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10/16/63
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2003 HOUSE EDUCATION

HB 1450

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2003 HOUSE STANDING COMMITTEE MINUTES
BILL/RESOLUTION NO. HB 1450

House Education Committee

Conference Committee

Hearing Date January 29, 2003

Tape Number	Side A	Side B	Meter #
1		x	4000- end
2	x		00- end
Committee Clerk Signature <i>Linda Fuchter</i>			

Minutes: **Chairman Kelsch** opened hearing on HB 1450.

Rep. Haas, District 36

The bill is very brief and self explanatory. Philosophical issues that keep bringing this bill in front of us. The are primarily centered around the states responsibility for elementary and secondary education for every child in the state. And also centered around the issue of equity in school districts. The early to mid 90's that state was faced with a law suit regard the equity of the whole delivery system of education in ND. I was conclusive that the system is flawed deeply, in many respects. This bill from a philosophical standpoint helps address that issue. There are school districts in the state banding together to bring legal against the state of ND to have courts declare our method of delivering education unconstitutional. It is the belief of many in the legislature that all of the land should be used in an equitable fashion as possible to support k-12 education. By having the fragmentation that we have with regards to elementary districts we do not even come close to achieving that goal. And that is one of the primary reasons for this bill. The single most primary concern expressed is the idea that if this happens our school will close.

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That is a very grave misunderstanding. Because we can pass this bill and assure the people that have this concern, we can amend this bill in such a way that we accomplish this goal and support all k-12 in ND, with all of the real estate resources that we have in ND, and still keep those schools open. The passage of this bill doesn't mean that the school districts that we are referring to, those school buildings, will be closed at all.

OPPOSITION

Richard Ray, Principal at Manvel Elementary School

I have testifying against this bill since 1977. It doesn't talk about closing schools. The reason why all these people keep coming is because that's is really what will happen to many of the schools. And it boils down to the neighborhood concept of schools. It is the same thing in the rural areas as it is in Bismarck. Why do we have a multitude so small elementary schools? We want that in the rural area to. And once the land is split up, this will be the possible closing of the schools. What is a solution. You keep schools open that offer a quality education. And with NCLB there is a lot of focus on quality education. Over all the years that I have heard testimony on this bill, nobody is in favor, we all oppose it. We talk about the cost of education, whether it is equitable because the land is not in a High school district. We pay a tuition rate according to the state formula. This is not something that cooked up between school districts. To make this bill go away, monitor the quality of schools. If the quality is good why bother. If not the natural closing will occur. School boards are not going to run schools that don't do the job, why would they do that to their children. As far as the equity goes, the land and the graded elementary schools it is going to be such a minor issue in the future, compared to the equity problems that

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we have in the state, do it all at once. Look at graded elementary as you look at the whole system of education in ND.

Chairman Kelsch When you talk about test scores, do you have those tests scores that would compare your school district to the school districts around you? Whether or not your school has a higher quality kids then the school next door.

Ray: I don't have those with me but if you go to the Department of Public Instruction web site, school profile, district performance. The information is all there.

Rep. Hawken: How do you pay to have your students go to the high school in Grand Forks?

Ray: I don't have the exact figures, but approx. 3800 per year, per student, plus the Foundation for the student that goes to the high school district, approx. 5800 per year.

Rep. Herbel: You indicated that this particular situation would eventually close your school, is that your main concern?

Ray: Yes. My major concern is that small towns are going to loose their schools. We pay the tuition. A big percentage, 1/2 of our mill rate goes to education goes to educate approx. 1/3 of our kids because they go to the high school. If we had to dissolve most of our land would go into Grand Forks district and most of the kids would too. The mill rate in Grand Forks is a lot different. The point is who and how would we keep our school open, 178 kids, how can we do that if Grand Forks decided it would just be easier to bus them to Grand Forks.

Rep. Herbel If we mandate in this bill, that the only way your school can close is by a vote of the people within that district, themselves. You would be not nearly as reluctant to opposite this bill.

Ray: I agree with that, but that is a slippery slope. Because what will happen there is you are going to have some elementary schools that should close, that they are to small or whatever. Are

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you going to keep them open forever, when the controlling district. How are you going to do that, it is a tough one.

Rep. Herbel if we said in this bill, and we could amend it in, the only way your school or any other elementary school in the state can be closed is by the vote of the people in that district, that becomes part of statute. That gives you local control. My concern here is that from what I am hearing on e-mail, the bottom line is always 'we don't want to close our schools'. I have one of the districts in my area. I do believe that they should be part of our school district because there are some economics that don't enter into the unfunded issue of bonding, buildings, upkeep.

From what I am hearing is that the main issue is keeping the school open.

Ray: That is the main issue, but it is complicated.

Rep. Herbel That comes down to a fairness issue, does it not, , for me as a taxpayer, should my high district, pay more taxes because this district over here has an elementary. Is that a fairness issue.

Ray: What we pay Grand Forks is the cost of education, plus capital improvements as by the state formula. Grand Forks is not suffering by educating our kids. We are paying the amount according to the formula that they are requesting. The lower end part of it, the difference is at the elementary school, we put as much into elementary as Grand Forks does per student. So I don't think there is an augment here.

Rep. Jon Nelson Would you levy in your school district 205 mills, Grand Forks is approx. 250.

Ray: yes

Rep. Jon Nelson to continue the point form Rep. Herbel is making: You are paying your fair share. The future building projects to bring the future needs of the district into a entire district.

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You would be required to be part of that, with this you could be excluded from this, in this where you would want to be?.

Ray: As far as paying for their buildings, we feel we are doing it through the tuition of the formula. Some one from Department of Public Instruction can maybe address that better than I can on how the formula actually works. If the issue is fairness for building projects, then maybe the formula needs to be changed.

tape 2

Ray: There is two issues as I see it:

1. is local schools in local towns. 2. a matter of money.

Rep. Mueller Do you have a suggestive solution. Lets say there is no chance other than by local control to close your school. You would have a common mill levy with the districts that you send your students to. How would you feel about that?

Ray: I don't have a problem with that, except for the mill rate farmers is going to go up 50 mills, and it is to going up because of the high school, it is going up because now you are part of the Grand Forks public. There might be a plus side to this, if there is extra money, they can provide some of the things in the elementary school that we have never been able to do.

Rep. Mueller Is that what this bill is really about, is equity?

Ray: About equity and the issue you just brought up. The issue of maybe there are some things that are happening over there that we want to be part of, and maybe there are some things happening out at Manvel, that are some advantage to Grand Forks.

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Ray: Well there is no question that if you spend an extra 1000/2000 per kid per year on instruction, there are good things that come out of that. There is a comfort level in each district at the elementary level that you want to provide for your kids.

Rep. Haas: When you were asked the question about whether or not it would be more acceptable to put a qualification on the bill, an amendment that required a vote of the people within the existing district prior to closing, you said you would find that more acceptable, but if brought up the problem of then having the school stay open forever, possible, when it should not be open. Is there in your mind a minimum enrollment for the school that gets to this point, it is no longer a viable institution and should be closed, in this k-8 configuration?

Ray: I don't know that I have a minimal enrollment, I think that the circumstances vary greatly. I would approach that question more with quality. When the quality of education is not sufficient, that's the minimum enrollment.

Rep. Haas Would it would be logical to trust that decision to the people of that district?

Ray: Yes if the people in that district make that decision.

Rep. Norland If people in the district that now exist, had the vote to say, we all know what that vote would be. If the amendment moves that after the district dissolves, it wouldn't be there.

Senator Tom Seymore, District 5

Your committee consists of many education leaders. You will note that school around Minot - Bell, South Prairie, and Midrose - have more students than many ND high schools. This a poorly designed bill. And should be given an immediately DO NOT PASS.

Lori Anderson, Slope & Bowman County, See Attached Testimony

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26 students in the small district. Some do open enroll in the later years. Transportation is such a big issue, the students will be on the bus for long periods of time.

Rep. Herbel Presently right now, all school districts can close

How does the mil levy k-12 compare with the mil levy in the high school that they attend?

Anderson: It is much smaller mil levy, if you go by the demographics, there is no comparison, because the small districts have a very small general fund levy. But we do have a tuition levy and a transportation levy. So that we can fund our students.

Rep. Jon Nelson In your case do you levy mills to pay the full cost of education for the high school district?

(950) Anderson: Yes, whatever we define that high school districts for the cost of education, that is what we put on as the mil levy when we do our budget, so that class can be paid by the taxes.

Rep. Jon Nelson In the event that this bill is passed, and western ND, your district will probably get broken into three fragments. That fragmentation of the district, do you think you will be able to uphold the elementary school in one of your towns.

Anderson: In a couple of them I think so, but my largest district is around Amidon, a large chunk of land. Is it feasible at local level, and the opportunity to say when they want to close.

Rep. James Kerzman, District 31

This should be a local issue. I have been involved with a couple of consolidations. Elgin, Mott, Regent, Reeder. Give them the opportunity to deal with it.

(1241) Joan Eldridge, School Board, East Fairview Elementary. See Attached Testimony

Rep. Herbel Your school is a good example of why we wouldn't close the school. If we amended the bill to close the school only be a vote of the people, is this palatable with you?

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Eldridge: That would be the existing district. After the fact, how would we make sure here is representation again from our area. So that members wouldn't all be from the larger towns.

Rep. Herbel : That would become part of the amendment also.

Rep. Herbel : Then how would you respond to my question?

Eldridge: I think that would look a lot better.

Chairman Kelsch Are you familiar with the interim study when we looked at the 62 school districts. Your area is unique. We understand that this school can't close. We are trying to come up with a way to make sure schools like yours stay open.

Rep. Hawken: Why wouldn't we let them go to that high school. That just doesn't make sense.

Rep. Hanson What is your school mill levy? **Eldridge:** 183.4

Kevin Harmon, Bell School, Minot

Joint powers, if we could added this language that would protect by it. Compose legislation that makes us work together to improve schools. Bottom line is Minot is struggling and they are closing a school now and maybe two more in the next two-three years. I will loose my job, We moved back to ND to raise our kids here.

Mark Luther, Mandan, See Attached Testimony

Dean Bard, Small Organized Schools, See Attached Testimony, Brochure

Number 3 and 4. The association feels about boundary changes in school districts. Essentially we say that the changing of school boundaries should be a local determination. And any legislation that permits a reorganization be effective without a favorable vote of the patrons in that district, it would be opposed. Association opposes school districts boundaries changes solely on reasons of location, size or level of grade offered. We continue to believe that school district reorganization

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based on factor that clearly show that education advantages for pupils are appropriate. It is difficult to say that this bill would guarantee that. Gave a history on the bill coming to the Legislature year after year.

Rep. Herbel Grafton school district is getting gouged. . We have the second highest mill levy in the state, we are eighth from the bottom in the money we create to educate our kids. It is a equity issue and it needs to be addressed sometime in the future, probably in a lawsuit. Are you concerned that when it is addressed it is going to cost small districts a lot more money, then if they were willing to join now?

Bard: Really we don't know if a lawsuit is going to brought, and then if it is what are the results are going to be. You don't get to excited about things that may happen, it is the things that are happening. It is difficult to say if there should be a lawsuit, exactly what the net result of it will be. It is my belief that other elementary districts would agree with that, they believe that they should be paying the cost of education. If they are not then they should be.

Rep. Jon Nelson I represent a small school. Do you think we are in a 'as good as' position today as we were in 1992, if the lawsuit is filed?

Bard: I think we are in a little better situation. There have been some things done to make a more level distribution that the past. You can argue it either way.

Kathy Mauch, Apple Creek School District, parent, school board member.

I heard a lot of question about , what are the dollars are. I do have some of the dollar figures here. I compare to Bismarck, because this is where our kids will go to. What will Bismarck School district do it we were to become a part of the school. Would they close us or leave us a s little country school that we are. We don't know. I can address the dollar figures of what we pay

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to Bismarck to educate our children. We are a k-6 education and our 7-12 go into Bismarck. Bismarck's mill levy is 275.82 and ours was 257.50 this past year we had to increase that to 262.60 this year in high school education dollars for the 7-12 graders, we did not increase the mill levy for the k-6. We did have to increase it 18% in order to pay the tuition to Bismarck. The tuition that we pay into Bismarck plus the foundation pay for 7/8 graders it comes out to 1000 more than what is published as their cost to educate a student per year in their facility. For the e9/12 graders with the tuition plus foundation, 6240, which is 1000 more than their costs. Are we paying our fair share? I think we are paying our fair share. If you implement this, to me you are taking away the local control of our small school district that we have. Total revenue of the school districts. 46%/47 % of the revenue comes from local revenue. 43.3% comes from the state. So it is about almost 1/2 where the revenue comes from. Apple Creek is 67.1% local money and 30.5 from the state. My Solution: rather than implementing legislation that would cause the small schools to either close or to consolidate, if this is a money issue, fix the way tuition is calculated and/or foundation aid is calculated.

Rep. Herbel What did you say you are paying the Bismarck School district? figures above.

Rep. Meier how many students at Apple Creek

Mauch: We are a growing, 42 last yr. to 49 this year. 30 - 9/12 and 15 7/8 graders.

Lori Ruby, letters by children, See Attached Testimony

Rep. Jon Nelson Where is your district? **Ruby:** between Minot and AFB.

