

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

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| ROLL NUMBER |
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DESCRIPTION

1172

2007 HOUSE EDUCATION

HB 1172

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. **HB 1172**

House Education Committee

Check here for Conference Committee

Hearing Date: **15 January 2007**

Recorder Job Number: **1084 (33. to end)**

Committee Clerk Signature

Jan Prindle

Minutes:

Representative Lyle Hanson, District 12, introduced HB 1172. This bill would require high school districts to offer one semester of ND studies every other year with an emphasis on history. This would be an elective. ND now requires ND studies in grade four and eight but we have no requirement for ND studies in the high school level. There will be some questions about getting textbooks for this class. As you know, history is history and it goes on forever. In geography you still have the badlands in the west and the Red River Valley in the east so that doesn't change. We also have no requirement for agriculture and we probably should have a requirement for that at the high school level. Many of our colleges and universities require a course in ND studies to get a teaching certificate in ND. As a result, I have put the bill in to require school districts to offer this course.

Representative Herbel: Can this class be taught at any grade level in high school. Anyone can take it. Is that the option for the local school district?

Representative Hanson: That's correct. Freshman through senior.

Representative Mueller: Would it be safe to say that school districts will have an instructor that can handle this course.

Representative Hanson: That's one of the questions. With NCLB you have to have a highly qualified instructor and we do have different classes at the colleges and universities such as

Indian studies and ND history and we do allow Native Americans to teach their native language without a college background.

Representative Hunsakor: Are we saying then that whoever teaches these classes may not have to be highly qualified.

Representative Hanson: No, I'm not saying that. That probably would have to be determined by DPI.

Representative Hunsakor: There are no textbooks that cover this. Would each teacher have to work out their own lesson plans for such courses, or are there books available?

Representative Hanson: There are a number of books available. Some colleges require a course in it now and we probably could use some of the college textbooks.

Chairman Kelsch: We funded, last session or the session before, for the writing of a new ND fourth grade and eighth grade history text book.

Representative Herbel: Are there any school districts that are doing this now?

Representative Hanson: I don't know.

Jan Daley, executive director of the ND Humanities Council, testified in favor of the bill. We are an independent non profit funded primarily through the National Endowment for the Humanities. Our mission is to promote Humanities in ND. I spent ten years working as the editor of ND History at the State Historical Society. During that time I edited the ND journal, which comes out four times a year. **(Five issues attached.)** The journal is so rich and so understudied. It gave me an opportunity to learn so much about the rich ND history. I think that between the Historical Society and the Humanities Council we have a large body of material that is available for teachers to use. One of the problems is that the curriculum is not organized. A curriculum was developed by the ND Humanities Council using federal dollars to teach ND history because they recognized the void. It's been 25 years since the last textbook

on teaching ND history went out of print. That shows a lack of concern for what our students are learning about our state's heritage. In 1993, our senior consultant, D. Jerome Tweeton, (sp ?) a professor emeritus of history at UND, authored, with the cooperation of DPI, the first issue of North Star Dakotan a tabloid newspaper approach to teaching ND history. Thus far we have completed 5 of the 7 tabloids that offer a rich history of the state, including the social history, sporting events, celebrities, political issues, and geology. The last one which we completed this last year is for 1913 through 1940. These tabloids are available free of charge to school districts. My proposal is that in support of 1172 we could adapt this history that has already been written as source of planning for teachers who would like to teach ND studies in their high school curriculum. One other thing I would like to mention is that when I was editor at the State Historical Society, we provided the textbook *The Centennial Anthology of ND of History*. It was the best representative of ND history over the 75 years that ND history had published. It has been widely used in teaching ND history at the college level. It is now out of print and there are no plans to reprint it because there are no funds. I would suggest if this bill passes, the Committee also needs to consider the investment in curriculum. I don't think you can ask teachers to teach a course without giving them the tools. I just wanted to bring these materials to you attention because I believe we can help.

Representative Herbel: In your experience working with this are you finding SD, MN, or MT doing anything?

Daley: Yes, the SD State Historical Society has an on-line curriculum. They have provided that with state funding as a tool for their teachers.

