class regularly and passing more classes
- Staff development is easing faculty's transition to technology
- Math teachers are now integrating technology into the curriculum

"We're seeing kids who were in the 20th or 30th percentile jumping over to the 50th percentile in math and English, just by taking one or two of the classes where they use the iBook laptops."

Dr. Peggy Raun-Linde, Principal
Fremont High School

Johari adds, "The kids are really engaged now, using the iBook laptops. Students who normally nod off in class—especially during the last block of the day—now totally drop everything and focus on what they're doing."

Enabling anytime, anywhere learning

"Since we're totally wireless,* the kids can flop down anyplace," Ferenz reports. "When students are developing their scripts and their iMovie projects, you'll often see them outside underneath a tree with their iBooks, working away. It's completely changed the dimension of learning here. Students work with their iBooks in groups wherever they're comfortable, and it's no problem for their teachers to come around and check their work, or help them when needed."

"You put any student—especially one who's struggling—in a context that's comfortable, and immediately you're halfway there," adds Raun-Linde. "The level of confidence and comfort the students enjoy now with the wireless iBook laptops quite possibly wouldn't exist without that medium."

Providing intensive staff development

Fremont's faculty and administrators agree that their iBook laptop initiative would never have been so successful without the intensive staff development from Apple Professional Development. To "sweeten" the process, all teachers who complete 40 hours of training are given a laptop computer. Says Johari, "Having such fantastic staff development makes this transition much easier, and gives us the support we need to try new things."

Succeeding with Apple technology solutions

Raun-Linde and her staff will be carefully tracking the academic achievement of students who are using the iBook Wireless Mobile Labs. In the meantime, she predicts Fremont's success with Apple's technology solutions will yield still more benefits for those who teach and those who learn.

"The people at Apple are always accessible, they're always there to answer our questions, and their tech support is great, which is why we're an Apple school," Raun-Linde says. "But they also provide software that is easy to use, such as the iLife digital applications that are easy to use. And that's critical for teachers. We can put our focus on our kids and the curriculum ... because everything just works."

"The iBook computers and the wireless mobile labs have been absolutely fantastic! They're used nonstop throughout the school, and the kids just love them."

Dr. Peggy Raun-Linde, Principal
Fremont High School

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High-performing school sees greater gains with 1 to 1 learning.

At Oak-Land Junior High, an already high-performing school is seeing even greater gains in student achievement. The reason? An Apple 1 to 1 Learning initiative with wireless iBook laptops and Apple Professional Development. Students are more engaged, the quality of their work is up, communication and teamwork skills are enhanced—even student behavior has improved.

With 1060 students and 60 teachers, Oak-Land Junior High is the first public school in Minnesota to offer 1 to 1 learning. When the initiative was first proposed, Principal Tom LeCloux actually delayed his retirement to ensure that it was approved and successfully implemented. "It's the most exciting thing I've seen since I've been in education," he says.

Deciding on Apple 1 to 1 Learning

As the project was considered, an assessment showed that the work LeCloux and his team had done previously made an Apple 1 to 1 Learning program ideal. Oak-Land already had iBook Wireless Mobile Labs and iBook computers, and had worked on a great deal of professional development with teachers. When presenting the proposal, LeCloux was frequently asked: With a school that is already considered high performing, why bother with 1 to 1 learning?

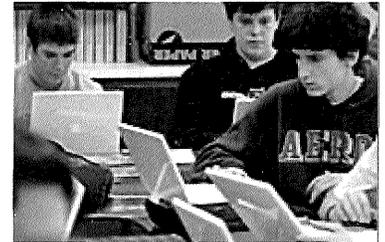
"When each child has his or her own iBook laptop 24/7, it extends the school day," says LeCloux. "It helps students engage with the learning tasks they've been assigned, and their creativity continues outside of the classroom. We believe we're preparing our students with the skills they need for success in the 21st-century."

In September 2003, the Stillwater Area School Board approved funding for over 1000 iBook laptops, and PowerBook laptops for all staff members.

Ensuring a successful implementation

Apple worked closely with Oak-Land to define and implement a detailed approach to ensure a successful implementation. "Apple Professional Services assisted us in making it all work," says Keith Ryskoski, Director of Administrative Services and Technology for the Stillwater district.

"Apple was invaluable in getting our wireless network set up," Ryskoski says. "We were off and running in just a few days, and did all of the work after-hours, so there was no visible interruption in the regular school day for students or teachers." Apple's infrastructure solution includes all the components needed to deploy and manage the wireless 1 to 1 learning network. As part of that solution, Apple Xserves and Xserve RAID were utilized to house and manage all student and teacher directories and file storage.



Success at Oak-Land Junior High

Solution: Apple 1 to 1 Learning

Start Date: November 2003

Students Involved: 1060

Grade Level: 7–9

Objectives

- Raise student achievement even higher
- Ensure 24/7 computer access for all
- Increase teachers' integration of technology in the classroom

Solution

- 1151 wireless* iBook laptops
- 60 wireless PowerBook laptops
- Xserves and Xserve RAID
- iLife suite, Keynote
- Apple Professional Services
- Apple Professional Development
- Technical training for IT

Results

- Better student behavior, communication and teamwork skills
- Improved quality of student work and higher completion of assignments
- Increased confidence of teachers in integrating technology in the curriculum

"When each child has his or her own iBook laptop 24/7, it extends the school day. It helps students engage with the learning tasks they've been assigned, and their creativity continues outside of the classroom."

Tom LeCloux, Principal
Oak-Land Junior High School

Building teacher confidence with professional development

In the first year of implementation, a district-level leadership team was created with administrators, teachers, and district parents. With direction from Apple Professional Services, the team worked together to ensure an efficient technology integration. In addition to eight weeks of technology training, Apple Professional Development helped Oak-Land develop the professional development plan, and showed teachers how to use all the digital tools in the iLife suite and to develop creative lesson plans.

Inspiring creative learning with iLife and iBook

LeCloux says the entire culture at the school has undergone a radical shift. "What I see is tremendous engagement. I see excitement. And I see improved behavior in the hallways and in the classrooms. Also, students have moved away from pencil and paper-based assignments to doing projects with iMovie and GarageBand. They let kids be creative, and report what they've learned in a very interactive way." "The iBook laptops have leveled the playing field for students," adds language arts teacher Anne Schaeffer. "Differentiating curriculum for the gifted and learning disabled can happen in the privacy of a student's own laptop."

Assessing the impact on student achievement

To measure the success of this initiative, Gil Valdez, Ph. D., is coordinating a two-year, onsite evaluation project for Learning Point Associates. In his first report to the U.S. Department of Education, he notes: "Approximately three-quarters of the students had a more positive attitude toward school," and "homework completion was higher."

Student presentations made with the iLife suite received his highest marks. "The quality of the products was so high that it was hard to remember that the producers were junior high students," Valdez says. "With the iBook laptops and iLife suite, school has become meaningful and exciting, and the students have been empowered as learners and producers of knowledge."

Enabling students with customized learning opportunities

Ryskoski needs little convincing about the value of the Apple 1 to 1 Learning program. "When students have access to an unlimited set of resources anytime, anywhere," he says, "it becomes easy to provide customized, open-ended learning opportunities. And that gets us closer to our goal of individualizing instruction for every one of our students."

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"With the iBook laptops and iLife suite, school has become meaningful and exciting, and the students have been empowered as learners and producers of knowledge."

Gil Valdez, Ph. D., Senior Advisor
Learning Point Associates

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Changing the face of elementary education.

A year before the new elementary classroom building opened, Joe Morris, the educational technology director at The Gillispie School, was asked to design a 21st-century technology-rich learning program. With his background as a media specialist and computer teacher in the public school system, and as an adjunct professor in Educational Technology at National University, Morris began evaluating a variety of computers and platforms. He determined the ideal solution was Apple 1 to 1 Learning.

The Gillispie School is an independent school for students in early childhood through the sixth grade. The learning program is designed to provide an enriching education in a safe, nurturing environment that develops the whole child and addresses each student's strengths and capabilities. The school prepares students to be independent, creative, articulate, and ready for the next academic step.

Beginning with an iBook and professional development for every teacher

In the summer of 2002, the school began its transition to a 21st-century learning environment with the distribution of an iBook computer to each teacher. Gillispie's administrators knew the laptop initiative would succeed only if all teachers received ongoing professional development.