Kayla Young, Eureka School System, See Attached Testimony

Elizabeth Schneider, Principal, Sterling School District, See Attached Testimony

Gwen Bosworth, Sweet Briar School See Attached Testimony

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Jeb Luther, student, See Attached Testimony

Other testimony submitted:

Robert Thompson, Page School Board, See Attached Testimony

Sherily Johnson, Almont Public School, See Attached Testimony

Darrel Minnow, President of Earl School Board, See Attached Testimony

Mary Johnson, Bowline Butte School, See Attached Testimony

Toni Massey-Wheeler, Sweet Briar, See Attached Testimony

Diane Kuether, Mandan, See Attached Testimony

Sandy Clark, North Dakota Farm Bureau, See Attached Testimony

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House Education Committee

Conference Committee

Hearing Date February 10, 2003

Tape Number	Side A	Side B	Meter #
2	x		1650-3734
Committee Clerk Signature <i>Sunda Fichtner</i>			

Minutes: **Chairman Kelsch** opened HB 1450

Rep. Haas the amendment that Rep. Herbel and I worked on. It does two things: Requires that if this bill were to pass and if a school district that is now not operating k-12 becomes a part of a k-12 district, the only way that the schools in the former districts can close is with the vote of the people in the former district. That is the primary change on here. The second: section 2 deals with addressing the issue the bordering towns along the ND lines, were it is more convenient for students to attend schools out of state than in state. That is what this amendment does.

Rep. Haas moved the amendment, **Rep. Meier** seconded the motion.

Rep. Hunsdor The second part, those that are living close to another state.

Rep. Haas remember when we had testimony, we heard from schools on the SD line, East Fariview on the MT boarder, Pollack SD, this makes is possible for those arrangements will be guaranteed to continue.

Rep. Norland Under # 2 where it talks about the vote, is that a vote prior to reorganization or after?

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Rep. Haas No, after the reorganization

Rep. Norland After the reorganization it will be a new school district. Will century code allow you to vote like that, can you exclude people from a vote, or limit it to the people who can vote?

(1981) Rep. Haas According to Legislative Council, if we pass this, then it becomes possible.

Chairman Kelsch That was a question that came up by a lot of individuals, and we asked them, if they were given that right, because it wasn't so much that they were opposed to being absorbed into a high school district, as it was that they felt that high school district would close their school. And actually this is almost the same bill that was heard on the Senate during the last session. It only lost by 2 votes.

Rep. Herbel I believe also that this protects schools that already working towards consolidation, is that correct?

Rep. Haas Section 1,c 2 'School dist.....approved by the superintendent of Public Instruction, this section does not apply to them.' There are 10 schools, 5 sets of schools that are in approved cooperative relationships. Like a pre agreement to consolidation and reorganization. This would not interrupt their relationship in any way.

Rep. Hanson I asked to have something in the amendments about the teachers having preference to be brought into the new system.

Rep. Herbel I did talk about that, It was question on how do you obligate another school district to that type of agreement.

Rep. Hanson If two people are applying, they would be given preference from one moving in.

Rep. Haas It has been my experience that in most school districts, in their rife policy, have provisions for preferential treatment based on some criteria, based on experience, seniority, or

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something along that line, those peoples jobs are not going to be in jeopardy.

Rep. Solberg That a number of the K districts have lower mil levy than the neighboring k-12 districts. How will it be settled with the different mil levy.

Rep. Haas There is two ways in which school districts can combine under this statute, one will be either through reorganization and consolidation; if they go that route, then they establish their plan for reorganization, and other legislation passed last session that allows five years for mil levy to be equalized in a prearranged agreement between the districts. The second way is if the district goes through dissolution then essentially the land owners in the district decide to which other district their land will be attached, if their are options.

Rep. Solberg So then with this option the land owner would he use the petition method to join his school district of choice or how would that work.

Rep. Haas I have a copy of the whole dissolution process on my desk if you would like to see it. Usually what they do is express there intent to their local school board, it is a local decision.

Rep. Sitte As I read my notes on this, Rep. Haas refereed to the equability of land and I have 1 1/2 pages of parents and emails that I received. I feel I need to have more data on how inequitable situation it is out there, k-8 districts, that I have to represent the people and oppose this.

Rep. Herbel I have some equity issues her that cam from Department of Public Instruction on k-12. This doesn't tell the whole picture but k-8 mil levy are 113. High schools less than 75 have an average of 157, high schools of 150-549 have a mil levy of 174, high schools greater than 550 have a mil levy of 228, high schools of 75-149 have mil levy of 165. Compared to the 113. This is the bottom line here, we are talking money.

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Rep. Sitte Is there anyway to calculate how much they are paying out parents or districts pockets when they send to high school. And if we can convert that to a mil levy, to see the difference.

Rep. Herbel I think what the bottom line is, and I have a k-8 in my district, the cost of the tuition and foundation aid that follows them does exceed the cost of our education costs per student, but it doesn't include the 8M school that the district built. And that is where the problem comes in.

Rep. Haas In response to that, When we look at the state's responsibility for providing a uniform system of elementary and secondary education in the state, that is the legislature's responsibility, to establish policy that provides for that uniformity. We know that since 1991/1992 that we have not had a uniform distribution of elementary and secondary education. Far from it. If we did have, we would not have schools right now whose boards are passing motions to bring a law suit against the state for inequity. This is one of the component to reach equity in the delivery system. we need to be working towards achieving that goal.

Rep. Norland There is a lot of things that I think I like about the bill, but there a lot that I don't like about it. You talk about equity that is one way to look at it. Here is another way to look at it, the district that I come from, the outside District 8, because they are classified as a richer district. So by the time the mil deduct is done in District 1 the subtraction is \$200 per student. The mil deduct for a student in District 8 is a 1075, that money goes right back into the state moneys and is divided up as, because it is not equitable for a rich district to have too much money, so the state determines that the rich districts will help out the poorer. The other part that is the State in their wisdom has decided the formula for what these districts are suppose to pay for high school tuition. And if that is where the problem is at, why has that not been changed a long time ago.

Again I can use the District in the NW corner of the state. For a student in District 8 to go to

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Trenton, it is over 7500/student. That is because the state formula works it out. To go to District 1, it costs a whole lot less, but the elementary kids have a choice which district they want to attend and then the district pays for it. My last point is a week or two ago, we all voted on a bill about when schools should start, it was consensus of everyone here why do we want to tell districts when to start school in the fall. This is local control. If you believe in that, if you believe that the people in those districts are intelligent enough to know when they want to close their schools, we are voting on a bill now to take local control away from them.

Chairman Kelsch Local control is the two words that are used most by education committees and used to push certain buttons, and local control is used when ever it is best for the situation. The bill that we defeated on Labor Day starting, had nothing to do with equity. It did not move us closer to equity or move us away from equity. It had nothing to do with equity. I sat last night and spoke to a group of individuals and my comments were, if we don't move off the dime in this session, there will be a lawsuit. It is my preference that I do things this session, to move us closer to equity rather than to have the Supreme court come down and tell me how we are going to formulate Education in this state, and how we are going to make our formula equitable. Because it is my responsibility as a policy maker.

Rep. Norland One other point, that makes it very difficult to support this bill, I understand what you are saying, this is the only bill since we started that there was no one in support of this bill during the testimony.

Chairman Kelsch It is a very emotional issue to close a school, the people coming into testify, what was their only fear? **Rep. Norland** Closing their school

Chairman Kelsch When we talked to the woman about Fairview MT, and the some of the others

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about getting a chance to vote, will you be comfortable with this, they said yes. Because it is giving them the chance to vote and the opportunity to have their voice be heard.

Rep. Hunsakor There are many people in these k-8 districts that their fear is attaching to a district, that they know there school can not be closed by vote of the people with in the small school district. Are they going to loose their autonomy in operating their school within the bigger school district or the one they are attached to, where the superintendent or the board there is going to put mandates on them. They want to run their own ships.

Rep. Haas You now how school districts run, any time you have one school board, one chief administrator, and principle with the responsibility of that school, or course they are going to come under the policies of the new board and the new district. But in all of my experience, I never knew a school board that wasn't more concerned about the way they delivered service to their patrons then any other concern. That is their primary concern and they operate that way. to me that is not a fear. Unless we don't trust the judgment of the local school boards to do what is right for their patrons in their district.

Rep. Hanson where are we on the amendment?

Chairman Kelsch The motion is for the amendment and we are going to take a vote on the amendment and then we are going to recess.

Voice vote on the amendment, motion carried.

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10/16/03
Date

2003 HOUSE STANDING COMMITTEE MINUTES
BILL/RESOLUTION NO. HB 1450
House Education Committee

Conference Committee

Hearing Date February 12, 2003

Tape Number	Side A	Side B	Meter #
1	x		650-1900
Committee Clerk Signature <i>Linda Fiechter</i>			

Minutes: **Chairman Kelsch** opened HB 1450

Rep. Hawken: Rep Brusegaard thought maybe instead of asking the K districts to join k-12 district, we should ask the k-12 districts to join the K districts if that would get us down to 12.

Chairman Kelsch has already been amended, so we have the amended bill before us.

Rep. Haas moved a DO PASS as amended, **Rep. Hunsdor** seconded the motion.

Rep. Mueller There are a couple of concerns that I have. Kids can go any place they want, the way it looks to me, they can go any place they want. They can open enroll out of any school. The big issue that I see is we heard some testimony that if you don't close our school we are okay.

There are some other issues, in the case of a new gym that need to be paid for, They are going to end up paying for that building. Philosophical problem that this bill did not get a hearing. The testimony that we heard was not on this bill.

Rep. Hanson You just said that they would go along with increasing their mil levy if they could keep their school open and their is an amendment that takes care of that.

Rep. Mueller this bill goes beyond that.

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Salvatore Riccardi
Operator's Signature

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Date

Rep. Herbel it says they can choose the school that they want. It doesn't specify which school they have to join. They may select a school that doesn't have a bond issue involved.

Rep. Haas If this passes, and school districts start to go through with the consolidation/reorganization process. Issues such as this, can be addressed in that consolidation plan. In the Richardson example, there were outstanding bond issues in each district, those bond issues were continued to be retired by the previous district until paid. As soon as districts consolidate, then the students from district A, start using the facility in district B, where there is a bond issue, they are starting to get advantages from that facility. So why shouldn't they contribute something towards the retirement of that debt. Philosophical position from the state level from the legislative level, regarding our support of elementary and secondary education statewide. This adds significantly to uniformity with which we deliver education elementary and secondary education. and the equity issue. That is the primary reason for taking this action.

Rep. Jon Nelson Ever since I have been here we have talked about this issue. The first argument was that the school districts were used as a tax shelter because the receiving district would accept just tuition. Now they pay the full cost of education. Then the argument was the mil levy, page 3 of the **handout from Department of Public Instruction, the yellow book** (School Finance Facts, January 2003), the mil levy that is being levied in these districts, esp. the viable elementary districts, is par with any high school district in the state. There are some exceptions, but they are right in the ball park. I just have a hard time from the state of North Dakota that this is not equity. We will make these changes to satisfy some school districts in the state, but we could do it with a lot less emotion. I think they are paying their fair share. I will not vote in favor of this bill.

Richard Costa
Operator's Signature

10/10/03
Date

Page 3 House Education Committee
Bill/Resolution Number HB1450
Hearing Date February 12, 2003

Rep. Sitte Small districts will pay more for the curriculum they will do whatever they can to keep their local control. So we talk local control, yesterday on 1398, here is the perfect issue.

Rep. Norland Equity issue, 85% of equity is always generated from the formula and mil deduct. It has nothing to do with the lawsuit. They are not going to sue every district in the state because of what that district levee from their taxation. That is not going to happen. They are going to address the formula and the mil deduct, that is what is going to happen. The other point that I have here is yes the amendment is in there, they have to vote on it. But what happens four years down the road, and this committee changes, how easy do we change amendments and bring bills back, pretty easy, right. That amendment can go out the door just that easy.

Rep. Herbel We had an equity issue in Grafton that dealt with the Development Center. Right now we are spending 120K a year per student in the center. I am concerned about someone else doing changes, we won't find a pile of money big enough to take care of the equity issue. We need to address this issue, we cant wait for the law suit and the courts system decides.

Chairman Kelsch All I have to say on this issue is that this committee has to make tough decisions, and we make decisions that effect all of the state, hopefully in the end we have made good decisions, to do the best we can for our state and that we have moved ourselves closer to equity. So with that we will take the roll on 1450.

Roll vote, DO PASS as amended, passed 8-6-0, Rep. Haas will carry the bill.

Rep. Williams I am on the prevailing side, can I call for a reconsideration.

Roll on reconsideration: failed.

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Yolanda Rickford
Operator's Signature

10/16/03
Date

FISCAL NOTE
 Requested by Legislative Council
 02/13/2003

Amendment to: HB 1450

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

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

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

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

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

Any fiscal impact would be on school districts, however, it is impossible to estimate actual fiscal impact. There will not be an identifiable impact on state revenue or expenditures.

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

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

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

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

Name:	Tom Decker	Agency:	Public Instruction
Phone Number:	328-2267	Date Prepared:	02/14/2003

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Volosta Richard
 Operator's signature

10/16/03
 Date

FISCAL NOTE
 Requested by Legislative Council
 01/21/2003

Bill/Resolution No.: HB 1450

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

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

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

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

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

Any fiscal impact would be on school districts, however, it is impossible to estimate actual fiscal impact. There will not be an identifiable impact on state revenue or expenditures.