Gloria Lokken, president of the NDEA, testified in favor of the bill. I am a fourth grade teacher in Minot and teach ND studies. I spent a great deal of my own resources to provide materials for my students. I'm happy to hear that the historical society and the humanities council can

be a resource for this bill. I know there may be some problems with the NCLB requirements. I hope we can work that out.

Sandy Clarke, ND Farm Bureau, testified in favor of the bill (**Testimony Attached.**)

Doug Johnson, ND Council of Educational Leaders, testified in support of the bill. I do have some questions regarding the qualifications of teachers at the high school level. I can only speak of personal experiences as a principal in trying to find ND studies teachers at the 8th grade level. That was sometimes hard for me to do. The requirements, if I remember correctly, they had some kind of exposure or some training in ND studies that could be done at Valley City or they could take it by correspondence study. Is that going to be the same type requirement for the high school teacher? The other frustration we had at the time was the curriculum.

There being no further testimony, Chairman Kelsch closed the hearing of HB 1172.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. **HB 1172**

House Education Committee

Check here for Conference Committee

Hearing Date: **17 January 2007**

Recorder Job Number: **1258**

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|---------------------------|--|
| Committee Clerk Signature |  |
|---------------------------|--|

Minutes:

Representative Hanson: The amendment you have before you was prepared by Dr. Decker to make the bill more palatable. It changes some language that would make it a better bill. It also changes from one unit to a one-half unit. It removes some language that didn't need to be there.

Representative Herbel: Why are we changing from one to one-half unit?

Representative Hanson: Most people think one-half unit of ND history will be enough.

Eighteen weeks seems to be an adequate number. I have a list of schools that now teach it in the high school level and some have 9 weeks and some 18 weeks. Most are 18 weeks.

Representative Herbel: Have you any feedback on what they are doing for curriculum? Are they developing their own, getting it through DPI, or where?

Representative Hanson: Some are developing it on their own, but there are a number of texts that they can get it from. I think the latest one out from the university is a 95 edition.

Representative Karls: On page 1, line 7, I'm wondering about the nonpublic elementary and middle school. Do most nonpublic schools in ND have that requirement now?

Representative Hanson: Could I have Dr. Decker answer that.

Anita Decker: That is the statute we use for the approval of all schools, public and nonpublic.

The change is that this is the basic change that this is the curriculum that all schools had to offer public and non-public. A major change here is to say elementary and middle schools.

Representative Mueller: We did strike line 14 on page 1. Why did we do that? Is that covered in subsection 3? We're taking it out of the elementary section.

Chairman Kelsch: The proposal is to more clearly identify elementary and middle school required instruction. You took that out so they would not have to have to have ND Studies.

Decker: That's correct.

Chairman Kelsch: The question I have is that we have developed ND history books for 4th graders and 8th graders, how does that affect that? Statutorily we do not require those courses.

Decker: It actually has no effect. Those schools that are on the list that Representative Hanson has shows the many elementary and middle are already offering the studies. The section does not require that they offer those studies.

May I respond to the question that Representative Herbel had about the class units? There is a statute that requires 120 contact hours for a high school unit and this said one class and that's why it was changed to one-half.

Representative Mueller: I want to go back to line 14 and 11 on page 1. I think our chairperson makes a good point about why we are doing 4th and 8th grade curriculum in this area. Could we assume that it's going to get covered in social studies? Why did we do what we do what we did in 4th and 8th grade curriculum development and we're not going to have line 14 in. The question is line 14 already in line 11.

Decker: Line 14 *could be* in line 3. Unless it is stated specifically that students must take ND studies at any grade level.

Chairman Kelsch: It wouldn't necessary say ND government, or history. The reason it's out is that the intent was that these studies would be done in high school.

Representative Hanson: My intent was to leave the 4th and 8th grade in and then require one to be offered on the senior high level.

Decker: Including ND studies in the social studies line would require that schools would have to offer it. The problem with this statute being attached to the high school, it says that every school has to offer ND studies and then the high schools have to offer ND studies. That was our concern. We use that section as the basis for approval of schools. It has not been required that students take ND studies. It has not been required that schools offer ND studies.