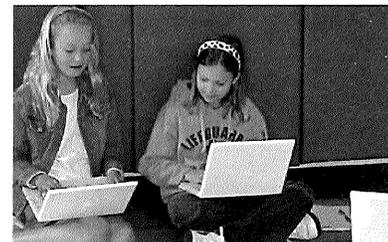
A Technology Leadership Team was formed to train and mentor any teachers who were new to computer-based instruction. The Leadership Team worked extensively with Apple to map out a technology integration plan. Since then, the Leadership Team has been providing instruction for all teachers.

Says Morris, "In addition to the training sessions with our Leadership Team, our teachers are using Apple Professional Development Online [now known as the Apple Digital School Community], and that's been very helpful. Since it is entirely self-paced, this is really convenient for everyone."

Rolling out the iBook Wireless Mobile Lab

When the fall semester began, the school rolled out a new iBook Wireless Mobile Lab. As students and teachers were becoming familiar with their new computers, Morris took the iBook Wireless Mobile Lab to the third- through sixth-grade classrooms.

Morris says, "As everyone became comfortable with the technology, my time in the classroom became a team-teaching situation. Soon the teachers could not get the cart often enough. And, they started coming up with all kinds of great ideas for projects."



Success at The Gillispie School
Solution: Apple 1 to 1 Learning and Wireless* Mobile Labs
Start Date: June 2002
Students Involved: 250–300
Grade Level: K–6

Objectives

- Provide a 21st-century learning model for students
- Eliminate reliance on dedicated computer lab
- Assist teachers and students in seamlessly integrating technology into the curriculum

Solution

- Over 300 iBook wireless laptops
- iBook Wireless Mobile Lab
- iLife suite, AppleWorks
- Apple Professional Development

Results

- All students have equal access to technology
- Teachers are highly motivated, devising innovative uses for technology tools
- Teachers and students are collaborating at a greater level

"Having the iBook laptops really encourages creativity and innovation."

Dr. Jacqueline Yarbrough, Head of School
The Gillispie School

Transitioning to Apple 1 to 1 Learning

From the start, Gillispie's administration planned to transition to a 1 to 1 learning model. This decision received enthusiastic support from the Board of Directors, as well as parents. Gillispie's head of school, Dr. Jacqueline Yarbrough was equally dedicated to the concept of 1 to 1 learning. She helped guide the distribution of iBook laptops to all students in the third through sixth grades when school began in September 2003.

Fostering creativity and innovation

Now that the 1 to 1 learning program is up and running, Yarbrough says teachers and students alike are using the iBook laptops in ways she and Morris never envisioned. In the sixth-grade, students studying the Civil War imagined themselves as soldiers, and wrote "letters from the front." Collecting appropriate photos from the web, each student then used iMovie to create slideshow presentations with narration and music accompaniment.

"We just had our science fair," says Yarbrough, "and the fourth-grade students had to come up with an experiment and videotape it. At the fair, we had all of the laptops running the students' movies of their experiments, and the students were dressed up like scientists. Having the iBook laptops really encourages creativity and innovation."

Creating an ideal learning environment

Yarbrough and Morris both agree that the laptop program is the most important initiative Gillispie has undertaken in recent years. "All of this has been very good for us; we love the iBook computers," Yarbrough says. "I've been telling other schools that if you have the money, but can't make the decision, you just have to do it. I've invited people to come down to our school to see how it's working ... and I think in the next few years, there's going to be a huge wave of schools going the laptop route."

"The ideal learning environment is one in which the teachers are also learners, and the students can be teachers," adds Morris. "I believe that The Gillispie School is rapidly approaching the ideal technology environment for learning. The administration and the parents are all 100 percent behind the iBook laptop initiative, and we expect to sustain it for many years to come."

"The administration and the parents are all 100 percent behind the iBook laptop initiative, and we expect to sustain it for many years to come."

Joe Morris
Educational Technology Director
The Gillispie School

Learn more

To see more success stories or to find out how to get on the road to the digital school with Apple learning solutions, visit www.apple.com/education/k12/onetoone or call 800-800-2775 to speak to an Apple education representative.

*Internet access requires a wireless-enabled computer, a base station or other access point, and Internet access (fees may apply). Some ISPs are not currently compatible with AirPort. Range may vary with site conditions.

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iBook laptops help students improve writing scores.

How do you fully engage the hearts and minds of students and inspire them to embrace the joys of writing? In February 2002, the Peace River North School District spearheaded the launch of a Wireless Writing Program that initially gave sixth- and seventh-grade students in five classrooms constant access to their own iBook laptops to use throughout the school year.

The Peace River North School District encompasses rural, semi-rural and urban areas with a population of 5908 students, served by 20 schools of varying sizes. The district ranges from the one-county schoolhouse to an ultra modern senior secondary school with more than 850 students. Given the diverse school population, the challenge for the district's educators was to assist teachers in motivating their students to improve their writing skills.

Improving student writing skills in one year

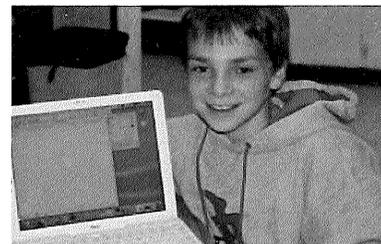
The pilot stage of the program showed that the iBook laptops were having a positive impact on student achievement levels in written expression. In one year, student scores improved dramatically, with 92 percent of the students meeting provincial education standards for writing, compared with a pretest score of 70 percent. "This represented a gain of 22 percent," explains David Vandergugten, principal of technology services. "Also important is that we had an increase of 18 percent in the number of students exceeding the provincial writing standards."

"From our experience, and from the research information we received, we knew that the Wireless Writing Program was making a difference in learning, and that's why in 2003 we decided to extend the Apple 1 to 1 learning initiative to all grades six and seven classrooms in the district," says Ron Samborski, superintendent, Peace River North. The district now has 1250 iBook laptops deployed to sixth- and seventh-grade students.

The second year of research showed that the student's writing scores were continuing to increase—another 14 percent when compared with the program's first year. Students in grades six and seven also had an 11 percent increase in "meeting expectations" for writing in pre- and post-district collected data.

Providing essential professional development

Teachers obviously played a critical role in the program. The school district in collaboration with Apple provided comprehensive staff development to assist them in integrating the iBook computers into their daily curriculum. The teachers described the laptop initiative as transformative and reported high levels of change in their teaching practices. With the professional development, they were able to use the technology to provide students with more choice and responsibility,



Success at Peace River North School District

Solution: Apple 1 to 1 Learning

Start Date: February 2002

Students Involved: 1250

Grade Level: 6-7

Objectives

- Inspire students to embrace the joys of writing
- Help teachers motivate students to improve writing skills
- Assist teachers in integrating technology into the curriculum

Solution

- More than 1200 wireless® iBook laptops
- iLife suite
- Apple Professional Development

Results

- Dramatic increase in writing scores, with 22 percent more students meeting provincial education standards in a year
- Reduced gender gap between male and female writing skills, from 21 percent to 8 percent
- Improvement of student attitudes and organizational skills

"From the research information we received, we knew that the Wireless Writing Program was making a difference in learning, and that's why we decided to extend the Apple 1 to 1 learning initiative to all grades six and seven classrooms in the district."

Ron Samborski, Superintendent,
Peace River North School District

give increased feedback on student writing, and engage students in self-evaluation. Teachers also reported that the iBook laptops greatly helped make their classrooms more efficient and collaborative.

"This program has increased the inclusion of everyone in the classroom," says Toni Thompson, a teacher at Charlie Lake School. "I have students now actively involved in their education. I have fewer classroom management problems, the students' work is now better organized, and there are fewer cases of lost homework."

Bridging the gender gap

A key finding of the study was the impact the program was having on boys' writing skills at the sixth- and seventh-grade levels. Since the full implementation of the Wireless Writing Program, the performance gap between male and female students has narrowed from 21 percent in 2003 to 8 percent in 2004." says Vandergugten. "Also important is that the gap between Aboriginal students and the total population narrowed from 17 percent in 2003 to 5 percent in 2004."

"The gap between the achievement of male and female students in reading and writing is a concern across Canada and in other countries around the world," says Jeroski. "Our data suggests that 1 to 1 may help to narrow the gender gap in writing. That is a very exciting result that we will be examining in more detail over the next two years."

Conducting research with teachers, parents, and students

Working with Dr. Sharon Jeroski at Horizon Research & Evaluation, the laptop program research involved pre- and post-testing using the BC Performance Standards and systematic monitoring of the program's impact through assessment of student work; teacher, parent, and student surveys; classroom observations; individual teacher research projects; and interviews.