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

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

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

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

Name:	Tom Decker	Agency:	Public Instruction
Phone Number:	328-2267	Date Prepared:	01/22/2003

Richard Costa
 Operator's Signature

10/16/03
 Date

30606.0104
Title.0200

Prepared by the Legislative Council staff for
Representatives Haas and Herbel
February 5, 2003

VR
2/12/03
1082

HOUSE AMENDMENTS TO HOUSE BILL NO. 1450 EDU 2-12-03

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-07 and a new section to chapter 15.1-29 of the North Dakota Century Code, relating to the provision of all grade levels by school districts and the education of students in bordering states.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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

School districts - Provision of all grade levels - Limitation.

1. a. On or before June 30, 2006, each school district in this state shall offer within its boundaries all educational grade levels from one through twelve.
- b. Any district that fails to comply with subdivision a for a period of one year must become, through a process of reorganization or dissolution, attached to a district that is in compliance with subdivision a.
- c. This section does not apply to:
 - (1) School districts established under chapter 15.1-08; and
 - (2) School districts cooperating in the joint provision of education services under a plan approved by the superintendent of public instruction.
2. Before the board of a school district may close a school located within the boundary of a district that was required to undergo reorganization or dissolution under subsection 1, the board shall place the question of closing the school on the ballot. The question may be voted upon only by those qualified electors who reside within the boundary of the district that was required to undergo reorganization or dissolution under subsection 1. The board may not close the school unless a majority of the qualified electors voting on the question approve the closure.

SECTION 2. A new section to chapter 15.1-29 of the North Dakota Century Code is created and enacted as follows:

Students residing in school districts not offering all grade levels - Education in bordering states.

1. Notwithstanding any other provision of law, a student may attend school in a bordering state and the student's school district of residence shall pay the tuition in accordance with section 15.1-29-02 if:
 - a. The student resides in a school district that on July 1, 2003, did not offer within its boundaries all educational grade levels from one through twelve;

Page No. 1

30606.0104

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Yolanda Richardson
Operator's Signature

10/16/03
Date

- b. The student resides within forty miles [64.37 kilometers] of a bordering state, as measured from the student's home using the most common route of travel; and
 - c. The student notifies the student's school district of residence of the student's intent to attend school in a bordering state.
2.
 - a. The superintendent of public instruction shall forward all state aid payments for any student attending a public school in a bordering state under this section to the student's school district of residence.
 - b. The board of the student's school district of residence may reduce any tuition payment it must make under this section by an amount commensurate with the tuition costs the district would be entitled to receive as compensation for a student from the bordering state enrolled in its school.
 - c. Transportation payments for a student attending school in a bordering state must be determined as provided in section 15.1-27-27.
 3. This section does not require a school district of residence to provide transportation or payments in lieu of transportation for a student attending school in a bordering state under this section."

Renumber accordingly

LR

Date: 2/10/03
Roll Call Vote #: 1

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1450

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number (1) 30606.0104 amend.

Action Taken _____

Motion Made By Haas Seconded By Meier

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

motion carried
some opposition

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

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Jo Costa Richardson 10/10/03
Operator's Signature Date

LR

Date: 2/12/03
Roll Call Vote #: 2

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1450

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 30606.0104

Action Taken To Pass as amended

Motion Made By Haas Seconded By Hunskor

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

Total (Yes) 8 No 6

Absent 0

Floor Assignment Haas

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

Salvatore Riccardi 10/6/03
Operator's Signature Date

Date: 2/12/03
Roll Call Vote #: 3

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1450

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Reconsideration

Motion Made By Williams Seconded By Norland

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

Total (Yes) 9 No 5

Absent failed

Floor Assignment _____

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

Salvatore Riccardi 10/16/03
Operator's Signature Date

REPORT OF STANDING COMMITTEE (410)
February 12, 2003 4:10 p.m.

Module No: HR-27-2488
Carrier: Haas
Insert LC: 30606.0104 Title: .0200

REPORT OF STANDING COMMITTEE

HB 1450: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (8 YEAS, 6 NAYS, 0 ABSENT AND NOT VOTING). HB 1450 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-07 and a new section to chapter 15.1-29 of the North Dakota Century Code, relating to the provision of all grade levels by school districts and the education of students in bordering states.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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

School districts - Provision of all grade levels - Limitation.

1. a. On or before June 30, 2006, each school district in this state shall offer within its boundaries all educational grade levels from one through twelve.
- b. Any district that fails to comply with subdivision a for a period of one year must become, through a process of reorganization or dissolution, attached to a district that is in compliance with subdivision a.
- c. This section does not apply to:
 - (1) School districts established under chapter 15.1-08; and
 - (2) School districts cooperating in the joint provision of education services under a plan approved by the superintendent of public instruction.
2. Before the board of a school district may close a school located within the boundary of a district that was required to undergo reorganization or dissolution under subsection 1, the board shall place the question of closing the school on the ballot. The question may be voted upon only by those qualified electors who reside within the boundary of the district that was required to undergo reorganization or dissolution under subsection 1. The board may not close the school unless a majority of the qualified electors voting on the question approve the closure.

SECTION 2. A new section to chapter 15.1-29 of the North Dakota Century Code is created and enacted as follows:

Students residing in school districts not offering all grade levels - Education in bordering states.

1. Notwithstanding any other provision of law, a student may attend school in a bordering state and the student's school district of residence shall pay the tuition in accordance with section 15.1-29-02 if:
 - a. The student resides in a school district that on July 1, 2003, did not offer within its boundaries all educational grade levels from one through twelve;

REPORT OF STANDING COMMITTEE (410)
February 12, 2003 4:10 p.m.

Module No: HR-27-2488
Carrier: Haas
Insert LC: 30806.0104 Title: .0200

- b. The student resides within forty miles [64.37 kilometers] of a bordering state, as measured from the student's home using the most common route of travel; and
- c. The student notifies the student's school district of residence of the student's intent to attend school in a bordering state.
2. a. The superintendent of public instruction shall forward all state aid payments for any student attending a public school in a bordering state under this section to the student's school district of residence.
- b. The board of the student's school district of residence may reduce any tuition payment it must make under this section by an amount commensurate with the tuition costs the district would be entitled to receive as compensation for a student from the bordering state enrolled in its school.
- c. Transportation payments for a student attending school in a bordering state must be determined as provided in section 15.1-27-27.
3. This section does not require a school district of residence to provide transportation or payments in lieu of transportation for a student attending school in a bordering state under this section."

Renumber accordingly

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Salvatore Riccardi
Operator's Signature

10/16/03
Date

2003 TESTIMONY

HB 1450

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Salveta Richard
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10/16/03
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15.1-07-22 ELEMENTARY AND SECONDARY EDUCATION

12. Receive and maintain custody of all moneys to which the district or the board is entitled.

Source: S.L. 1999, ch. 196, § 7.

15.1-07-22. School district business manager — Affirmation or oath of office. Repealed by S.L. 2001, ch. 161, § 37.

Note. The repeal of this section by S.L. 2001, chapter 161 section 37, became effective July 1, 2001.

15.1-07-23. School district business manager — Bond. A school district business manager shall furnish to the school board a bond in an amount to be fixed by the school board and equal to at least twenty-five percent of the maximum amount of money subject to the business manager's control at any one time. The bond must be conditioned for the faithful discharge of the business manager's duties, including the maintenance of accurate financial records and the safekeeping and deliverance of all school district property and funds that come into the business manager's control.

Source: S.L. 1999, ch. 196, § 7.

15.1-07-24. School district business manager — Funds — Accounting. Unless otherwise provided by law, the business manager of a school district is responsible for the safekeeping of all school district funds. The business manager shall keep a general account of the district's receipts and expenditures and itemized accounts for each class of receipts and expenditures, unless otherwise directed by the superintendent of public instruction.

Source: S.L. 1999, ch. 196, § 7.

15.1-07-25. School district records — Open — Exception.

- 1. Except as otherwise provided by law, all records and documents of a school district are open to examination by any person. These records and documents, or copies certified by the business manager, are prima facie evidence of the facts set forth in the records and documents.
2. If a complaint is filed concerning a school district employee and an administrative investigation is conducted, any record or document generated as part of the administrative investigation is confidential and not subject to the requirements of this section or section 44-04-18, until the investigation is completed. The investigation and any determination of disciplinary action may not exceed sixty days from the date the complaint is filed.

Source: S.L. 1999, ch. 196, § 7.

SCHOOL DISTRICTS FOR MILITARY INSTALLATIONS 15.1-08-03

CHAPTER 15.1-08
SCHOOL DISTRICTS FOR MILITARY INSTALLATIONS

Table with 2 columns: Section and Description. Rows include 15.1-08-01 Military installation - School district formation, 15.1-08-02 Military installation - School board members - Terms of office - Qualifications - Vacancies, 15.1-08-03 Military installation - Organization of school board - Meetings, 15.1-08-04 Military installation - School board - Duties, 15.1-08-05 Military installation - School board - Business manager, 15.1-08-06 Military installation - School districts - Application of other laws, 15.1-08-07 School district agreements, 15.1-08-08 Military installation - Open enrollment - Participation.

15.1-08-01. Military installation — School district formation. The state board of public school education may form a school district on a military installation provided:

- 1. The state board is requested to do so by the base commander of the installation;
2. The state board schedules and holds a public hearing after publishing notice of the hearing in the official newspaper of the county in which the proposed school district is to be located, at least fourteen days before the date of the hearing; and
3. The boundaries of the district are coterminous with all lands over which the installation has exclusive concurrent or proprietary jurisdiction.

Source: S.L. 1999, ch. 196, § 8.

Effective Date. This chapter became effective July 1, 1989.

15.1-08-02. Military installation — School board members — Terms of office — Qualifications — Vacancies. The board of a school district formed under this chapter consists of five members. The superintendent of public instruction shall adopt rules providing appointment procedures. The superintendent, after consultation with the base commander and with the approval of the state board of public school education, shall appoint board members in April of each year. The board members must reside on the military installation. The school board members shall serve three-year terms except that the superintendent of public instruction shall designate two of the members initially appointed to serve two-year terms and two of the members initially appointed to serve one-year terms. If a vacancy occurs, the school board shall appoint an individual to serve for the remainder of the unexpired term.

Source: S.L. 1999, ch. 196, § 8.

15.1-08-03. Military installation — Organization of school board — Meetings. A majority of the military installation school board constitutes a quorum. The assent of a majority of the members present is necessary for the transaction of any business. The annual meeting of the school board must be held during the month of July following the appointment to the board, on a date called by the president and convenient to the rest of the members. At the annual meeting in July, the board members shall

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Operator's Signature

John R. Rickard

10/16/83
Date

elect one member to serve as president for a one-year term. Notice of any regular or special meeting must be given, in writing, to each member of the board; provided that the attendance at any meeting, without objection, by any board member constitutes a waiver of the notice required to be given to the member. The board must hold regular meetings for transacting business. Special meetings may be called by the president or by any two members of the board.

Source: S.L. 1999, ch. 196, § 8.

15.1-08-04. Military installation — School board — Duties. A school board established under this chapter shall:

1. Give primary consideration to the education and social well-being of the students residing in the school district.
2. Respect the wishes of the students' parents regarding the provision of education to the students.
3. Contract for the provision of education to the students residing in the district.
4. Conduct all board meetings as required by section 44-04-19.

Source: S.L. 1999, ch. 196, § 8.

15.1-08-05. Military installation — School board — Business manager. A school board established under this chapter may employ and compensate a business manager. The individual employed as a business manager may not be a member of the school board. The school board may dismiss or suspend the business manager without notice for serious cause. In other instances, the board may dismiss the business manager upon thirty days' written notice.

Source: S.L. 1999, ch. 196, § 8.

15.1-08-06. Military installation — School districts — Application of other laws.

1. The duties set forth in section 15.1-09-23 are applicable to the president of a school board governing a military installation school district established under this chapter.
2. The duties set forth in sections 15.1-09-33, 15.1-09-35, and 15.1-09-38 are applicable to a school board governing a military installation school district established under this chapter unless other agreements have been reached.
3. The duties set forth in sections 15.1-07-21, 15.1-07-23, and 15.1-07-24 are applicable to the business manager of a military installation school district established under this chapter.
4. The compensation and expense reimbursement levels set forth in section 15.1-09-06 are applicable to members of a school board governing a military installation school district established under this chapter.
5. Sections 15.1-07-10 through 15.1-07-13 and section 15.1-07-25 are applicable to military installation school districts established under this chapter.

Source: S.L. 1999, ch. 196, § 8; 2001, ch. 161, § 10. Effective Date: The 2001 amendment of this section by

section 10 of chapter 161, S.L. 2001 became effective July 1, 2001.

15.1-08-07. School district agreements.