Chairman Kelsch: I understand that but what this amendment does is changes to read *elementary and middle schools required instruction*. So this is now for elementary and middle schools and not for high schools. If you want to include ND history to be taught in elementary and middle schools, then line 14 should stay in and line 11 should say "ND studies" and add the requirement in high school.

Decker: That section (01) is the basic curriculum requirement applied to all schools. A couple of sessions ago .02 was added now saying only what high schools have to offer.

Chairman Kelsch: Do you want 01 to apply to *only* elementary and middle schools and 02 to apply *only to high schools*. That's what is happening with this amendment.

Decker: I only responded to Anita Thomas on 01, saying that was our basic curriculum requirement.

Chairman Kelsch: So we need to leave that section exactly the way it is written and that would be the basic requirement for every school. Then in 02 we add the requirement for high school. If the Committee wanted to make a statement about 4th grade and 8th grade, where

would we do that? I think the only amendment that needs to happen with this bill is to remove line 14, number 5 and then change the one to the one-half. Then it becomes a high school requirement and has nothing to do with what should be offered in elementary or middle school. I have some concerns about changing 01 because we want a general section in code saying this is what we want. It's okay to leave it that way. In section 02 we add the requirement for ND studies. Representative Hanson already said that this should also be studied in elementary and middle school. Do we have any inclination to draft an amendment to utilize the textbooks we currently have available for 4th and 8th grade or do we just want to leave it at high school.

Representative Herbel: This would open it up to have to being offered in every grade? That would create a problem. My concern is that it would be repetitious over grade if we repeat the same thing year after year.

Chairman Kelsch: If we leave the amendment as it is, yes.

Decker: It would create a problem because of the lack of material. I am certain many teachers offer something about ND but they wouldn't cover a course at every grade level.

Chairman Kelsch: Then is it more appropriate to specifically pinpoint grades 4 and 8 because we have those textbooks? I need to talk to Neal Holland to find out when the 8th grad textbook will be completed. Anita, would it be difficult to teach 4th and 8th grade?

Decker: I don't think it would be very difficult. It could count as one of the social studies. There are several small schools teaching it now. Perhaps they could be queried to see if they would adopt the material. The ones on the list are teaching it now.

Representative Hanson: My intent is not to mess with the elementary, just add it to the high school.

Chairman Kelsch: We can certainly move forward with that. I only brought up the question just because we had those books available. If we follow your intent we can change the amendment.

Representative Mueller: A thought. We could insert after social studies "to include ND studies in the 4th and 8th grade." It does speak to the issue of curriculum that has been developed for those grades.

Representative Karls: Are there any nonpublic schools on that list?

Representative Hanson: Yes.

Vice Chairman Meier: It might be a good idea to find out when that 8th grade text will be available and then go forward.

Chairman Kelsch: I can find out.

Representative Hunsakor: How much time are schools putting into ND studies? That may have a bearing on how we want to do this.

Representative Hanson: They range from 4 to 36 weeks. Those include elementary schools.

Representative Herbel: I like the idea Representative Mueller put forth. If we don't restrict the requirement to the 4th and 8th grade, I think we are going to be creating a lot of repetition and problems.

Chairman Kelsch: Let's hold off on this and I'll check when that text will be ready. Let's do a little more work on this. Let's mull it over. I think it's important that our heritage is preserved and kids know the history of our state.

Discussion closed.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1172

House Education Committee

Check here for Conference Committee

Hearing Date: **22 Jan 07**

Recorder Job Number: **None**

Committee Clerk Signature



Minutes:

Chairman Kelsch opened discussion on HB1172.

Representative Hanson went over the details of the amendment he had Legislative Council prepare for HB 1172.

Representative Hanson: I move we accept the amendment.

Representative Meier: I second

Discussion:

Chairman Kelsch: I checked on the textbooks that were to be completed for 4th and 8th grade ND studies. The 4th grade will be completed shortly and the 8th grade should be ready by fall of 08. If they are not ready, districts may request a waiver from this requirement.