Increasing student achievement through Apple 1 to 1 learning

The positive impact on student achievement from the Wireless Writing Program has clearly demonstrated the value of placing an iBook computer into the hands of each student and the necessity of effective staff development. The commitment and the steadfastness of the district's teachers, principals, staff, and board have significantly helped to further educators' overall understanding of how to effectively integrate technology into the classroom.

Learn more

To see more success stories or to find out how to get on the road to the digital school with Apple learning solutions, visit www.apple.com/education/k12/onetoone or call 800-800-2775 to speak to an Apple education representative.

"Since the full implementation of the Wireless Writing Program, the performance gap between male and female students has narrowed from 21 percent in 2003 to 8 percent in 2004."

David Vandergugten
Principal of Technology Services
Peace River North School District

*Internet access requires a wireless-enabled computer, a base station or other access point, and Internet access (fees may apply). Some ISPs are not currently compatible with AirPort. Range may vary with site conditions.



Apple Digital School.

Order your free information kit today.

Apple supports the best in teaching and learning by developing innovative, flexible, and continually updated technology solutions that engage and inspire students to higher levels of achievement. Building on more than 25 years of experience in education, Apple 1 to 1 Learning is the optimal environment for preparing students to succeed in the 21st-century.

To learn more about a new vision for learning, request a complimentary copy of the Apple Digital School CD. In this CD, you will find a rich set of video interviews with superintendents and education leaders. Listen to these experts as they share their vision for 21st-century learning and why they invested in an Apple 1 to 1 Learning program for their students.

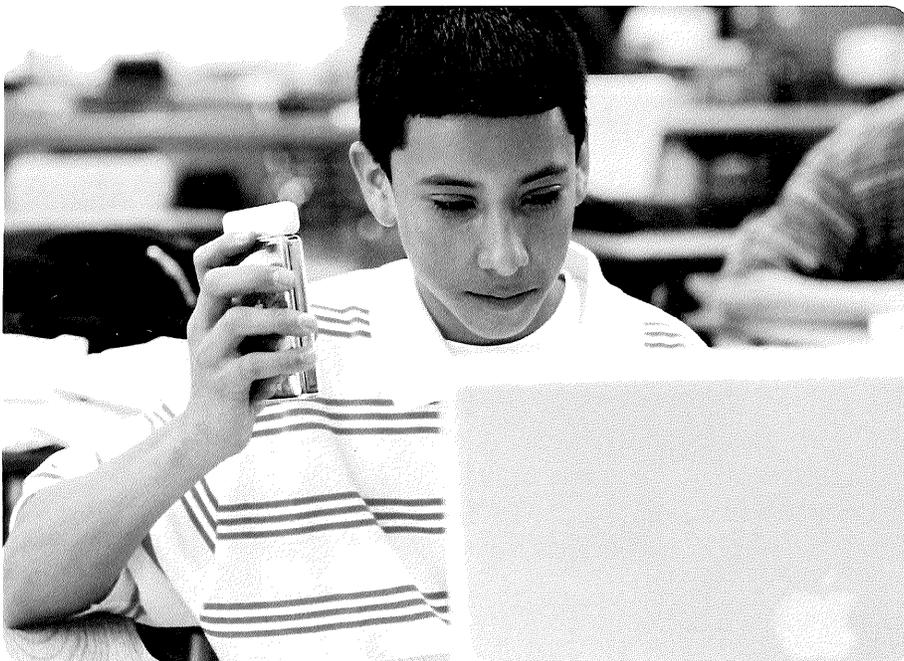
To receive the CD and an informative brochure that describes the Apple Digital School, sign up at www.apple.com/education/k12/onetoone.

This offer is only available to education institutions in the United States. For schools outside the U.S., please contact Apple at education@apple.com.



Welcome to the digital school.

Implementing 1 to 1 Learning in your school.





Learn more.

To see more Apple profiles in success or to find out how to get on the road to the digital school with Apple Learning solutions, visit www.apple.com/education/k12/onetoone or call 800-800-2775 to speak to an Apple Education representative.

Fiscal Note – 2005-06 Session

Bill #: S3036-0 Complete Date: 03/24/06

Chief Author: SCHEID, LINDA

Title: SCHL DISTS CAPITAL REV INCR FOR TECH

Fiscal Impact	Yes	No
State	X	
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
General Fund			10,120	10,038	8,716
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
General Fund			10,120	10,038	8,716
Revenues					
-- No Impact --					
Net Cost <Savings>					
General Fund			10,120	10,038	8,716
Total Cost <Savings> to the State			10,120	10,038	8,716

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalent					
-- No Impact --					
Total FTE					

Bill Description

SF 3036 increases the fixed dollar amount portion of the general education operating capital revenue from \$73 to \$98 per adjusted marginal cost pupil unit (AMCPU). This increase begins FY 2007. The additional \$25 must be used only for school district technology purposes. Operating capital revenue is restricted and includes a number of technology related uses, which are referenced as eligible uses for the new revenue. The eligible technology uses of operating capital revenue are:

1. to purchase or lease interactive telecommunications equipment;
2. to purchase or lease computers and related materials, copying machines, telecommunications equipment, and other noninstructional equipment;
3. to purchase or lease assistive technology or equipment for instructional programs;
4. to purchase or lease telecommunications equipment, computers, and related equipment for integrated information management systems; and
5. to pay personnel costs directly related to the acquisition, operation, and maintenance of telecommunications systems, computers, related equipment, and network and applications software.

Assumptions

- Estimates of pupils and adjusted net tax capacities based on February Forecast data.
- Since this provision would increase the statewide average operating capital revenue per pupil, charter school operating capital aid would also increase.

Expenditure and/or Revenue Formula

SF 3036		FY 2007/ <u>Pay07 Adj</u>	FY 2008/ <u>Pay07 Levy</u>	FY 2009/ <u>Pay08 Levy</u>
\$ in thousands				
Entitlement	Aid	11,244.1	9,902.8	8,583.7
Change	Levy	12,486.0	13,741.6	14,970.3
	Revenue	23,730.1	23,644.4	23,554.0
Appropriation	90% current	10,120.0	8,913.0	7,726.0
Change	10% final	-	1,125.0	990.0
	Total Appropriation	10,120.0	10,038.0	8,716.0

Long-Term Fiscal Considerations

This is an ongoing program.

Local Government Costs

This bill would impact local property taxes levies for school districts beginning with taxes payable in 2007.

Agency Contact Name: Yetter, Terri 651-582-8868
FN Coord Signature: AUDREY BOMSTAD
Date: 03/23/06 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES
Date: 03/24/06 Phone: 296-8674

Fiscal Note – 2005-06 Session

Bill #: S3036-0 **Complete Date:** 03/24/06

Chief Author: SCHEID, LINDA

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Tax Revenue		X

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Less Agency Can Absorb					
-- No Impact --					
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General Fund			10,120	10,038	8,716
Revenues					
-- No Impact --					
Net Cost <Savings>					
General Fund			10,120	10,038	8,716
Total Cost <Savings> to the State			10,120	10,038	8,716

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalent					
-- No Impact --					
Total FTE					



The Digital Kid Comes to School

Are we ready?

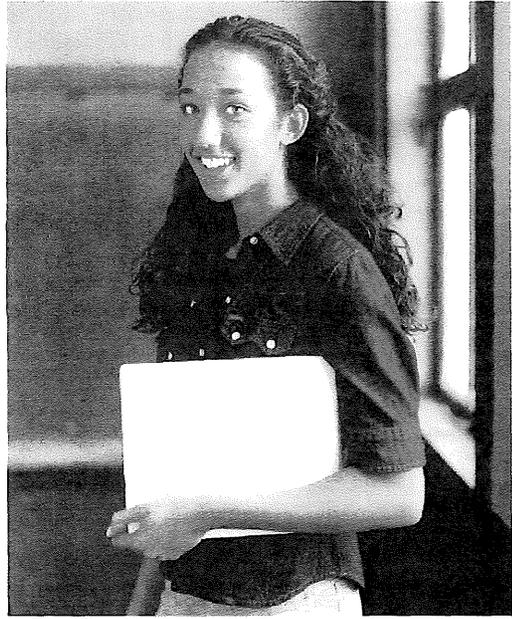
Jena Howard Collins
Manager, Strategic Initiatives
howard.jena@apple.com

**“...if we teach today as we taught yesterday,
we rob our children of tomorrow.”**

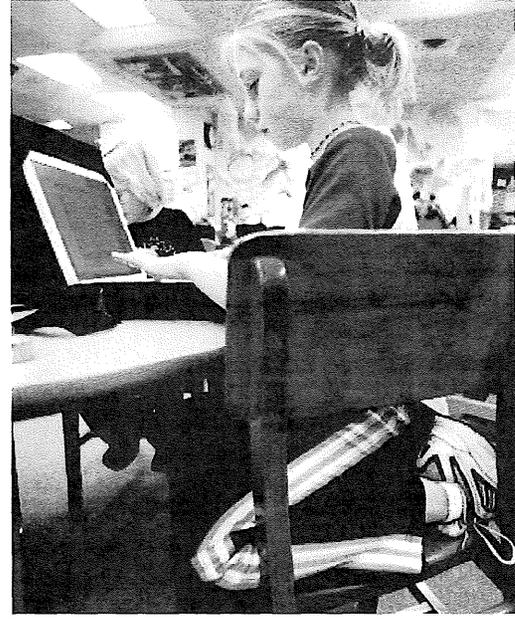
John Dewey



Who Are These Students?