1. This chapter does not affect any agreement entered before March 28, 1989, between the Emerado elementary public school district and the Grand Forks public school district. Any agreement entered between those school districts continues under the terms provided in the agreement or for as long as both school districts continue to operate and the Grand Forks air force base contracts for full educational services from the Grand Forks public school district.
2. Before the state board of public school education requests that a school district be established pursuant to this chapter on the Minot air force base, the Glenburn public school district and the Minot public school district must enter into an agreement regarding the provision of education to the students residing on the air force base. The agreement must be approved by the state board of public school education. The Minot public school district and the Glenburn public school district, in entering into an agreement, must take into consideration current and potential revenues, including current and potential revenues from property taxes, in lieu of property taxes, and federal and state funds that are distributed to school districts based on census, and losses that may occur as a result of the agreement. The state board of public school education must receive approval from the United States secretary of education prior to the formation of the proposed school district.
3. Before the state board of public school education requests that a school district be established on a military installation other than the Grand Forks air force base and the Minot air force base pursuant to this chapter:
 - a. The school districts providing education to students residing on a military installation must enter into an agreement regarding the provision of education to those students. The agreement must be approved by the state board of public school education. School districts entering into the agreement must take into consideration current and potential revenues and losses that may occur as the result of the agreement; and
 - b. The state board of public school education must receive approval from the United States secretary of education regarding the formation of the proposed school district.

Source: S.L. 1999, ch. 196, § 8.

15.1-08-08. Military installation — Open enrollment — Participation. Notwithstanding any other provisions of law, a student whose school district of residence is a military installation school district may participate in open enrollment under chapter 15.1-31.

Source: S.L. 2001, ch. 177, § 2.

Effective Date: The 2001 amendment of this section by section 2 of chapter 177, S.L. 2001 became

effective March 16, 2001, pursuant to an emergency clause in section 3 of chapter 177, S.L. 2001.

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Operator's Signature

Richard

10/10/03
Date

Chairman Kelach, members of committee —

Jim Lois Anderson, Co. Supt. of Slope & Bowman Counties.

As representative for 2 graded clerren. + 1 rural district in Slope Co., I request that HB 1450 not be passed. The people in these districts realize that they may need to attach to a neighboring district. ~~However~~, Presently, they are providing quality education and would like to be allowed to continue. Economic conditions on farms and ranches aren't really "well" and prospects aren't bright.

However, these people would like to be allowed the grace and dignity of deciding when to close their schools rather than having the mandate handed to them.

January 29, 2003

Chairperson Kelsch and member of the House Education Committee:

Joan Eldridge Member
I am ~~Scott Buxbaum~~, School Board President from East Fairview Elementary School, East Fairview, North Dakota and spokesman for three school districts in McKenzie County adjacent to the Montana State Line. They are Yellowstone #14, Horse Creek #32, and Earl #18. We are opposed to House Bill 1450. I will briefly describe the situation in our districts and I know there are similar situations across the state. Eighty-five percent of the students in our District #14 live in the Yellowstone Valley within four miles of the Montana State line, which is also where the high school is located. Our students attend elementary school at East Fairview, North Dakota, a fully accredited school, and our high school students have attended the Fairview High School for the past fifty years under the reciprocal agreement act in Title 15, Chapter 15-10.1 of the North Dakota Century Code. East Fairview and Fairview Schools in 1996 negotiated a tuition agreement that is based on actual cost of education, also in 1997 East Fairview agreed to assist Fairview Schools with the installation of a new computer lab to the sum of \$100.00 per student for 10 years. (These are enclosed in your handout.)

Fairview High School is a large, modern facility built in 1956, expanded in 1968, with a new gym built in 1965, and a vo-ag, trades, and industries shops built in 1975. They also added new classrooms in 1980. Their present high school enrollment is 101 students. They employ 18 teachers and offer 70 classes, including a telecommunications system for foreign languages, all of which is well over the minimum necessary for accreditation in North Dakota. I would like to refer you to the attached class handout. They also offer 22 extra-curricular activities. Because of the short distance to the school, our students conveniently attend after-school activities and better parent participation is also realized. In 1982 our district built a new gym and two new classrooms. These facilities are used by the students in K-12 from both schools.

If House bill 1450 becomes law, instead of attending high school in our community our students would be bused to the nearest existing North Dakota High School in Alexander or Trenton. This is about 100 miles round trip per day. Horse Creek #32 would travel about 220 miles per day.

Further complicating this is that we are Mountain Standard Time, while the Alexander and Trenton schools are on Central Standard Time. This bill could do more than put an end to our students attending high school in our community. It may put an end to our elementary school in East Fairview that has an enrollment this year of 56 students. Because of the time zone and extreme mileage difference, we may be forced to double our bus routes.

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Coloeta Richardson
Operator's Signature

10/16/03
Date

With our present energy situation, the extra cost of transportation would be staggering. To give you an idea of the added cost of transportation, alone our district receives approximately \$30,000 from the state at the present payment schedule. This figure would increase significantly in transportation costs.

If this bill becomes law, we are very worried about the loss of local control of our School District. Our communities will ultimately suffer because parents will start doing business in the town where our students will be going to school. In our opinion, we feel that this is being done with only finances in mind and not in the best interest of education of our youth.

This is the situation in our district. We are simply more conveniently located near a fine school outside the State of North Dakota.

Chairperson Kelsch and members of the education committee, we ask that you do not support House Bill 1450.

Thank you.

Jean Eldridge
~~Scott Buxbaum~~

Member
School Board President

East Fairview Elementary School
Yellowstone School District No. 14

LR

**Maximum Charge to YSD #14
(2001-2002)**

Actuals (2001-2003)

1 General Fund Budget 01-02 \$831,341.19

2 Retirement Fund Budget 01-02 \$124,969.87

3 Total Budget 01-02 \$956,311.06

4 ANB (Average Number Belonging) Fall Enrollment+ Spring Enrollment (112+105) / 2 x 187 / 180 112.72

5 Expenditures / ANB (#3 / #4) \$8,483.95

6 Montana Payment / ANB (State ANB & SpEd pmt / ANB) 379372.29 / #4 \$3,365.62

7 Remaining Cost (#5 - #6) \$5,118.33

8 Converting ANB #7 to per Student cost (#7 x 187/180) \$5,317.38

9 Total Cost #7 per student cost x Yellowstone SD ADM (30) (5317.38*30) \$159,521.28

1 General Fund Actual Expenditures 01-02

2 Retirement Fund Actual Expenditures 01-02

3 Total Actual Expenditures 01-02

4 ANB (Average Number Belonging) Fall Enrollment+ Spring Enrollment (02-03) (___ + ___) / 2 x 187 / 180

5 Expenditures / ANB (#3 / #4)

6 Montana Payment / ANB (State ANB & SpEd pmt / ANB) (_____) / #4

7 Remaining Cost (#5 - #6)

8 Converting ANB #7 to per Student cost (#7 x 187/180)

9 Total Cost #7 per student cost x Yellowstone SD ADM (_____) \$0.00

The estimated current year budget/maximum cost column will be completed by the admitting district before the tuition agreement is signed by both districts.

The actual column will be filled out by the admitting district following the current year and sent to the Yellowstone School District Business Manager by July 31st.

Payments to the admitting district will continue as in the current year.

ADMITTING DISTRICT

RESIDENT DISTRICT

Janet Duda
Chairman of the Board

Jacklyn Young
Business Manager

Scott Pappas
Chairman of the Board

Ann Ochs
Business Manager

7-13-02

7-23-02
Date

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Coloeta Rickford
Operator's Signature

10/16/03
Date

The Board of Education of Yellowstone School District, offers the following proposal concerning expenditures by Fairview Public Schools Board of Education.

- 1. Yellowstone School district will pay \$100.00 per student ADM for students in grades 9-12 residing in Yellowstone School District attending Fairview Public School.
 - ✓ a. These expenditures will be based on expenditures by Fairview Public Schools in the area of technology.
 - b. The expenditure encumbered by Yellowstone School District will begin on September 1998 and ensue for ten consecutive years at the rate of \$100.00 per student ADM for grades 9-12 of Yellowstone School District students attending Fairview Public Schools.
- 2. At the close of the third year of this agreement, representative committees' from the Boards of Education shall meet to discuss changes deemed necessary. Such changes shall be accepted upon Board action of both parties.
- 3. Yellowstone School District shall receive itemized expenditure disclosures from Fairview Public Schools for technology expenditures for grades 9-12 for each year of this agreement.
- 4. Yellowstone School District would like the opportunity to have one of our technology committee members present at your technology committee meetings to pick up information to help us stay abreast with your advancements and give us knowledge in purchasing technology equipment for our school and students.

Fairview Public School

Yellowstone School Dist. 14

Dennis Trudell
Chairman of the Board

James E. Paulson
Chairman of the Board

Barbara Yeadon
Business Manager

Ann Ochs
Business Manager

December 17, 1997
Date

December 2, 1997
Date

Fairview School Schedule

2002-2003

	Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
M-Th Sch.	8:30-9:15	9:18-10:03	10:06-10:51	10:54-11:39	11:40-12:10	12:13-12:57	1:00-1:45	1:48-2:33
Fri. Sch.	8:30-9:10	9:13-9:53	9:56-10:36	10:39-11:19	12:00-12:30	11:22-12:00	12:30-1:10	1:13-1:53
Biorge	JH Band	Prep	Begin Band	Music App.		Choir	Studyhall	Elementary
	Biology 2	Music App.	Study Hall	Prep			Prep	Lessons
Taylor	Env. Science	Prep	Study Hall	Chemistry		Biology	Biology	Physics
	Phy. Science	Studyhall	Astronomy					
Shannon	English 2	Studyhall	Geology	Prep		Science 7	Science 6	Science 8
Bouchard	English 2	English 1	English 3	Eng. 4 Coll		World Lit.	Studyhall	English 3
	English 2							
Holland	English 2	English 4	Prep	Language 8		Mont History	History 7	
Fairman	JH Studyhall	Math 6	Studyhall 6	Language 6		prep	Math 8	Soc Stud 6
Flynn	Title 1	Title 1	Title 1	Prep		Title 1	Title 1	Lang. 7
McConnell	Calculus	Adv. Math	Alg 2/Trig.	Prep		Bus Math	Algebra 1	Studyhall
	Studyhall							Studyhall
Newhall	Studyhall	Prep	Geometry	Math 7		App. Math	Geometry	Adv. PE
Kimbrell	Civics	Geography	Speed Writ					
		Geography	Bus. Law	Comp. Acct.		General Bus.	Civics	Prep
Sander	Amer. His	Amer. Hist	World Hist					
		PE 10	PE 7	Studyhall				
Schig	Prep	PE 10	PE 8	PE 9		PE 6	Elem. PE	Elementary
				Word Proc.		Comp. Graph.	Intro. Art	Adv. Art
Clark	Prep	Tech Coord	K-5 Art	Drawing		Excel	Painting	Intro. Art.
		Ag. 7	Intro. Cad					
Fink	Ag. Science	Ag. 8	Intro. Cad	Ag. Mech.		Prep	Ag. Bus.	Intro. Ag.
			FCS 8	Foods 1		Career Explor		Fiber Tech 1
Weber			FCS 7	Foods 2		Entrepreneur	Prep	Child Dev.
	Acc. Reader	Acc. Reader				Acc. Reader	Acc. Reader	Acc. Reader
Shaide K.	Acc. Reader	Acc. Reader	Extended Studies	Prep		Acc. Reader	Acc. Reader	Acc. Reader
	8:15-9:05	9:08-9:59	10:01-10:52					
Spanish ITV	Spanish 1	Spanish 8	Spanish 2					

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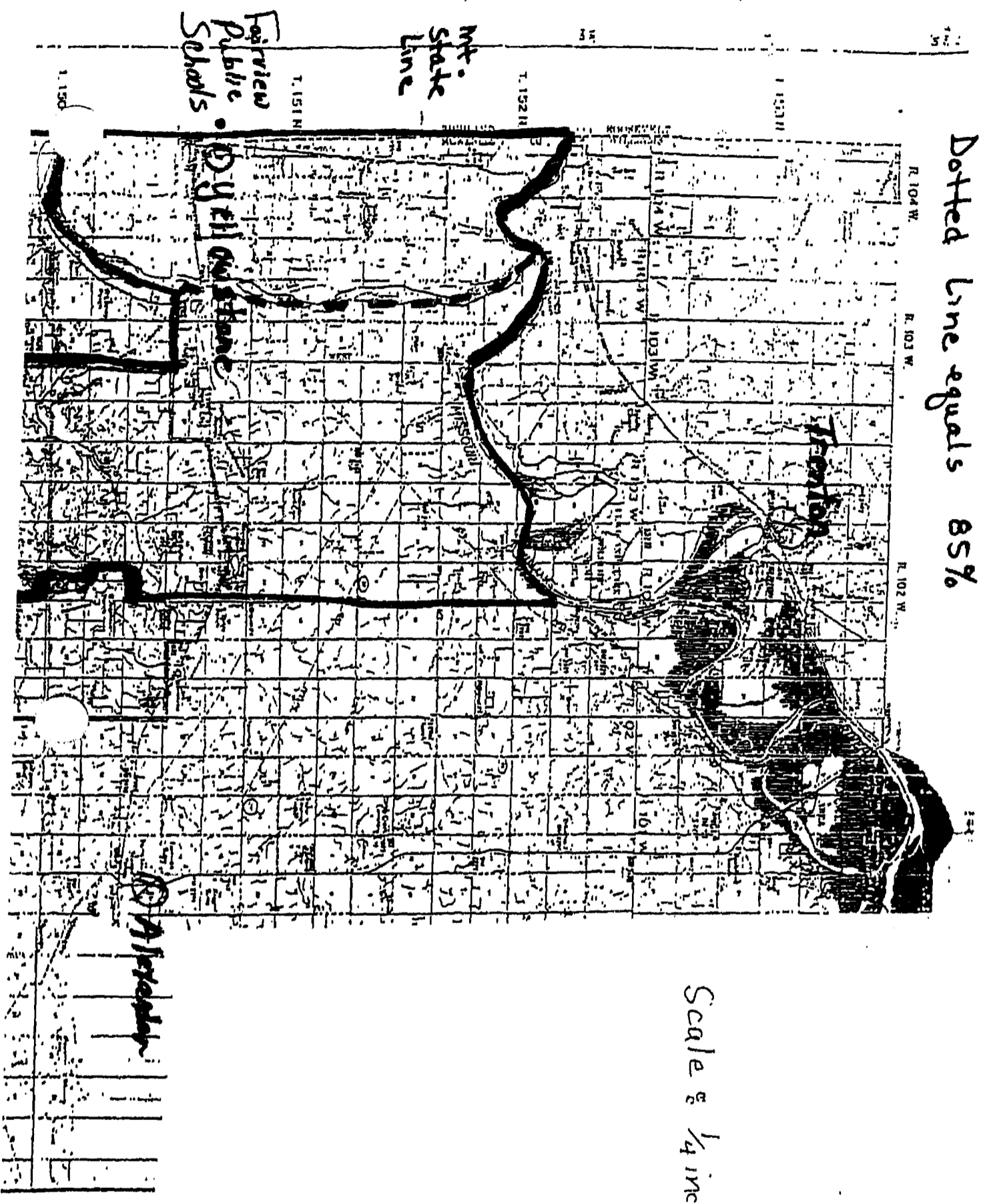
Operator's Signature