Representative Wall: Should there be a fiscal note to include some additional costs for preparation of materials, staff requirements, etc.

Chairman Kelsch: The fiscal note reads "0." Any Social Studies teacher may teach this course. There are a myriad of materials available through the Historical Society, Council for the Arts, Humanities Council, etc.

Representative Wall: There are a lot of materials available. I personally spent several years putting together a film presentation of ND writers and poets. It was extremely well received.

People were very interested. I was amazed at how little people who live here actually know

about the state of ND. They are just not exposed. When we are trying to convince our young people to stay here, they need to know the vastness of the opportunities available to them.

There is also a series of 12 textbooks out there.

Representative Mueller: One other issue is the P – 16 Task Force in terms of requiring more credits to graduate. We need more stuff available.

Chairman Kelsch: If the curriculum were not there we would have heard.

Representative Hanson: There are a couple of texts from the universities that are available and can be adapted. History is history.

Representative Karls: Does this need to be included in Social Studies. How will it affect the nonpublic schools?

Chairman Kelsch: It would be added as an elective in Social Studies. Schools would be required only to offer it. Nonpublic schools would have the same requirement if they were approved by DPI.

Representative Wall: My only concern is school officials will say this will incur extra costs. By adding elective they will need additional staff.

Chairman Kelsch: There is no fiscal impact. It only needs to be offered and there are no additional requirements for any Social Studies teacher to offer it.

Representative Herbel: If one student wants to take it, must they offer it.

Chairman Kelsch: Yes, but it could be offered through distance learning, JPA, etc.

A voice vote was taken on the amendment: Yea: 12, Nay: 1, Absent: 0.

The amendment 70389.0102 passed.

Representative Hanson: I move a Do Pass as Amended.

Vice Chairman Meier: I second.

A roll call vote was taken: Yea: 13, Nay: 0, Absent: 0.

HB 1172 passed as amended.

FISCAL NOTE
Requested by Legislative Council
01/23/2007

Amendment to: HB 1172

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.*

| | 2005-2007 Biennium | | 2007-2009 Biennium | | 2009-2011 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.*

| 2005-2007 Biennium | | | 2007-2009 Biennium | | | 2009-2011 Biennium | | |
|--------------------|--------|------------------|--------------------|--------|------------------|--------------------|--------|------------------|
| Counties | Cities | School Districts | Counties | Cities | School Districts | Counties | Cities | School Districts |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

2A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

This bill as amended requires that North Dakota Studies be taught in grades 4 and 8. It also requires that North Dakota's high schools must offer a semester course in North Dakota studies at least once every two years.

B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

Most schools will not require additional teachers. Larger school districts may have to alter assignments or hire additional teachers.

The curriculum and materials for the course may have a fiscal impact on districts. Development of the 4th grade and 8th grade texts was funded with state funds last legislative session. The Division of Independent Study plans the completion of the texts for next summer and estimates the cost at \$40 for each Grade 4 and 8. There is no high school text under development so costs are unknown. The cost of materials for these classes will vary from district to district and cannot be determined.

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.*

None.

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.*

None.

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

None.

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|--------------|--------------|----------------|--------------------|
| Name: | Anita Decker | Agency: | Public Instruction |
|--------------|--------------|----------------|--------------------|

Phone Number: 328-1718

Date Prepared: 01/23/2007

FISCAL NOTE
 Requested by Legislative Council
 01/05/2007

Bill/Resolution No.: HB 1172

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.*

| | 2005-2007 Biennium | | 2007-2009 Biennium | | 2009-2011 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.*

| 2005-2007 Biennium | | | 2007-2009 Biennium | | | 2009-2011 Biennium | | |
|--------------------|--------|------------------|--------------------|--------|------------------|--------------------|--------|------------------|
| Counties | Cities | School Districts | Counties | Cities | School Districts | Counties | Cities | School Districts |
| | | | | | | | | |

2A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

Under this bill, every high school would be required to offer two credits in North Dakota Studies once every two years. Most social studies teachers are licensed to teach North Dakota Studies in grades 9 through 12. Textbooks in North Dakota studies are not available at the high school level.