Gen Y/Millennials
(1982–2000)



Tweens
(10- to 12-year-olds today)

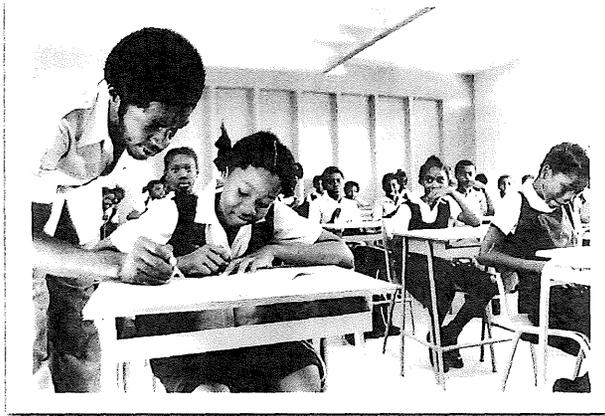
Pre-1980 Students

Digital immigrants

movies

records

books



tv

magazines

phone

pen & paper

radio

Post-1980 Students

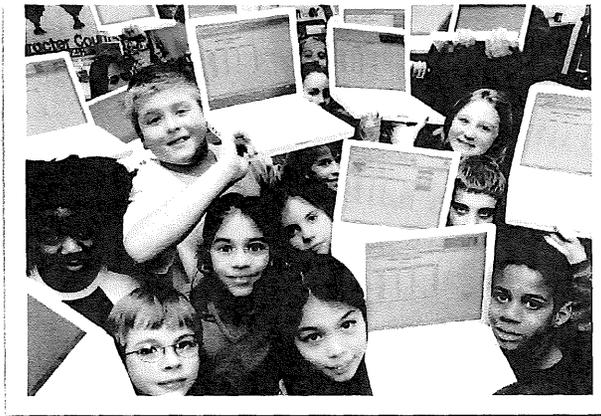
Digital natives

phones
ps2 & x box

pda movie :*
stant me

bluetooth
:P records
mtv

books
pda games
tv
video conf.



:)
pagers
cd/dvd
phone

net

phones pen & paper
radio wifi computers

Teens and Technology

- 81% of teen internet users play games online
- 76% get the news online
- 43% have made purchases online- up 71% from 2000
- 45% own a cell phone- 33% IM- 25% surf internet
- Email used to communicate with “old people”
- 75% IM vs. 42% adults
- Surge in online use happens between 6th and 7th grades

21st Century Skills Partnership

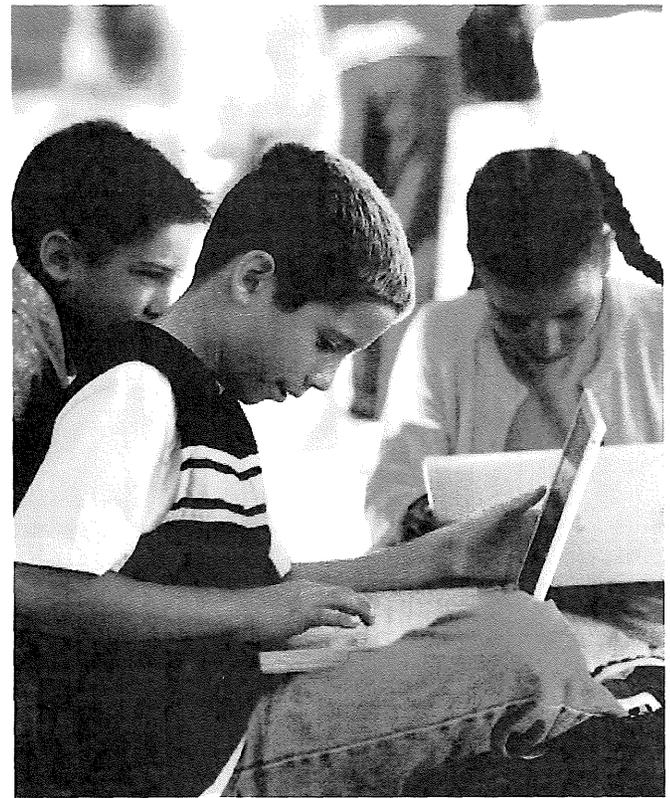


PARTNERSHIP FOR
21ST CENTURY SKILLS

- Report Highlights
 - Need to go beyond traditional metrics. Even if every student in the country satisfied traditional metrics, they still would remain under-prepared for success beyond high school.
 - Need to define rigor. Today's graduates need to be critical thinkers, problem solvers and effective communicators who are proficient in core subjects and 21st century content and skills which include learning and thinking skills, information and communications technology (ICT) literacy skills, and life skills.
 - Set clear goals that incorporate 21st century skills can high schools truly prepare students to succeed in post-secondary education, workplaces and community life. outcomes.

Millennials Want to Learn...

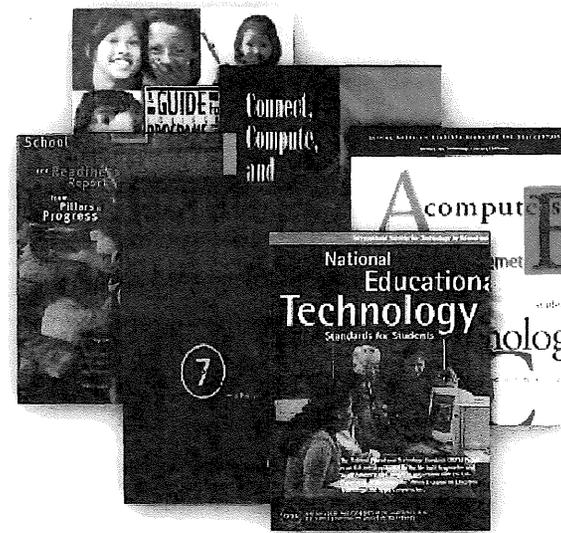
- With technology
- With one another
- Online
- In their time
- In their place
- Doing things that matter



Technology's Impact

ACOT and other studies

- Student test scores go up
- Student productivity increases
- Students write more and write more effectively
- Student attitudes toward school improve and engagement increases



NCATE

Milkin Exchange

ISTE

U.S. State Department

CEO Forum

of Education State Reports

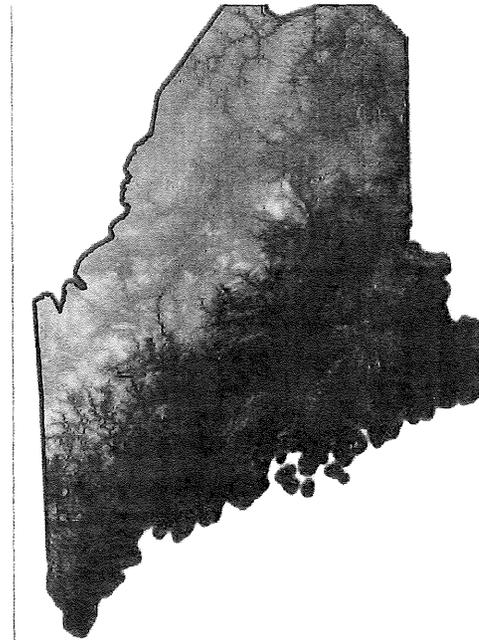
State of Maine

38,000 iBooks in 241 middle schools. The first statewide program of its kind in the US.

Attendance is up 8%

Behavior notices are down 54%

Just awarded new contract for next 4 years



State of Maine

Improvements in instructional practice and the overall environment of schooling have been found to be associated with Maine's laptop initiative. In a survey of Maine middle school teachers (Silvernail & Lane, 2004), over 70 percent agreed or strongly agreed that they were better able to create instructional materials that met the state's standards. Over 85 percent of teachers agreed or strongly agreed that the one-to-one initiative had helped them "access more up-to-date information" and "explore content in greater depth" with students

Other state leaders

Michigan: 23,000 laptops provided to teachers and students

Iowa: State funds to create several pilot programs that look at "innovative" uses of digital learning environments.