Richard

10/10/03
Date

10

FR



Dotted line equals 85%

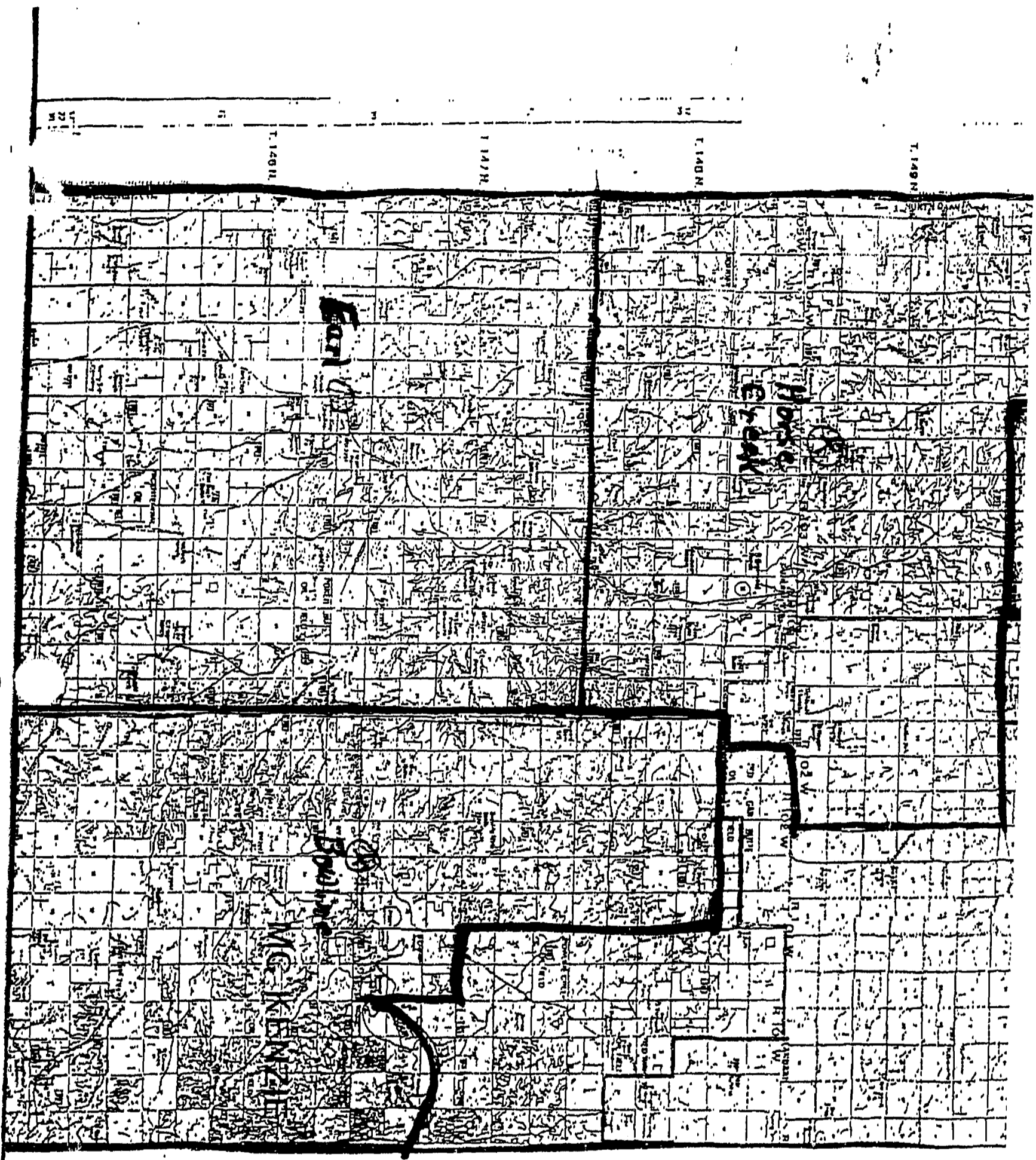
Scale 1/4 inch = 1 mile

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Loiseta Rickford
Operator's Signature

10/16/03
Date

R



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Salosta Richard
Operator's Signature

10/6/03
Date

HB 1450

Mark R. Luther
3355 County Road 139
Mandan, ND 58554
701-663-2720

Chairman Kelsch and honorable representatives of the house education committee:

I am a well educated partner in one of North Dakota's most successful high-tech businesses. I manage projects in multiple states and have hired personnel from multiple states and countries. I feel that I have a good grasp of the personal qualities needed to succeed in our modern global work environment. With that in mind, I would like you to know that I've made a conscious decision to live in a location where my children can attend a public, one-room country school.

In my career I've found that its not so much "what you know", but rather how well you can handle the "processes of learning and working together" that sets you apart as a valued contributor to a company and/or society at large. The one-room school that my children attend (or have graduated from) has excelled in these aspects. In fact, many members of the legislative assembly are themselves graduates of one-room schools and obvious contributors to society.

I would like to briefly address three (3) points: equity, diversity, and local control.

First, equity. There is much talk about "equity" in education, but what is equity? I believe most of the discussion centers around spending per child needing to be "equitable". Realistically this is neither possible nor even desirable. If you made the entire state a single district and averaged per student costs you could have "equitable numbers" on paper, however your actual per student costs would vary widely and would depend heavily on where people choose to live. A student riding a bus for three to four hours (as mine would if this bill passes) would cost more to educate than students who live in one of the ten large cities in the state. This would not be "equitable" to the student or their parents who would have many hours taken from their day to attend an equal number of classes or school events.

Second, diversity. One of the things that has made this country so great has been its diversity. It is this coming from diverse backgrounds and environments that has led to the high levels of innovation that we as a country are known for. When one talks of diversity it is common to think only of race, but in fact diversity of thought is as much influenced by environment as race. Most of the schools targeted for elimination by this bill are unique islands of diversity that operate in a manner different from the large factory schools. The personal contact with teachers, the involvement of parents, and the interaction of the multiple ages of children combine to create a learning environment different from the vast majority of students in this state and country. Instead of trying to eliminate these jewels every two years, the DPI and legislative body should seek to

support and nurture any of these small districts that can retain the local support to go on.

Finally, local control. I have been a Republican most of my life and have served as a precinct chairman and contributed in many other ways. My understanding of the party has always been that they stand up for the little guy, avoid big government (or growing government), and are strong supporters of local control. In the past, when there was a Democrat in the Governor's office and strong Democratic representation in the house and senate, I had real fears that the "social engineering mentality" of the Democrats would put an end to our cherished small schools. I have to say that I'm shocked and dismayed that this bill has even come to the table - let alone that it has any Republican sponsors.

People at the local level know what's best for their children and community. We are all free to move if we seek a certain lifestyle (as my family and I did) and can support it with honest work. As long as the local community can support their decision to keep their small schools open, they should be allowed to do it - irrespective of cost. While the one-room school my children attend costs less per student than Bismarck (for example), I know that there are some that are higher. Once again, that should be a local choice. If a western county has lots of oil money and wants to spend it on education they should be able to. They live with scoria roads, no sidewalks, no malls, and no Red River Valley soil or rain. They don't have equity of environment. If someone is jealous of the money they spend on education they should move out and join them.

If this legislative assembly wants to do something constructive for education in North Dakota they will seriously consider eliminating (or at least severely cutting) the Department of Public Instruction. Any money saved there can almost certainly be used better by any other agency in the state.

Thank you for your time and careful consideration. We appreciate your willingness to serve the great state of North Dakota.

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Colosta Richardson
Operator's Signature

10/16/03
Date

Dear Education Committee

You should keep Eureka School because the kids here get individual attention when they need help. And it's easier to concentrate when people aren't copying your paper and passing notes. Also the teachers are very nice. That's why you should leave Eureka School alone.

Sincerely Marshall Reichenberger a 6th grader at Eureka School

P.S. you'll put allot of people out of a job.

Dear Education committee,

I am really upset right now because I just found out that you people trying to make us go to bigger schools I don't want to join with bigger schools. I have learned alot from this school and I like the teachers at this school they are really nice. I always dreamed of going to a little school like eureka but you are ruining my dream. I even learned hoe to write in cursive at this school. When I was at a bigger school everybody didn't like me and I got into fights a lot but when I moved out in the country my dad and mom looked for a country and my mom and dad found one and this school is being good to me. they got me in the habit of saying please and thankyou and a whole bunch of other manners .I am going to help fight against this im sorry but I will I love this school alot and I have freinds here. there are 20 kids here and if thats not enough to keep the school up well I think you guys are wrong. we probably get the best education in Minot ND, so I don't think you should close down our school. you may get money for doing that but if you just care about that your greedy.

Sincerely Tyler

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La Costa Richard
Operator's Signature

10/16/03
Date

◇ Ladies and Gentlemen of the Education Committee,

I think that putting the little schools together would be a mistake. My name is Lindsey Reising. I'm 11 years old, in the 6th grade, and a student of Eureka School district 19#.

One reason we should not put the schools together is I am a straight A student if I was in a bigger school I would probably be getting Cs and Ds. This is because in smaller schools you get more attention, so this helps you if you don't understand the material or just need help on something.

Also, in bigger schools it is more dangerous because you get bullied around more often which can make the person who gets bullied could get angry at themselves because they think their stupid or no love them and may commit suicide or may do something else to hurt themselves. It also gets them into drugs, like marijuana.

See, so smaller schools have more advantages than bigger schools. That's what I think about you closing down our schools.

◇ Sincerely,
Lindsey N. Reising

Dear education committee,

I can't even imagine what you are thinking of doing! If you connect us with other schools you will regret it. This lovely school goes way back, I've only been here for two years and this school has become apart of my life, apart of my future career. I have a list of kids that you will crush their dreams and smash their hearts. Marshall Reischebberger, Josh Vannett, Lindsey Reising, tyler Reising, Brandon hallmyer, kyle Henson, Cade Henson, Matt Ruby, Katie Ruby, Marrison Ruby, Dan Ruby, Angela Ruby, Kayla Young, Sierra Young, Garret Young, Andrew Roidiken, Scott Johnson, Alex Price, And Me Jacob Erwin. Our teachers Mrs. Huson, Mrs. Vannett, and our principal Mrs. Gettson. If you do this to us you will go down to your grave feeling guilty. We kids that are in sixth grade are going to be gone next year so why should we care. I'll tell you why, alot of us sixth graders have siblings in Eureka, and we don't want are brothers or sisters going through a mess. I hope you will think about what you are planning on doing.

Sincerely,
Eureka's kids

Dear Education Committee,

I like my school. It is like home to me. I have most all of my friends here. I am one of the people in this school that know mostly everything about it. I love small schools because you can get to know everyone and make friends easier. So please don't hurt the little schools.

Brandon Hallamyer
Eureka School

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Colista Rickford
Operator's Signature

10/6/03
Date

Dear Education Committee,

I'm kind of upset because I want to stay at Eureka School or else if I leave I might not be able to see my friends if they go to another school. This idea is a big mistake, because I really don't like moving and I don't like going to new schools. If I had to leave I would miss my best friends: Jacob Ervin, Kayla Young, Matthew Ruby, Daniel Ruby, and Angela Ruby.

Sincerely,

Josh Vannett 5th grade.

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Val Costa Richardson
Operator/Signature

10/16/03
Date

Dear Education Committee

I do not want you to shut down the small schools and join them to big schools. My parents have schools planned for me to go to when I'm older. If you do this it will ruin plans for many people around the world. This is a bad idea, and you should not do it.

Sincerely,
Daniel Ruby
Eureka
School
Grade 5

Dear Legislators,

I am Katie Ruby, I am 9 and in the 4th grade. I like this little school. I heard you might be shutting down schools and I was wondering if you would leave them the way they are. I would appreciate it. When I was at a larger school, I didn't get the best grades. Since I am here and getting one on one help, my grades have gotten way better. Please don't shut them down.