B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

Most schools will not require additional teachers. Larger school districts may have to alter assignments or hire additional teachers. The development of materials for the course will have a fiscal impact. The amount of that impact will vary from district to district and is not easily ascertained.

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.*

None

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.*

None

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

| | | | |
|---------------|--------------|----------------|------------|
| Name: | Anita Decker | Agency: | DPI |
| Phone Number: | 328-1718 | Date Prepared: | 01/05/2007 |

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1172

Page 1, line 2, replace "a requirement for" with "required instruction and"

Page 1, line 6, overstrike "**Education of students - Requirements**" and insert immediately thereafter "**Elementary and middle schools - Required instruction**" and overstrike "The" and insert immediately thereafter "In order to be approved by the"

Page 1, line 7, after "instruction" insert ", each public and nonpublic elementary and middle school", overstrike "ensure that" and insert immediately thereafter "provide to", and overstrike "receive education" and insert immediately thereafter "instruction"

Page 1, line 14, remove "North Dakota studies, including North Dakota history, geography, and agriculture."

Page 1, line 15, remove "6."

Page 1, line 16, remove the overstrike over "6-" and remove "7."

Page 2, line 10, replace "one" with "one-half"

Renumber accordingly

House Amendments to HB 1172 (70389.0102) - Education Committee 01/22/2007

Page 1, line 2, replace "a requirement for" with "required instruction and"

Page 1, line 6, overstrike "**Education of students - Requirements**" and insert immediately thereafter "**Elementary and middle schools - Required Instruction**" and overstrike "The" and insert immediately thereafter "In order to be approved by the"

Page 1, line 7, after "instruction" insert "each public and nonpublic elementary and middle school", overstrike "ensure that" and insert immediately thereafter "provide to", and overstrike "receive education" and insert immediately thereafter "instruction"

Page 1, line 11, overstrike "the" and insert immediately thereafter ":

a. The", overstrike ", and" and insert immediately thereafter ":

b.", and overstrike the third comma

Page 1, line 12, overstrike "geography, and government" and insert immediately thereafter ":

c. Geography;

d. Government; and

e. North Dakota studies, with an emphasis on the geography, history, and agriculture of this state, in the fourth and eighth grades"

Page 1, line 14, remove "North Dakota studies, including North Dakota history, geography, and agriculture."

Page 1, line 15, remove "6."

Page 1, line 16, remove the overstrike over "6." and remove "7."

House Amendments to HB 1172 (70389.0102) - Education Committee 01/22/2007

Page 2, line 10, replace "one" with "one-half"

Re-number accordingly

Date: 22 Jan 07
Roll Call Vote #: 1

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 1172

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number 20389.0102

Action Taken Accept Amendment Attached

Motion Made By Hanson Seconded By Meier

| Representatives | Yes | No | Representatives | Yes | No |
|------------------|-----|----|-----------------|-----|----|
| Chairman Kelsch | | | Rep Hanson | | |
| V Chairman Meier | | | Rep Hunskor | | |
| Rep Haas | | | Rep Mueller | | |
| Rep Herbel | | | Rep Myxter | | |
| Rep Johnson | | | Rep Solberg | | |
| Rep Karls | | | | | |
| Rep Sukat | | | | | |
| Rep Wall | | | | | |
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Total Yes 12 No 1

Absent _____

Floor Assignment _____

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

Date: 22 Jan
Roll Call Vote #: 2

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 1172

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number 70389.0102

Action Taken No pass as amended

Motion Made By Hanson Seconded By Meier

| Representatives | Yes | No | Representatives | Yes | No |
|------------------|-----|----|-----------------|-----|----|
| Chairman Kelsch | ✓ | | Rep Hanson | ✓ | |
| V Chairman Meier | ✓ | | Rep Hunskor | ✓ | |
| Rep Haas | ✓ | | Rep Mueller | ✓ | |
| Rep Herbel | ✓ | | Rep Myxter | ✓ | |
| Rep Johnson | ✓ | | Rep Solberg | ✓ | |
| Rep Karls | ✓ | | | | |
| Rep Sukat | ✓ | | | | |
| Rep Wall | ✓ | | | | |
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Total Yes 13 No 0

Absent 0

Floor Assignment Wall

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

REPORT OF STANDING COMMITTEE

HB 1172: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). HB 1172 was placed on the Sixth order on the calendar.