New Hampshire -Six 1 to 1 pilots that were started with private sector funds and have been continued with public funds.

Massachusetts - \$6mm initiative to provide the middle schools of two cities as well as a neighboring parochial school with wireless notebooks at the middle school level. Funds are 1/3 state. 1/3 local and 1/3 private sector.

Vermont - Vermont has three state pilot programs and several other schools that have leveraged local funds to go to a 1:1 ratio, again primarily at the middle school level.

Other state leaders

New Brunswick, Canada - Six 1:1 pilots

Quebec - Large scale 1:1 deployment outside of Montreal paid for by local funds and private dollars.

IL- Proposed 1 to 1 pilot program for middle schools

TX- Immersion pilot program funded by state and federal funding focused on electronic textbook materials

FL- Proposed initiative to provide laptop computers to all teachers

KY- Proposed \$50M for education technology

**To move forward, you must
change the question:**

“Should we do this?”

“How can we do this?”



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AMSD

CONNECTIONS

News and Updates from the Association of Metropolitan School Districts

September 2005
vol 2 • no 12

Mark Your Calendar!

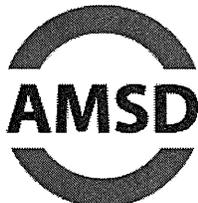
SEPTEMBER 1
Legislative Committee Meeting, 7 a.m.
TIES Building, St. Paul

SEPTEMBER 8
Board of Directors Meeting, 7 a.m.
TIES Building, St. Paul
The annual Friend of Public Education Award will be presented to Senator Linda Scheid and Representative Doug Meslow.

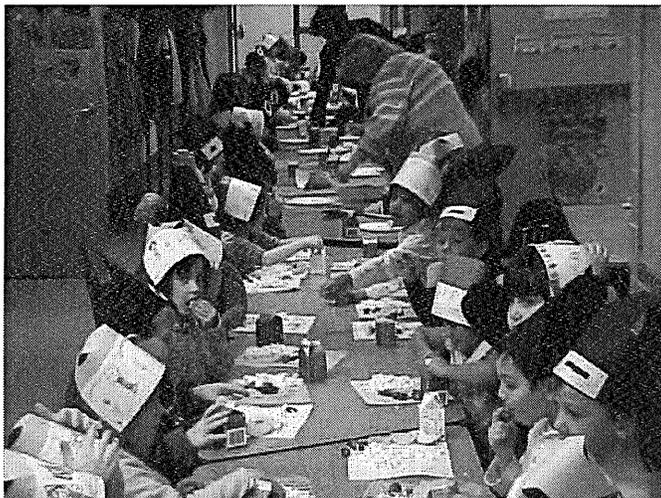
SEPTEMBER 23
2005 Minnesota Education Summit
8:30 a.m.-3:15 p.m.
Minneapolis Convention Center
See this issue of Connections for more information.

AMSD's Mission

To advocate for state education policy that enables metropolitan school districts to improve student learning.



Association of
Metropolitan School Districts



Kindergartners at Kaposia Education Center enjoy a mock Thanksgiving feast. Full-day kindergarten allows teachers to use creative learning opportunities such as the Thanksgiving feast.

South St. Paul Leads in K-12 IB and Full-Day Kindergarten

This fall, the South St. Paul Public School district is embarking on two new major initiatives: district-wide full-day kindergarten and K-12 International Baccalaureate. South St. Paul will be a state and national leader on both fronts.

All kindergarteners in South St. Paul will now have the opportunity to attend full day, everyday kindergarten without a fee. After examining very compelling research on full-day kindergarten, the South St. Paul School Board decided that the benefits of full-day kindergarten justify the expenditure. The South St. Paul School Board is hopeful that the state of Minnesota will soon fund full-day kindergarten for all Minnesota students.

The second initiative is implementing International Baccalaureate (IB) in grades K-12. South St. Paul will become the first district in the state and one of fewer than a dozen nationally to implement K-12 IB. South St. Paul High School has had an International Baccalaureate Diploma Program since 1986. The first IB diploma candidate from South St. Paul attended Harvard and her fresh-

(continued on page 3)

From the Chair

Back-to-school season is upon us once again. In my first column as AMSD chair, I would like to highlight some of the new and exciting things happening at AMSD this fall. First, I want to welcome our newest member, the Elk River School District. AMSD now represents 30 school districts and joint powers districts throughout the metropolitan area. AMSD is the voice for metropolitan school districts and our broad and growing membership enhances our ability to ensure that the needs of our learners are addressed by state policymakers. We are thrilled that the Elk River School District is AMSD's newest member!

Another exciting change at AMSD is our newly redesigned website. The new site contains information on AMSD legislative priorities, member contact information, links to research and reports, education related news, and more. The updated site is easier to navigate and contains an abundance of information. Log on to www.amsd.org to check it out. Have a great start to the school year!

Carol Bomben, board member for Eden Prairie Public Schools, is chair of the Association of Metropolitan School Districts.

Overview of Education Week "Technology Counts 2005" Report

Education Week recently released its annual report on technology and education. The report compares states on a variety of measures related to technology, including student access to computers and the internet and technology training and standards for pupils and administrators. The most striking feature of the report is Minnesota's low ranking on nearly every measure reported. Our state is falling behind in terms of funding, access, and training. In addition, the federal government is likely to provide significantly less funding for technology next year. Clearly, our state policymakers need to act if we are to ensure that our students will have the skills and knowledge necessary to compete in today's high tech world.

In the past 5-10 years technology needs have changed dramatically. Today, most schools in the United States have internet access and, on average, one computer for every 3.8 students. In the 2004-05 school year 99% of schools in the nation had internet access. Because most schools are now equipped with computers and wired to the internet, it's easy to assume that technology costs have gone away. Nothing could be further from the truth. A consistent and reliable source of funding for technology is essential for upgrading networks and computers, training teachers on the use of technology for raising student achievement, and building the data management systems schools need to keep up with reporting requirements.

Technology directors in 44 states and the District of Columbia say inadequate

How Minnesota Compares with the National Average in School Technology

	Minnesota	National Average
Students per instructional computer located in classrooms	10.1	7.6
Students per internet connected computer located in classrooms	10.1	8.0
Percent of computers with high speed internet access	83%	87%
Percent of schools offering distance learning for students	18%	25%
Percent of instructional computers that are laptops	10.5%	13.3%

funding and competition from other spending priorities are the biggest challenges they face. Unfortunately, based on President Bush's 2005 budget proposal, the outlook could get worse before it gets better. The President proposes severe cuts in the technology grant fund for states over the next year.

The data from the *Education Week* survey is even more worrisome for Minnesota. *Education Week* ranked Minnesota in the bottom quintile in the nation in "Technology Leadership." The rankings are based on: providing students with access to computers and the internet, ensuring teachers and administrators have the training and qualifications to use technology effectively, and adopting policies that make innovative use of technology. AMSD Chair, Carol Bomben notes, "It is frustrating to see Minnesota ranked near the bottom on so many technology measures. Clearly, Minnesota needs to invest now if it hopes to offer its learners the opportunities available to students around the nation and the world."

Policymakers have an additional reason to invest in technology: the Minnesota Department of Education plans to implement an entirely computer-based assessment system by 2009. School boards and staff members are excited about the significant advantages of moving to computerized testing; however, significant investments in infrastructure, hardware, and staff training will be required to make the plan a reality.



Association of Metropolitan School Districts



Don't forget to log on to www.amsd.org to view AMSD's new web site!

man year was waived because of the IB diploma.

This year the South St. Paul District is starting the process to be certified in the International Baccalaureate Primary Years Program (PYP) and also the International Baccalaureate Middle Years Program (MYP). Although the IB diploma program is very rigorous and for self selecting high achievers, the PYP and MYP programs are designed for all students. These programs are appropriate for special education students,

gifted students and all those in between. The district has been approved to start the PYP at Lincoln Center Elementary and Kaposia Education Center. It will take approximately three years to fully train all teachers and implement the PYP program. The district has also been approved for the MYP at the seventh through tenth grade levels. Plans are to start the program in seventh grade this year and add one grade a year for the next three years.