Sincerely,
Katie Ruby

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Yolanda Rickford
Operator's Signature

10/10/03
Date

Dear Education Committee

I don't think that you should combine all of the little schools because we are happy. There are only 20 kids in the whole school so if you wouldn't combine the schools together and what would we do with the schools if we had to leave them.

sincerely Kyle Henson

Ladies and Gentlemen,

I'm Cade Henson of Eureka School. I'm upset that you all want to move us all to a different school. I hope that you just leave us alone so we all can stick together. You should know that we there would be no difference except of the fact that we would be smaller. P.S. In the pledge of allegiance did you not forget the sentence: Justice For All!!! I'm ^{sorry} if it is a bit rude but I don't want to be merged. Don't forget I'm sorry if it is an Inconvenience.

Sincerely

Cade Henson
of Eureka
School of
District
Nineteen

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Salvatore Riccardi
Operator's Signature

10/16/03
Date

Dear Education Committee,

My name is Matthew Ruby, I don't think this is totally fair many people from the schools will lose their jobs. I don't know for sure, but out in the real world I think it is hard to find new, good, steady jobs. I would hate to lose my job if I had one. My dad voted against that so if I could I would do the same. Please don't close all the little schools. Some parents get fed up with mean teachers and most of the smaller schools have nice teachers. Parents don't want to fight with mean teachers. I know my parents don't.

Sincerely,

Matthew Ruby, 11, 5th grade

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Salvatore Riccardi
Operator's Signature

10/16/03
Date

**Sirs and Madams of the people, who want to close
all little schools,**

I am Kayla Young. I am eleven and in sixth grade. I go to Eureka and have the best teacher I have ever had. And more one-on-one time with her which is getting me A's, B's, and C's not D's and F's. It is much easier to make friends in the little school because nobody will make fun of you and nobody will say, "you are new, so I can't be your friend." Everyone is a friend; whether you are thirteen and your best friend is six, you will still have fun. We have strict, but still very fun and nice teachers in these schools. Every day somebody comes up with a great joke to keep everybody happy. Which, happy kids, is a great thing to have in a classroom. In my old school it was all about being able to socialize with my friends and not much about the work, fun or time we get to have with our teachers. Here my mom and my teacher have been able to become friends and hang out together. In the big public school that never would have happened. I am happy at my "small school", more than I was in a "big school", and more often because I do not feel like "just another kid". I hope you think about the "little people" in "the little schools" in the "little towns" before you decide to shut us down. We are the youth of the Nation.

**Thank you for your time,
Kayla Young**

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Val Costa Richardson
Operator's Signature

10/16/03
Date

January, 27 2003

To the Education Committee of North Dakota,

My name is Christi Young and I have three children. They range in age from 8 to 11, and are in grades 2, 4 and 6. All three of my children now attend a "small public school" in a rural part of North Dakota. Prior to finding this school, student population being 20, they were attending a "regular/large public school" in North Dakota, with a student population of 300 plus. Our family moved to ND two years ago, from a state that is heavily populated, as are the schools. At the time we lived in that state, we realized our oldest two children, then in 2nd and 4th grade at a public school, with more than 400 students, were not thriving. As a matter of fact, they were simply "another student". Through the "education" they received while there, they could not function at a standard for their grade levels. They did read well, because they were taught to read by memorization and could not phonetically sound out words, or spell them. They often chose not to read. They were not taught how to study for a test, they were not able to understand basic math facts well and they just didn't feel good about school. Upon realizing the troubles they were having, we chose to not allow our youngest to attend kindergarten at the public school, rather pull the older two out, and home school all three. The first response we received from the people around us was "What about their socialization?" To me, that is the last thing on my mind. We worked through a charter school that provided us with the curriculum, and I stayed home to teach it. Both the older two children had to work from a grade level behind, so they could get "caught up" and understand the work, and bring them to a level within their actual grades. The youngest, was able to read phonetically in kindergarten. As well as liked and still does like to read anything and everything. Overall, our youngest child has an easier time learning and is easier to teach. When we moved to ND the children were put back in a "large public school" with the impression in our minds that ND students rank second highest in the US for test scores. Thinking it would not matter the size of the school, and where we live in respect to district placement, we opted to put them in the "larger public school". We soon found out that this was not the best choice. Our three children were having difficulties dealing with the unfortunate amount of time spent with the teacher (one on one) as well as the pace the teachers had to maintain to keep the whole class at the "same level". For our oldest two, it was that the teachers would just keep going; whether the child understood what was going on or not. For the youngest, it was boredom due to the fact the teacher was repeating things our child all ready knew. We decided things needed to change, at first we were planning to home school the children again, and then we found "the best LITTLE school ever". It turns out that this school is just like a home school setting, but in a public school system. Our children have been attending this small school for only 5 months and have shown enormous improvement and enjoyment from being there. We are very thank full for this school, and to have some one tell us that things are going to change, it makes us worry that there is not much hope for the future of our country because our children are not being well educated.

Thank you for taking the time to hear us out,
Christi Young

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Yolanda Richardson
Operator's Signature

10/16/03
Date

Dear Sir's and Madams

My name is Sierra Young I am 9 years old and I am in Mrs. Huson's 4th grade class (a kid from Eureka). I know why you want to close the small schools because there is not enough money. I am glad I go to a small school because I get more one on one time with the teacher. I learn a lot better when I can have more attention from the teacher. I hope you understand what I mean by more one on one time. I use to have C's and D's on my report card when I went to a regular public school. Now I have A's and B's because I am going to a small school. I also like going to a small school because there are older kids in Mrs. Huson's class. What I mean by more help is like when Mrs. Huson is working with some of the other kids, the older kids can help me. I like having fourth, fifth, and sixth grade together, a "combination classroom".

Please respond.

Sincerely,

Sierra Young



Written testimony on January 29, 2003 to the House Education Committee regarding HB 1450 on behalf of Sterling School District #35 by Elizabeth Schneider, Principal

I am speaking today in opposition to HB 1450 and ask that it receive a "Do Not Pass" recommendation from this committee. HB 1450 requires that each school district in the state provide educational grade levels one through twelve within its boundaries. Failure to comply for a period of one year would force the school district to either dissolve or reorganize with a school district that is in compliance.

Sterling School District #35 is located approximately 25 miles directly east of Bismarck. It is a K-8 district encompassing 219 square miles. Our enrollment increased from 35 students last year to 44 as of this date.

The Sterling School Board strongly opposes HB 1450 for the following reasons:

1. It is not realistic for us to meet the requirement that we offer grades one through twelve within the boundaries of our district. Our district could not realistically develop a quality educational program for grades nine through twelve within the period of one year. We do not have the facilities, personnel, or funding to do so. However, this bill is not intended to be realistic. It is intended to force us to dissolve or to reorganize.
2. A school has existed in Sterling since 1898. Since 1946 the purpose of the Sterling School District has been to offer a quality elementary program. We provide our students with an education in grades nine through twelve through tuition agreements with neighboring school districts.
3. HB 1450 would pose a tremendous burden on our district if we were unable to comply and forced to dissolve. Dissolution would require us to divide our land between at least four school districts. Our students would then be required to travel on buses for over an hour, in many cases, over gravel roads the majority of the time. And our residents would most likely have to pay for the busing, a situation that does not exist at this time since the Sterling district provides all transportation at no cost to parents.
4. The effect of HB 1450 would be the same if we were unable to comply and were forced to reorganize with another district. Since the larger district would most likely close our school, we would be unable to provide the existing quality elementary education in a local setting. Sterling representation on the reorganized school board in the larger district would be diluted or nonexistent. The same transportation problems would exist as in a dissolution.
5. The result of HB 1450 would be to close a small, viable, rural school that is providing a quality K-8 education for its students. Furthermore, dissolution or consolidation could not be accomplished in the span of one year. Neither option is necessary at this time since our purpose and desire are to provide a quality elementary education to Grades K-8, which we are doing, and our enrollment is stable and increasing.

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Elizabeth Schneider
Operator's Signature

10/16/03
Date

6. We believe HB 1450 is another attempt to close the K-8 districts unilaterally with little regard for the quality education provided and the future of our children's education. It would also have an adverse effect on yet another North Dakota small town.

7. HB 1450 would have an impact on several Burleigh County rural schools and in turn affect adjacent school districts that would have to provide a quality education for additional students.

8. You are each cordially invited to visit our school and see how seriously we take the education of our students.

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La Costa Rickford
Operator's Signature

10/16/03
Date

Hi. I am Gwen Bosworth. I am an 8th grader at Sweet Briar School. I have gone to Sweet Briar since I was in 1st grade and what I think makes my school so great is that I'm not just with people my own age. I have gone to school with kids who are younger than me and with kids who are older than me. Every single one of the have been my friends.

At this school I have learned adout friendship and responsibility. Being one of the oldest kids I have to look out for the younger kids, making sure they play fair and stay out of trouble. I have also learned how to deal with it when my friends and I get in to an argument. We will talk it out and by the end of the day we have made up.

The people at Sweet Briar aren't just classmates and teachers that I see everyday. They are my friends, teachers, and mentors. I know that I will never ever forget them and the impact they have made on my life.

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Salvatore Riccardi
Operator's Signature

10/16/03
Date

January 29, 2003

To the N.D. House Education Committee

I have never written testimony to a legislative committee so I hope I am doing it properly.

My three children have attended Sweet Briar School, a rural school between Mandan and New Salem. I grew up and attended school in Mandan. My oldest child is currently a junior at New Salem High School and last year was selected for the National Honor Society Chapter of NSHS. I am greatly concerned about HB 1450.

The main reason I oppose HB 1450 concerns transportation. My husband drove a Mandan school bus route for over ten years so I have heard plenty about that subject even though I grew up in town and walked to school like my children. I speak of Mandan because Sweet Briar would likely be absorbed by Mandan School District. The Mandan school bus is in our neighborhood at 7:30 AM and at 5:00 PM. There were several years my husband's first pick-up was at 7:00 AM. Perhaps there is still a route that long this year. Just believe me when I tell you that my children will not be among the students riding 15 hours a week on a school bus. My husband and I are stingy enough with our time that we can't allow the waste of that much time of our children's lives. It always gave me shivers to think of my husband driving 50,60,70+ talking, laughing, fighting, coughing, puking students in all kinds of ND's varied weather conditions. Perhaps legislators should individually ride one of Mandan's several long routes before you vote to condemn many more children statewide to that fate.

As for my children, they are or soon will be, old enough to drive themselves to town for school. It is one of the added financial burdens we bear as rural residents but since it isn't a tax I guess it isn't worth mentioning. If my children aren't old enough or responsible enough to drive themselves, I will have to curtail my work schedule or quit my job entirely to drive them myself.

Please think carefully before you vote. Elementary schools should be encouraged in every small town and many rural areas of this state. Districts should not be afraid of one and two teacher settings. Many wonderful things happen in multi-level classrooms, mentoring to name one. When a small town loses its elementary school, it loses its potential as a town. How many towns can we afford to lose before we wake up and find the Buffalo Commons has arrived?

Please vote DO NOT PASS. This bill is not a solution.

Diane Nelson Bosworth,
concerned parent and North Dakotan

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Jolanta Rickford
Operator's Signature

10/16/03
Date

HB 1450

Kathryn C. Luther
3355 County Road 139
Mandan, ND 58554
701-663-2720

Chairman Kelsch and honorable representatives of the house education committee:

I am not a big wig from the DPI, I am just an ordinary Mom who cares about her kids and her neighborhood school. I have no other agenda. Unlike those who support this bill I am not looking to uproot children and increase people's taxes. I just want to allow my kids to be educated in their neighborhood with their neighbors.

Frankly, I am tired of having to fight this attack on our way of life every two years, but that will not stop me from fighting it. My kids are too important. Like any mother I will do what is best for them. The DPI doesn't know what is best for my kids. My husband, Mark, and I do.

Mark and I earned Masters degrees at the University of North Dakota and are certainly educated enough to be able to assess the best learning environment for the children that God gave us. We have been educating our children in a one room country school for the last nine years. We have a daughter who is a senior at Mandan High, a son in 7th grade at Sweet Briar and a four year old who hopefully will be educated K thru 8 at Sweet Briar. I am giving you copies of some testimony written by my daughter that I think will give you an idea of how well she has done. Sweet Briar school is a big reason for her success.

We both moved here from out of state about 20 years ago. Mostly our out of state friends and family think that we are a little crazy for living in North Dakota. The one thing they admire and even envy is our small school. People from all over know intuitively that whenever it is possible a smaller school is better for the individual child.

Mr. Decker's comment on the TV news last fall that "... every [parent] in Bismarck or Fargo ... would love to have the opportunity to send their children to a school with only 10 or 12 students ... we simply can't afford that," may be true, but that is no reason to make sure that nobody can. People choose to live where they do for a variety of reasons. A big one is the school in their neighborhood. There are certainly opportunities to move to an area where your child can be educated in a small school if this jealousy implies is a problem. The fact is that our school is the size that it is because not many want to live in a low population area with gravel roads and no mall or gas station around the corner.

Lets look at a few facts. The fact is that it costs less to educate a child at Sweet Briar than at the majority of the schools in the state. It would not save the state money to eliminate our district. In fact the property owners would see a significant increase in taxes and the state foundation aid would follow the students to the larger district. The cost to the state would stay the same and the farmers would bear the burden of higher taxes.