Page 1, line 2, replace "a requirement for" with "required instruction and"

Page 1, line 6, overstrike "**Education of students - Requirements**" and insert immediately thereafter "Elementary and middle schools - Required instruction" and overstrike "The" and insert immediately thereafter "In order to be approved by the"

Page 1, line 7, after "instruction" insert ", each public and nonpublic elementary and middle school", overstrike "ensure that" and insert immediately thereafter "provide to", and overstrike "receive education" and insert immediately thereafter "instruction"

Page 1, line 11, overstrike "the" and insert immediately thereafter ":

a. The", overstrike ", and" and insert immediately thereafter ":

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Page 1, line 12, overstrike "geography, and government" and insert immediately thereafter ":

c. Geography;

d. Government; and

e. North Dakota studies, with an emphasis on the geography, history, and agriculture of this state, in the fourth and eighth grades"

Page 1, line 14, remove "North Dakota studies, including North Dakota history, geography, and agriculture."

Page 1, line 15, remove "6."

Page 1, line 16, remove the overstrike over "6." and remove "7."

Page 2, line 10, replace "one" with "one-half"

Renumber accordingly

2007 SENATE EDUCATION

HB 1172

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1172

Senate Education Committee

Check here for Conference Committee

Hearing Date: February 27, 2007

Recorder Job Number: 3924, 3925, 4030

Committee Clerk Signature



Minutes:

Chairman Freborg opened the hearing on HB 1172, a bill relating to required instruction and North Dakota studies. All members were present.

Representative Hanson introduced the bill. The bill would require North Dakota studies to be offered. Last year the legislature appropriated \$150,000 for a book for 4th and 8th grades. He distributed a test sponsored by the University of Mary that is offered to juniors in high school.

Representative Mueller testified in favor of the bill. He wants school kids to learn more about North Dakota. This will help keep our young people in the state. If they leave for a while, it will help our image out of the state and provide an incentive to come back. In the Fargo Forum on Sunday, young people talked about legislation and a young man from West Fargo supports this bill and said "that one is kind of cool". This is an opportunity to look at the rich heritage that is our state.

Senator Taylor asked how many schools are offering it already.

Representative Mueller said he has had no discussion about that. Some are doing it. Some are on the final steps of the 8th grade curriculum and that will be in place next year.

Senator Taylor asked if the historical society is doing any cooperative work.

Representative Mueller said yes, they have a quarterly publication that works well with the curriculum.

Sandy Clark, North Dakota Farm Bureau, testified in favor of the bill. (Written testimony attached) Farm Bureau participates in some classroom activities and their materials can be used if desired.

Gloria Lokken, NDEA, testified in favor of the bill. It is important to build an understanding of North Dakota with high school students. The 4th and 8th grades are a good start; it can be more in depth for high school. As a 4th grade teacher she stayed in the 4th grade because of the opportunity to teach North Dakota studies. It will take input from teachers for resources – they are available online, from the historical society, it can be done.

Sonja Gross testified in favor of the bill. She is an active volunteer in agricultural education for several years. It is important for young people to understand where their food comes from. She helps with the Food Land and People continuing education program for teachers and with the Living Ag Classroom.

Kayla Pulvermacher, North Dakota Farmers Union, testified in favor of the bill. Teaching students the history of North Dakota is important for the future of North Dakota. As our children become further removed from agriculture, it is important to teach them about agriculture.

Doug Johnson, North Dakota Council of Educational Leaders, testified in favor of the bill. He has a minor concern about cost. If it is an elective, it could be a staffing concern. Schools are currently planning their schedules and staffing for next year. If this passes, some schools will not be able to offer it in the 2007 – 2008 school year but could do it in the second year and since the bill requires it once every other year, that would still fit.

Senator Taylor asked about teaching materials.