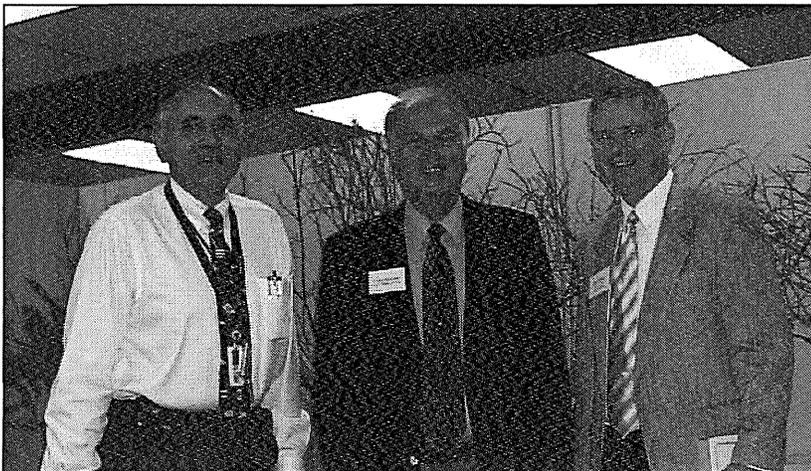
Parents, staff, and stu-

dents are thrilled about the exciting new opportunities available in South St. Paul!

This month's district spotlight was submitted by Dana Babbitt, Superintendent of South St. Paul Public Schools.

Mark your calendar to attend the 2005 Minnesota Education Summit on September 23. The annual summit, sponsored by the Alliance for Student Achievement, will be held at the Minneapolis Convention Center. This summit provides the opportunity for the community to come together to learn about and discuss the demands being placed on schools and students and how they can efficiently and effectively be met in this era of scarce resources and increasing demands. Registration information is available at www.allianceforstudentachievement.org.

AMSD Board Members Recognized at Annual Meeting



AMSD board members were recognized for their committee service at the August annual meeting. Pictured from left to right are Stan F. Mack, II, Superintendent of Robbinsdale Area Schools; Gordon Backlund, School Board Member from Fridley; and Keith Broady, School Board Member from St. Louis Park.



Newly elected AMSD Chair Carol Bomben, School Board Member from Eden Prairie, welcomes the opportunity to lead AMSD in the coming year.

Members of AMSD include: Bloomington, Brooklyn Center, Burnsville/Eagan/Savage, Chaska, East Metro Integration District 6067, Eden Prairie, Edina, Elk River, Fridley, Hopkins, Intermediate District 287, Inver Grove Heights, Mahtomedi, Minneapolis, Minnetonka, Mounds View, North St. Paul/Maplewood/Oakdale, Orono, Richfield, Robbinsdale, Roseville, Shakopee, South St. Paul, Spring Lake Park, St. Anthony/New Brighton, St. Louis Park, St. Paul, Wayzata, West Metro Program-Joint Powers School District 6069 and West St. Paul.

Senator Wiger introduced-

S.F. No. 2567: Referred to the Committee on Finance.

1.1 A bill for an act
 1.2 relating to education finance; increasing the basic formula allowance, dedicating
 1.3 the increase to school district energy expenditures; amending Minnesota Statutes
 1.4 2005 Supplement, section 126C.10, subdivision 2.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2005 Supplement, section 126C.10, subdivision 2, is
 1.7 amended to read:

1.8 Subd. 2. **Basic revenue.** (a) The basic revenue for each district equals the formula
 1.9 allowance times the adjusted marginal cost pupil units for the school year. The formula
 1.10 allowance for fiscal year 2005 is \$4,601. The formula allowance for fiscal year 2006 is
 1.11 \$4,783. The formula allowance for fiscal year 2007 and subsequent years is ~~\$4,974~~ \$5,024.

1.12 (b) For fiscal years 2007 through 2009, a school district must use the revenue equal
 1.13 to \$50 times its adjusted marginal cost pupil units for energy costs, including, but not
 1.14 limited to, gasoline, heating, and energy efficiency expenditures.

Association of Metropolitan School Districts 2005 Energy Survey Results

	Projected dollar increase in heating expenditures from FY05 to FY06	Projected percentage increase in heating expenditures from FY05 to FY06	Total projected increase in heating expenditures Per AMCPU	Projected dollar increase in transportation expenditures from FY05 to FY06	Total projected increase in transportation expenditures per AMCPU	Projected percentage increase in gas/diesel purchased FY05 to FY06 [Does not include escalator]
BLOOMINGTON	\$656,204	66.1%	\$53.18	\$141,517	\$11.47	44.40%
BROOKLYN CENTER	\$78,805	50.0%	\$41.26	\$14,000	\$7.33	50.00%
BURNSVILLE-EAGAN-SAVAGE	\$331,832	50.0%	\$27.37	\$173,291	\$14.29	50.00%
CHASKA	\$199,558	47.0%	\$19.73	\$105,000	\$10.38	50.00%
EDEN PRAIRIE	\$222,097	40.8%	\$19.35	\$85,000	\$7.40	50.00%
EDINA	\$325,000	50.0%	\$37.24	\$60,000	\$6.88	33.00%
ELK RIVER	\$554,684	80.0%	\$42.54	NA	NA	NA
FRIDLEY	\$154,207	50.00%	\$55.35	\$37,500	\$13.46	NA
HOPKINS	\$317,328	48.0%	\$34.16	\$152,000	\$16.36	33.00%
INVER GROVE	\$82,175	30.0%	\$19.43	NA	NA	NA
MAHTOMEDI	\$99,815	62.3%	\$28.21	\$50,000	\$14.13	
MINNEAPOLIS	\$1,715,347	38.1%	\$40.32	NA	NA	NA
MINNETONKA	\$300,000	53.0%	\$34.07	\$81,400	\$9.24	37.00%
MOUNDS VIEW	\$618,833	40.0%	\$53.93	\$79,385	\$6.92	37.00%
NORTH ST PAUL-MAPLEWOOD	\$558,510	80.0%	\$42.97	\$200,000	\$15.39	50.00%
ORONO	NA	NA	NA	NA	NA	NA
RICHFIELD	\$392,117	70.0%	\$84.31	\$42,872	\$9.22	\$43
ROBBINSDALE	\$558,800	48.3%	\$35.81	\$85,300	\$5.47	20.00%
ROSEVILLE	\$314,261	49.4%	\$43.37	\$122,000	\$16.84	
SHAKOPEE	\$171,955	54.2%	\$28.00	\$35,000	\$5.70	0.00%
SOUTH ST. PAUL	\$127,332	70.0%	\$34.91	\$40,000	\$10.97	
SPRING LAKE PARK	\$115,000	31.5%	\$22.54	\$70,000	\$13.72	0.00%
ST. ANTHONY-NEW BRIGHTON	\$38,738	31.9%	\$20.08	\$815	\$0.42	1.00%
ST. LOUIS PARK	\$150,119	40.0%	\$30.05	NA	NA	NA
ST. PAUL	\$2,273,525	61.0%	\$50.02	\$253,361	\$5.57	43.40%
WAYZATA	\$432,365	67.4%	\$37.98	\$139,000	\$12.21	60.00%
WEST ST. PAUL	NA	NA	NA	NA	NA	NA

AVERAGE

\$37.45

\$10.16

* Survey conducted October 1 - November 15. Each district made estimates based on pricing data available to them at the time they completed the survey.

SF. 2867, Heating and Transportation Fuel Costs
FY 2006, Based on Feb. 2006 Forecast

	FY 2006 RMCPUs	FY 2006 Total Revenue	Total Revenue Per Pupil
Grand Totals	952,137	23,803,414	25
1 Aitkin	1,453	36,328	25
1.03 Minneapolis	51,088	1,277,192	25
2 Hill City	337	8,421	25
4 Mcgregor	560	13,988	25
6 South St. Paul	3,306	82,642	25
11 Anoka-Hennepin	48,642	1,216,054	25
12 Centennial	7,938	198,455	25
13 Columbia Heights	3,646	91,152	25
14 Fridley	2,441	61,024	25
15 St. Francis	7,265	181,623	25
16 Spring Lake Park	4,834	120,844	25
22 Detroit Lakes	2,952	73,805	25
23 Frazee	1,319	32,968	25
25 Pine Point	81	2,032	25
31 Bemidji	5,892	147,304	25
32 Blackduck	776	19,389	25
36 Kelliher	227	5,682	25
38 Red Lake	1,980	49,507	25
47 Sauk Rapids	4,215	105,380	25
51 Foley	1,789	44,732	25
62 Ortonville	509	12,731	25
75 St. Clair	535	13,381	25
77 Mankato	7,907	197,667	25
81 Comfrey	237	5,933	25
84 Sleepy Eye	727	18,178	25
85 Springfield	746	18,657	25
88 New Ulm	2,610	65,244	25
91 Barnum	725	18,113	25
93 Carlton	895	22,364	25
94 Cloquet	2,657	66,424	25
95 Cromwell	308	7,690	25
97 Moose Lake	809	20,231	25
99 Esko	1,155	28,870	25
100 Wrenshall	366	9,158	25
108 Norwood	1,201	30,027	25
110 Waconia	3,049	76,227	25
111 Watertown-Mayer	1,795	44,886	25
112 Chaska	10,082	252,053	25
113 Walker-Akeley	1,150	28,738	25
115 Cass Lake	1,071	26,787	25
116 Pillager	969	24,230	25
118 Remer	709	17,730	25
129 Montevideo	1,620	40,496	25
138 North Branch	4,523	113,071	25
139 Rush City	1,160	29,011	25