Another fact is that our kids, all the way through junior high school, are not in an environment where they are offered drugs or alcohol, or exposed to other undesirable societal ills. Kids that are close to home thrive and end up being better citizens that

contribute to society. When they are old enough to attend high school they are ready to face the challenges of schooling far from home. By that time they know who they are and are prepared to stand on their moral choices.

It is a fact that kids educated in our small district go on to be successful students at a very large high school and end up being leaders. My daughter, for instance, went from a class of 4 to a class of 270 and excelled academically (National Honor Society), athletically (all state), and in leadership (Student Counsel, and even Homecoming Royalty). Do you think she would have done better stuck on a school bus three hours a day and in a large class room with no one who lived near her? Would it have helped her as a little girl to have a best friend that lived 15 miles away?

The fact is that there are more and more districts all the time that have eliminated their high schools because of declining population. The decline of small towns in many counties is a great problem in North Dakota. Do you think the population of those areas would increase if the local elementary schools were closed too? It makes sense to keep the young ones close and allow the older students to travel.

The statement often made by the DPI that this bill will not close schools is a lie that only a fool would believe. We know for a fact that if our district was assimilated into Mandan District Sweet Briar School **would not** survive. And ours is not the only one in this situation.

Don't kid yourself. The DPI may insist that those smaller school won't close, but the fact is that a school board will only justify a remote school for a little while. Eventually they will convince tax payers that this outlying school is costing too much and it would be better to bus those little kids to the bigger school. How many tax payers do you know that would be willing to keep a school open for someone else when they are told that it is costing them money and benefiting a small number of strangers? We saw it happen in the Mandan District. In 1994 they closed the remote elementary schools that served as neighborhood schools for the children living in rural areas west of Mandan because they were "too expensive." The result was to scatter those kids all over Mandan, with no effort made to keep them in a single school. They stuck them where ever there was room, and justified it by saying that they were saving money.

I ask you again, as I have so many times in the past, to send this bill to the house floor with a **DO NOT PASS** recommendation. For at least the last 25 years this bill has been introduced at virtually every session, and defeated every time. The people of North Dakota don't want to lose local control of their children's education. You can see by the number of people here to testify against this bill that it is still a very bad idea. Please send a message to the DPI that you will not allow them to strong arm school districts and force them to consolidate. Let the local school boards make those decisions. Enough have made this painful decision on their own. Please allow the parents and tax payers decide what they are willing to do for their kids, not the bureaucrats from the DPI.

Thank you very much for your attention and for your willingness to serve the great state of North Dakota.

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Colista Richardson
Operator's Signature

10/16/03
Date

Megan Luther
Composition
Period 5
Mr. Peterson
Mandan High School

Persuasive Paper

Every two years a bill is brought up in the legislative session that will have a large effect on the education received by children in rural communities. House Bill 1450 as presented at the 2003 Legislative Session states:

"A Bill for an Act to create and enact a new section to chapter 15.1-07 of the North Dakota Century Code relating to the provision of all grade levels by school districts."

This simply means that any school district that does not have a high school must consolidate with a neighboring high school district. In some cases this will mean the closing of neighborhood schools. The young children would then need to be bused to the larger schools. I am opposed to the passing of this bill.

For me personally the biggest reason for not supporting this bill is how it would effect my family. I have two younger brothers of the ages thirteen and four. The older is now in seventh grade at a one room school in the "former town" of Sweet Briar. I attended this school from fourth until eighth grade, and thoroughly enjoyed and now cherish my experiences there. Currently there are twelve children enrolled at the school. If this bill were to pass my school would be closed with in the next two years because there is no high school in that district. My youngest brother Sam would miss out on this awesome experience and would be bused nearly three hours every day to an elementary school in Mandan. My parents and I believe that this is a bad situation to put any child in.

I truly believe that they will receive a better more unique education at Sweet Briar than any other school in the Bismarck/ Mandan area. What makes it so good is our ability to teach ourselves at a very young age. There is only one teacher to handle all the grades. With kindergarten through eighth grade, she can't always be there to help everyone and we constantly had to figure things out on our own. By doing this we have enhanced our understanding of the concepts learned at an early age that will be needed throughout life and have developed superb study skills.

Another thing that I have come to appreciate is the fact that while I was there I heard every lesson from every class five times. This may sound odd, but with all eight grades in one room it's only natural for the first graders to be listening to the eighth graders lesson which they will hear over and over again until they are actually being taught. This goes both directions as the eighth graders become reinforced in the concepts they learned in fifth grade by hearing them again. Also there is a lot of peer tutoring. As I said before the teacher can't always be there to help everyone, so it becomes the job of the "older kids" to help out the "little kids" with their work. This is another form of learning the material more thoroughly.

Many people believe that by going to such a small school the students will not be prepared to handle a larger situation socially. I would like to use myself and a fellow Sweet Briar classmate, Lindsey Voigt, to prove this statement wrong. As we entered the high school scene it is true we were basically clueless about everything, and going from sixteen students at the time to thirteen hundred was a little bit of a shock. But we both took it in stride excelling at sports, academics, and socially. For example, both Lindsey and I started our first year of track as freshman, neither expecting much, except to learn and have fun. However we were pleasantly surprised when we both qualified for state and I placed in three events. Academically we have been very stable. We are both honor students and over the years have challenged ourselves with Honors Chemistry, AP history, and AP English. I think in our situation our parents were most concerned with whether or not we would be able to make friends. But again we had no problem, of course it took a while but we both now have many friends and are leaders in our class. We participate in things such as Student Council, FFA, Trust in Teens, and National Honor Society.

The last point I would like to make is the moral foundation that the small schools provide for. Never once was I offered drugs or alcohol. I was kept very innocent and it turned out to be a very good thing. By being older when faced with these decisions I was better able to stick to the moral standards that I had set for myself so long ago. Going to Sweet Briar gave us time to solidify our own definition of right and wrong. There was no pressure to do what every one else was doing.

I am so thankful that I had this experience. It was life changing in so many ways, and one of the most rewarding experiences of my life. I don't believe this opportunity should be taken away from anyone who chooses to live in a rural area. Please see that House Bill 1450 would take away so much from rural communities. Not just in Sweet Briar but in schools all around the state.

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La Costa Richardson
Operator's Signature

10/16/03
Date

Megan Luther
Carleton Admissions Essay

I wish you would have asked: *How do you feel you will bring diversity to our campus?*

When most people think about bringing diversity to a campus the first thing that comes to mind is people of different race or ethnic background. Well, I can't do this for Carleton. I am an averaged sized white female. I would not stand out in a crowd at all. But if physical diversity is put aside, I believe I can bring in an extremely rare point of view. This point of view comes from being taught for five years at a one room school house in the middle of no where, North Dakota.

I started going to Sweet Briar School in fourth grade, after the small rural school I had been going to was shut down. My parents had to decide to either send me to town for school (three hours on a bus) or try out Sweet Briar.

There were 12 students in the whole school, 3 in my class. It had grades kindergarten through eighth and one teacher. This was a big transition for me in many ways, but the toughest thing to deal with at first was the noise. For example, I had to adapt to hearing the first graders lesson in the background while doing my work.

This may sound like a disadvantage, but really I believe it's one of the things that makes one room school learning so great. Because, as a fourth grader not only was I hearing and reinforcing what I had learned in earlier years but I was also listening to the older grades' lessons. This enabled us all to prepare for what we would learn in the future.

As I said before there was only one teacher and occasionally an aid. So not every grade could have someone teach them the lesson. Therefore I had to become good at teaching myself, and learning how to study efficiently. These are important skills that I have found very valuable in my years of high school, and I'm sure will continue to be a priority. Another unique aspect of the school was the understanding between the teacher and the older kids. We knew that she couldn't be there to help everyone at the same time. So if a younger child needed help we would be there to teach the lesson to the class or just one student that was having trouble. For me this was great experience. Teaching allowed me to relearn little things that I may have forgotten, and helped me figure out how kids learn.

Through this teaching between students the children became very close. We were all like a big family. It was amazing how during free time we could play together without prejudice. Not only because we enjoyed each others company, but also

because any game we wanted to play required the whole school's participation.

Many people thought that my parents were crazy for sending me to such a small school. They felt that I wouldn't be adequately prepared for a larger high school. However when it was time for me to make this transition from 12 students to 1300 it came surprisingly easy. I feel that by being in such a non-threatening social environment for so many years I was able to better develop who I wanted to become. By the time I reached high school I had self-esteem and a firm understanding of myself and my morals.

I cherish this experience and am so thankful that I got to be a part of this school, which is one of the few left in the country. The time I spent at Sweet Briar has had a major impact on how I look at life. I feel this point of view is very rare. This experience may not seem like diversity, but I represent a very small minority of American students none-the-less.

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Yolanda Richardson
Operator's Signature

10/16/63
Date

Date: January 29, 2003
To: North Dakota House Education Com.
From: Robert Thompson
Member of Page School Board
Subject: Opposition to House Bill No. 1450

The House interim committee did an excellent job in drafting House Bill No. 1034 which promotes structured planning in school district demographics and communicates that plan to the public. School Districts are encouraged to consider all variables in future planning ensuring the best educational programs for our children and also provide efficient use of facilities without wasting tax dollars.

House Bill No. 1450 is nothing more than shotgun consolidation. Panic decisions do not provide efficient future planning for education and discourages public input.

Please do not pass House Bill No. 1450.

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Richard Costa
Operator's Signature

10/16/03
Date

RE: House Bill 1450

Dear Chairman Kelsch and Members of the House Education Committee:

My name is Sherilyn Johnson. I am the principal, a 7th/8th teacher, and a parent of a 6th grader at Almont Public School, Sims District #8. I am asking that you **NOT** recommend House Bill 1450.

We have 38 students in our K-8 district who come from supportive families and a tight knit **community that takes great pride in the quality school** for which Almont is noted. Our high school students do well when they leave Almont, tuitioned to New Salem High School. (Almont student have often been honored as the valedictorians, salutatorians, homecoming queens and kings, honor students, award winning musicians and athletes, etc...) They have been **prepared well** and they leave Almont School **with a strong sense of identity**.

A **safe, positive, and respectful atmosphere** is nurtured in our small rural school. The values of caring for and respecting your neighbor, using creative resources, developing technology skills, collaborative teamwork, positive attitude, honesty, and giving your best quality effort are **values that are upheld and modeled** at Almont School.

When my husband and I moved back to North Dakota to his family's farm, we were eager to make the commitment and adjustments necessary in making a living on the farm. **A small rural school was the setting that we chose for our child, because of the quality, up-to-date teaching methods and curriculum, individual attention, and the safe wholesome environment that Almont School offers.** Being an administrator and teacher at Almont School, has given me the chance to see first hand the opportunities and the challenges that a small district faces. I am thankful that our son has the opportunity to attend a rural North Dakota school. **As a parent, I do not want to lose this choice.**

North Dakota is noted for its farmland, ranches, and rural communities. Families with children live on these farms and ranches. This House proposal does not meet the needs of rural families. **What is the true gain of legislation that will create hardship, economic and social loss, for so many rural citizens of North Dakota?** Many of us have taken the risk and the challenge of developing our farmland and our communities, only to face proposed legislation such as House Bill 1450 that **threatens our very livelihood.** Rural North Dakota is the **backbone** of North Dakota.

I am concerned about the long-term demographic consequences of this proposal. What will the **negative cost impact** be? This is **not a mere issue of fiscal management**, but about **communities of people** who would lose the opportunity to educate their children locally in a way that best meets their children's needs. **House Bill 1450 does not support the people of rural North Dakota.**

Chairman Kelsch and members of the House Education Committee, as a concerned parent, as a dedicated educator, and as a rural North Dakotan, I strongly urge that you **DO NOT PASS** House Bill 1450. Thank you!

Sherilyn Johnson

Sherilyn M. Johnson
Almont Public School
Sherilyn.Johnson@sendit.nodak.edu

Earl School District #18

993 E Bennie Peer Ck Rd
Sidney Mt. 59270

Dear State Representative/

As persons involved in the North Dakota education system we are faced with the challenge of finding solutions to deal with the issues of declining enrollment and school finance as well as providing the best education we can for our young people. We at Earl School District #18 are very aware of how great of an undertaking this is and appreciate your efforts on behalf of the students in North Dakota schools.

House Bill #1450 requiring school districts to include grades 1-12 within their boundaries is a concern to Earl District #18. We are a large district located in the southwest corner of McKenzie County, between the badlands and the Montana state line. The boundaries of Earl School District encompass an area in excess of 260 square miles, however, less than 30% of the property in this area is privately owned and has a taxable valuation. We would be a financial burden to any high school district if this district were to provide the services to our students that they provide for their own. The taxes would have to be increased to cover the cost of educating our students and theirs. If the tax rate was not increased the quality of education would suffer.

In the past, students from our district have chosen to attend high school in Beach and Watford City in North Dakota and Sidney, Montana which are 45, 60, and 25 miles respectively from our school. Our students have been accepted and excel in the high schools they have chosen to attend. In consideration of distance, family togetherness, curriculum, and extra curricular activities, the local board has made necessary financial arrangements to support the host district. Our current arrangement with Sidney High School district requires that we compensate them with their "Total cost of education" per pupil. This arrangement has been very satisfactory to both parties and did not require that we be annexed into a high school district. We would be willing to enter into a similar arrangement with any high school district our students choose to attend. If you allow us to maintain local control, we can continue to provide quality education to our students in this manner. Our Dist census shows an increase of students in the future.