SF. 2867, Heating and Transportation Fuel Costs
FY 2006, Based on Feb. 2006 Forecast

	FY 2006 RMCPUs	FY 2006 Total Revenue	Total Revenue Per Pupil
146 Barnesville	890	22,241	25
150 Hawley	1,040	26,007	25
152 Moorhead	6,148	153,694	25
160 MN State Academies	0	0	25
162 Bagley	1,224	30,600	25
166 Cook County	762	19,053	25
173 Mountain Lake	575	14,380	25
177 Windom	1,050	26,258	25
181 Brainerd	7,711	192,773	25
182 Crosby	1,808	45,205	25
186 Pequot Lakes	1,508	37,703	25
191 Burnsville	12,191	304,765	25
192 Farmington	6,626	165,650	25
194 Lakeville	12,291	307,286	25
195 Randolph	487	12,181	25
196 Rosemount-Apple	32,335	808,373	25
197 West St. Paul	5,290	132,258	25
199 Inver Grove	4,567	114,167	25
200 Hastings	5,991	149,773	25
203 Hayfield	1,065	26,625	25
204 Kasson-Mantorvil	2,151	53,785	25
206 Alexandria	4,795	119,874	25
207 Brandon	332	8,304	25
208 Evansville	314	7,857	25
213 Osakis	702	17,539	25
227 Chatfield	1,004	25,110	25
229 Lanesboro	282	7,050	25
238 Mabel-Canton	379	9,487	25
239 Rushford-Peterso	815	20,384	25
241 Albert Lea	4,202	105,060	25
242 Alden	305	7,619	25
252 Cannon Falls	1,605	40,113	25
253 Goodhue	649	16,223	25
255 Pine Island	1,211	30,280	25
256 Red Wing	3,363	84,081	25
261 Ashby	264	6,602	25
264 Herman-Norcross	194	4,843	25
270 Hopkins	8,864	221,605	25
271 Bloomington	12,329	308,219	25
272 Eden Prairie	11,498	287,460	25
273 Edina	7,323	183,065	25
276 Minnetonka	8,661	216,532	25
277 Westonka	3,027	75,664	25
278 Orono	2,382	59,557	25
279 Osseo	25,932	648,291	25
280 Richfield	4,814	120,341	25
281 Robbinsdale	15,485	387,130	25

SF. 2867, Heating and Transportation Fuel Costs
FY 2006, Based on Feb. 2006 Forecast

	FY 2006 RMCPUs	FY 2006 Total Revenue	Total Revenue Per Pupil
282 St. Anthony-New	1,159	28,986	25
283 St. Louis Park	4,982	124,561	25
284 Wayzata	10,700	267,495	25
286 Brooklyn Center	1,693	42,313	25
294 Houston	567	14,175	25
297 Spring Grove	413	10,320	25
299 Caledonia	1,078	26,955	25
300 Lacrescent	1,620	40,506	25
306 Laporte	207	5,177	25
308 Nevis	333	8,322	25
309 Park Rapids	1,863	46,581	25
314 Braham	1,176	29,411	25
316 Greenway	1,592	39,803	25
317 Deer River	1,189	29,723	25
318 Grand Rapids	4,413	110,330	25
319 Nashwauk-Keewati	788	19,696	25
323 Franconia	45	1,130	25
330 Heron Lake-Okabe	299	7,467	25
332 Mora	1,998	49,959	25
333 Ogilvie	906	22,647	25
345 New London-Spice	1,738	43,445	25
347 Willmar	4,680	116,999	25
356 Lancaster	181	4,516	25
361 International Fa	1,721	43,037	25
362 Littlefork-Big F	317	7,925	25
363 South Koochichin	224	5,602	25
371 Bellingham	156	3,900	25
378 Dawson	620	15,509	25
381 Lake Superior	2,118	52,958	25
390 Lake Of The Wood	755	18,886	25
391 Cleveland	457	11,421	25
392 Lecenter	806	20,161	25
394 Montgomery	1,455	36,368	25
402 Hendricks	199	4,966	25
403 Ivanhoe	243	6,076	25
404 Lake Benton	276	6,900	25
409 Tyler	349	8,737	25
411 Balaton	208	5,199	25
413 Marshall	2,430	60,757	25
414 Minneota	566	14,149	25
415 Lynd	199	4,964	25
417 Tracy	821	20,516	25
418 Russell	174	4,341	25
423 Hutchinson	3,318	82,947	25
424 Lester Prairie	514	12,847	25
432 Mahnomen	817	20,435	25
435 Waubun	709	17,731	25

SF. 2867, Heating and Transportation Fuel Costs
FY 2006, Based on Feb. 2006 Forecast

	FY 2006 RMCPUs	FY 2006 Total Revenue	Total Revenue Per Pupil
441 Newfolden	374	9,341	25
447 Grygla	220	5,488	25
458 Truman	468	11,689	25
463 Eden Valley	958	23,947	25
465 Litchfield	2,335	58,380	25
466 Dassel-Cokato	2,338	58,451	25
473 Isle	690	17,249	25
477 Princeton	4,171	104,270	25
480 Onamia	962	24,049	25
482 Little Falls	2,961	74,020	25
484 Pierz	995	24,864	25
485 Royalton	805	20,117	25
486 Swanville	459	11,473	25
487 Upsala	392	9,796	25
492 Austin	4,876	121,904	25
495 Grand Meadow	396	9,909	25
497 Lyle	206	5,143	25
499 Leroy	437	10,926	25
500 Southland	687	17,187	25
505 Fulda	567	14,179	25
507 Nicollet	348	8,700	25
508 St. Peter	2,158	53,962	25
511 Adrian	583	14,578	25
513 Brewster	219	5,470	25
514 Ellsworth	232	5,800	25
516 Round Lake	128	3,201	25
518 Worthington	2,730	68,242	25
531 Byron	1,644	41,090	25
533 Dover-Eyota	873	21,824	25
534 Stewartville	1,980	49,491	25
535 Rochester	19,383	484,570	25
542 Battle Lake	638	15,955	25
544 Fergus Falls	3,082	77,048	25
545 Henning	496	12,410	25
547 Parkers Prairie	586	14,638	25
548 Pelican Rapids	1,404	35,097	25
549 Perham	1,837	45,927	25
550 Underwood	387	9,681	25
553 New York Mills	746	18,650	25
561 Goodridge	149	3,720	25
564 Thief River Fall	2,428	60,704	25
577 Willow River	459	11,466	25
578 Pine City	1,930	48,250	25
581 Edgerton	226	5,649	25
584 Ruthton	150	3,758	25
592 Climax	223	5,576	25
593 Crookston	1,643	41,070	25

SF. 2867, Heating and Transportation Fuel Costs
FY 2006, Based on Feb. 2006 Forecast