Our district is made up of family ranching operations. House Bill #1450 would have a devastating effect on property values in our area. Education of children is a major concern of young families considering the purchase of a ranch in our area. The prospect of bussing children in excess of 50 miles one way to attend school is not a strong selling point considering the child would be putting in a 12 hour day just to go to school. However, this is quite likely a reality under House Bill #1450. Our district has been able to work with families to attend a school that is oriented to their ranch location. In the best interest of the children's education, the provisions are already in place for us, the local board, who best knows our unique situation, to consolidate or annex or take whatever steps are necessary to give our children the best education with the least family disruption. Let us keep the local control of our districts and continue to run it in the prudent manner we have been and not have our decisions made by someone 60 miles away or in Bismarck.

Representative, we ask that you do not support House Bill #1450. Thank you for your consideration of this matter.

Sincerely,

Darrel Minnow

President of Earl School Board

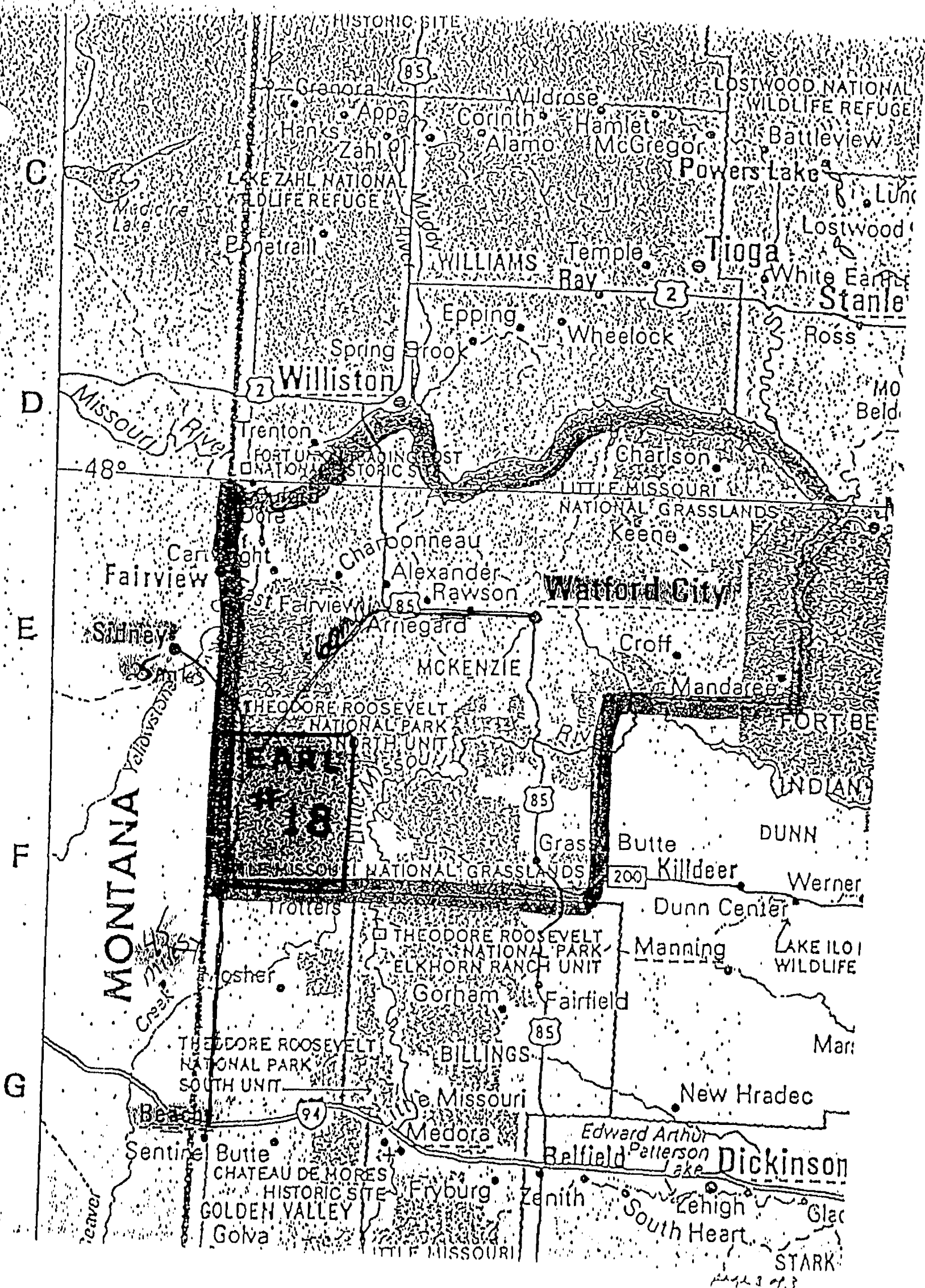
[Map enclosed]

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Coloeta Richardson
Operator's signature

10/16/03
Date

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PAGE 3 OF 3

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Loiseta Rickford
Operator's Signature

10/16/03
Date

Mary Johnson
January 29, 2003

RE: House Bill 1450

Dear Chairman Kelsch and Members of the Education Committee:

My name is Mary Johnson. I am a parent representing Bowline Butte School District 19. As a child I attended Stevenson School and currently my two children, Nettie and Emmett, do. I am asking that you NOT recommend House Bill 1450.

Forcing Bowline Butte School District to attach to a high school district will result in the closure of our school. Watford City, the district we would have to attach to has a history of closing small rural schools. They closed Johnson's Corner school in 1999. At that time, Johnson's Corner had a population of 32 students. Watford City school board is also currently considering the closure of the Grassy Butte School with a population of 15. Watford City's history of closing small schools greatly concerns us. The closure of our school will place undo hardship on our children. Our children currently spend 1 hour daily traveling to school. If they were required to go to school in Watford City, we estimate this time will increase to 4 hours.

In November Peter Jennings hosted an episode of Eye on America which featured Squaw Gap and Stevenson School. Representative Kelsch was also interviewed for the ABC program and was quoted saying "It's nice to have a smaller classroom but when does a smaller classroom become too small." We believe the needs of the children are more important, and being in a small classroom or small class does less harm than being away from their family for extended time. Closing Stevenson School robs our children of their home life. We estimate the children will have to leave their home at 6:30 in the morning and will not return until 5:30. They will only have 3 hours to spend with their families, and during that time they will be busy with homework, farm chores, supper, bathing, and preparing for bed and for the next day's trip to school. We want our state to continue allowing us to provide a local education for our students.

In the fiscal note requested by the legislative council Mr. Decker stated, "There will not be an identifiable impact on state revenue or expenditures." Bowline Butte currently supports itself on our mill levy and receives no foundation aide. Superintendent Keenahan from Watford City stated that their district received \$2,347/student in foundation aide last year. If the students from our school were to attend school in Watford City, which is what will happen if this bill is passed, there would be an added expense to the state in foundation aid for our students as well as in bussing mileage reimbursement. This expense will increase in the upcoming years as we have several pre-school children in our area.

We need to consider the economic impact of this bill. This bill works against the state's push for economic development and sustaining the family farm. Economic development has shown it is easier to maintain existing jobs rather than create new ones. Small school districts not only supply jobs for teachers that would have to go out of state to find new jobs, but also provide supplemental income for community farmers who work as teacher's aides, business managers, janitors, cooks, and bus drivers. In our district these jobs are financed by our mill levy as we get very little foundation aid. The loss of these districts may even cause some communities to dissolve completely. This is defeating the goal of the population symposium which is trying to bring and keep people in North Dakota.

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Yolanda Richardson
Operator's Signature

10/16/03
Date

Mary Johnson
January 29, 2003

Our priority is to maintain local control of the education of our children. No community would be satisfied with turning the education of their children over to a neighboring city, to say nothing of one located 35 miles from their community. The distance from our rural community to Watford City is equivalent to the distance from Fargo to Valley City or from Grand Forks to Mayville. Would Fargo allow Valley City jurisdiction over their schools? Would Grand Forks allow Mayville to oversee the education of their children?

On April 5, 2002 the Bismarck Tribune reported that Representative Haas said provisions needed to be made for "small but necessary schools" like Bowline Butte. We see no such provisions. Dean Reynolds, from ABC, stated that in 1968 there were 4,000 one-room schools. That number has declined to around 400. The voters of Bowline Butte believe it is a natural process that should be left up to the people whose children are affected by school closures. Chairman Kelsch and members of the education committee, we request that you view the 3 1/2 minute video featuring the Eye on America program and keep in mind the children and their best interests and not recommend House Bill 1450. Thank you.

Sincerely,
Mary Johnson
Parent-Bowline Butte SD#19
(701) 565-2243

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Yolanda Rickford
Operator's Signature

10/16/03
Date

Toni Massey-Wheeler
Principal
Sweet Briar School
4060 County Road 83
Mandan, ND 58554

Chairman and honorable representatives of the House Education Committee:
I urge you to send HB 1450 to the floor with a DO NOT PASS recommendation.

I am a teacher in a one-room school and know first hand the kind of education children in a rural school district receive. My students have scored above the 95th percentile in almost all subject areas on standardized tests and assessments. These students are fast learners with high capacities of problem solving. They are excellent at following directions and have fascinating imaginations which are often lost in our technological present. They are versed in computer functions and are avid internet users. Compassion for others, high moral values and positive self esteem are just a few of the social abilities these children possess.

I have taught in large school districts and was discouraged in what teaching has become. Meetings, methods and procedures to deal with disruptive students has become the norm at larger schools, but fortunately not at Sweet Briar. We focus on the individual student and give them the best education possible using all learning styles. This school is an excellent model for what teaching and learning should be. My students have respect for each other and myself. They are eager to learn and are excellent teachers themselves. Have you heard of a school district receiving 100% parental support? Ours does. How many times has a whole community shown up for a school function in a large district? This is a common occurrence for Sweet Briar.

Even though we have a wonderful school sacrifices are chosen to be made. For instance, I receive \$10,000 less than a Burleigh county teacher with my teaching experience. I drive 48 miles to and from school each day. I do not receive benefits and have to maintain many roles such as principal, secretary, gym teacher, music teacher, school nurse, etc. Even though some of these issues are huge sacrifices for myself and my family I choose to make them for my school.

If we would close our doors, which is what would happen if this bill is passed, I would more than likely leave the teaching profession. This bill would break up my students and our community. Please push for a DO NOT PASS vote! Our rural schools should become the models of education, not the minority.

Thank you,
Toni Massey-Wheeler

HB 1450
Diane Kuether
4071 County Road 83
Mandan, ND 58554
701 667-4132

Chairman and honorable representatives of the house education committee:
I wish to bring the following points to your attention and urge you to send this bill to the floor with a DO NOT PASS recommendation:

1. The cost per student in Sweet Briar District is well below the state average for K-8. I understand that the foundation payments for these students would be the same wherever they attended school. For these reasons I can see no financial burden to the state.
2. What is the real reason for the introduction of this bill? Is it strictly financial or is it in the interest of a better quality of education for our students?
3. Students graduating from our small school have made a successful transition to larger high schools. Megan Luther's papers will attest to this.
4. No high school has refused to admit our students and our district has not questioned the amount of tuition they ask. Is there a burden on those secondary schools? It doesn't appear so.
5. Our enrollment is increasing; we now have twelve students with four in first grade and one in kindergarten. We expect another increase in the fall of 2003. Students whose parents have previously home-schooled their children as an alternative to a large public facility see a small rural school as an opportunity for their children to have quality education in a wholesome environment.
6. The argument to keep control of education in the hands of local school boards has definite value.
7. People have a choice of the kind of education they want for their children and this involves making a choice of where one lives. This sometimes means driving a distance to their employment as well as not having medical facilities, police and fire protection etc. close at hand.
8. Students' time can be better spent with their families rather than riding a bus two to three hours every school day. Parents here drive their children to and from school which leads to valuable interaction between teachers and parents.
9. It seems that in every legislative session a bill is introduced to take away something that is hurting no one and greatly benefiting those who choose to take advantage of it.

Thank you for your consideration.

Diane Kuether



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Fax: 701-298-2210

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P.O. Box 2793
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Fax: 701-224-9486

North Dakota Farm Bureau

www.ndfb.org

House Education Committee

January 29, 2003

Testimony by North Dakota Farm Bureau

presented by Sandy Clark, public policy team

Good morning, Madam Chairman and members of the committee. For the record, my name is Sandy Clark and I represent the 26,000 members of the North Dakota Farm Bureau. We appreciate the opportunity to appear before you this morning.

NDFB opposes HB1450. Our policy states and I quote, "We oppose any requirement that all graded elementary school districts be consolidated into a high school district." End quote.

These local school districts should have the opportunity to consolidate when they choose. They will consolidate when they can no longer operate. Many of them have already consolidated and more are making plans to do so.

Many of them have lower mill levies and will be forced to accept the much higher mill levies of the school districts with whom they would be forced to consolidate.

NDFB would respectfully request a "do not pass" vote on HB1450. Thank you for your consideration.

One future. One voice.

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Sandy Clark
Operator's Signature

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THE STATE OF NORTH DAKOTA
Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept 201
Bismarck, North Dakota 58505-0440

HB 1450

School Finance Facts

- Mill Levies
- Taxable Valuation
- Expenditures
- Average Cost Per Pupil
- Average Daily Membership

Prepared by
Office of Management Information Systems

JANUARY 2003



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