	FY 2006 RMCPUs	FY 2006 Total Revenue	Total Revenue Per Pupil
595 East Grand Forks	1,823	45,583	25
599 Fertile-Beltrami	516	12,908	25
600 Fisher	276	6,909	25
601 Fosston	697	17,418	25
611 Cyrus	126	3,142	25
621 Mounds View	11,879	296,963	25
622 North St. Paul-M	12,931	323,280	25
623 Roseville	6,981	174,533	25
624 White Bear Lake	9,436	235,891	25
625 St. Paul	52,129	1,303,233	25
627 Oklee	211	5,280	25
628 Plummer	162	4,042	25
630 Red Lake Falls	468	11,696	25
635 Milroy	154	3,852	25
640 Wabasso	486	12,149	25
656 Faribault	5,076	126,888	25
659 Northfield	4,512	112,811	25
671 Hills-Beaver Cre	427	10,665	25
676 Badger	251	6,283	25
682 Roseau	1,603	40,083	25
690 Warroad	1,430	35,761	25
695 Chisholm	889	22,235	25
696 Ely	658	16,454	25
698 Floodwood	312	7,791	25
700 Hermantown	2,015	50,366	25
701 Hibbing	2,803	70,081	25
704 Proctor	2,219	55,481	25
706 Virginia	1,553	38,825	25
707 Nett Lake	118	2,958	25
709 Duluth	13,309	332,724	25
712 Mountain Iron-Bu	767	19,183	25
716 Belle Plaine	1,804	45,109	25
717 Jordan	1,804	45,111	25
719 Prior Lake	7,299	182,463	25
720 Shakopee	6,443	161,078	25
721 New Prague	3,659	91,480	25
726 Becker	3,035	75,870	25
727 Big Lake	3,880	97,001	25
728 Elk River	13,136	328,402	25
738 Holdingford	1,091	27,266	25
739 Kimball	923	23,065	25
740 Melrose	1,734	43,355	25
741 Paynesville	1,223	30,571	25
742 St. Cloud	11,020	275,498	25
743 Sauk Centre	1,284	32,090	25
745 Albany	1,837	45,914	25
748 Sartell	3,281	82,024	25

SF. 2867, Heating and Transportation Fuel Costs
FY 2006, Based on Feb. 2006 Forecast

	FY 2006 RMCPUs	FY 2006 Total Revenue	Total Revenue Per Pupil
750 Cold Spring	2,440	60,996	25
756 Blooming Prairie	920	23,004	25
761 Owatonna	5,662	141,542	25
763 Medford	672	16,793	25
768 Hancock	242	6,051	25
769 Morris	943	23,586	25
771 Chokio-Alberta	268	6,695	25
775 Kerkhoven-Murdoc	584	14,599	25
777 Benson	1,215	30,372	25
786 Bertha-Hewitt	459	11,470	25
787 Browerville	534	13,350	25
801 Browns Valley	174	4,354	25
803 Wheaton	436	10,890	25
806 Elgin-Millville	628	15,690	25
810 Plainview	1,164	29,103	25
811 Wabasha	855	21,366	25
813 Lake City	1,630	40,740	25
815 Prinsburg	35	879	25
818 Verndale	331	8,264	25
820 Sebeka	673	16,833	25
821 Menahga	781	19,526	25
829 Waseca	2,336	58,403	25
831 Forest Lake	9,183	229,583	25
832 Mahtomedi	3,455	86,369	25
833 South Washington	19,084	477,093	25
834 Stillwater	10,735	268,380	25
836 Butterfield	233	5,814	25
837 Madelia	691	17,273	25
840 St. James	1,451	36,266	25
846 Breckenridge	1,018	25,454	25
850 Rothsay	217	5,437	25
852 Campbell-Tintah	166	4,142	25
857 Lewiston	880	22,008	25
858 St. Charles	1,220	30,504	25
861 Winona	4,809	120,237	25
876 Annandale	2,084	52,099	25
877 Buffalo	6,369	159,232	25
879 Delano	2,362	59,043	25
881 Maple Lake	1,010	25,238	25
882 Monticello	4,447	111,164	25
883 Rockford	2,083	52,087	25
885 St. Michael-Albe	4,704	117,602	25
891 Canby	706	17,643	25
911 Cambridge-Isanti	5,634	140,858	25
912 Milaca	2,262	56,549	25
914 Ulen-Hitterdal	332	8,301	25
2071 Lake Crystal-Wel	1,146	28,659	25

SF. 2867, Heating and Transportation Fuel Costs
FY 2006, Based on Feb. 2006 Forecast

	FY 2006 RMCPUs	FY 2006 Total Revenue	Total Revenue Per Pupil
2125 Triton	1,430	35,759	25
2134 United South Central	1,244	31,101	25
2135 Maple River	1,345	33,633	25
2137 Kingsland	1,069	26,735	25
2142 St. Louis County	3,025	75,636	25
2143 Waterville-Elysian-Mo	1,205	30,117	25
2144 Chisago Lakes Area	4,123	103,071	25
2149 Minnewaska	1,660	41,508	25
2154 Eveleth-Gilbert	1,481	37,018	25
2155 Wadena-Deer Creek	1,457	36,422	25
2159 Buffalo Lake-Hector	648	16,200	25
2164 Dilworth-Glyndon	1,304	32,606	25
2165 Hinckley-Finlays	1,225	30,637	25
2167 Lakeview	592	14,802	25
2168 Nrheg	1,014	25,343	25
2169 Murray County	902	22,548	25
2170 Staples-Motley	1,962	49,061	25
2171 Kittson Central	421	10,523	25
2172 Kenyon-Wanamingo	1,117	27,929	25
2174 Pine River-Backu	1,327	33,166	25
2176 Warren-Alvarado-	725	18,120	25
2180 Maccray	886	22,140	25
2184 Luverne	1,375	34,381	25
2190 Yellow Medicine East	1,440	36,001	25
2198 Filmore Central	838	20,949	25
2215 Norman County East	437	10,936	25
2310 Sibley East	1,448	36,197	25
2311 Clearbrook-Gonvick	542	13,547	25
2342 West Central Area	950	23,746	25
2358 Karlstad-Strandq	366	9,161	25
2364 Belgrade-Brooten-Elr	899	22,476	25
2365 G.F.W.	1,107	27,685	25
2396 A.C.G.C.	1,150	28,743	25
2397 Lesueur-Henderso	1,648	41,188	25
2448 Martin County	932	23,299	25
2527 Halstad-Hendrum	298	7,459	25
2534 Olivia-Bird Isla	968	24,197	25
2536 Granada Huntley-	363	9,065	25
2580 Sandstone-Askov	1,050	26,255	25
2609 Win-E-Mac	630	15,742	25
2683 Greenbush-Middle Riv	554	13,847	25
2687 Howard Lake-Waverly-W	1,458	36,460	25
2689 Pipestone-Jasper	1,519	37,972	25
2711 Mesabi East	1,147	28,668	25
2752 Fairmont Area Schools	2,165	54,114	25
2753 Long Prairie-Grey Ea	1,512	37,789	25
2754 Cedar Mountain	476	11,904	25

SF. 2867, Heating and Transportation Fuel Costs
FY 2006, Based on Feb. 2006 Forecast

	FY 2006 RMCPUs	FY 2006 Total Revenue	Total Revenue Per Pupil
2759 Eagle Bend-Clarissa	522	13,056	25
2805 Zumbrota-Mazeppa	1,318	32,941	25
2835 Janesville-Waldo	838	20,956	25
2853 Madison-Marietta-Lacq	1,319	32,967	25
2854 Ada-Borup	554	13,838	25
2856 Stephen-Argyle	427	10,685	25
2859 Glencoe-Silver Lake	2,048	51,198	25
2860 Blue Earth-Delavan-El	1,527	38,176	25
2884 Red Rock Central	586	14,660	25
2886 Glenville-Emmons	555	13,880	25
2887 Mcleod West Schools	572	14,289	25
2888 Clinton-Graceville-Be	596	14,895	25
2889 Lake Park-Audubon	760	19,001	25
2890 Drsh	892	22,303	25
2895 Jackson County Centra	1,419	35,484	25
2897 Redwood Area Schools	1,654	41,338	25
2898 Westbrook-Walnut Grov	612	15,311	25
3000 New Referendum Growth	0	0	25
3999 Cfl V Dst Est	11,843	296,069	25

Senator Wiger introduced-

S.F. No. 2567: Referred to the Committee on Finance.

1.1 A bill for an act
 1.2 relating to education finance; increasing the basic formula allowance, dedicating
 1.3 the increase to school district energy expenditures; amending Minnesota Statutes
 1.4 2005 Supplement, section 126C.10, subdivision 2.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2005 Supplement, section 126C.10, subdivision 2, is
 1.7 amended to read:

1.8 Subd. 2. **Basic revenue.** (a) The basic revenue for each district equals the formula
 1.9 allowance times the adjusted marginal cost pupil units for the school year. The formula
 1.10 allowance for fiscal year 2005 is \$4,601. The formula allowance for fiscal year 2006 is
 1.11 \$4,783. The formula allowance for fiscal year 2007 and subsequent years is ~~\$4,974~~ \$5,024.

1.12 (b) For fiscal years 2007 through 2009, a school district must use the revenue equal
 1.13 to \$50 times its adjusted marginal cost pupil units for energy costs, including, but not
 1.14 limited to, gasoline, heating, and energy efficiency expenditures.