

That exists today. To adopt the Lamb approach to this, stating of a reason, really wouldn't change status quo at all. And, if anything this bill is about, this bill is about changing status quo. I think Senator Baack has done...offered us a good amendment, and I would urge you to support it.

SPEAKER BARRETT: Thank you. Additional discussion on the Baack amendment to the committee amendments? Senator Baack, followed by Senators Wehrbein, an Hartnett. Senator Baack.

SENATOR BAACK: Yes, I wish Senator Lamb was in here. I was going to give him an example of something that happened in Minnesota and then we'd have to decide whether or not this was frivolous. There was a young girl in Minnesota whose parents and herself decided that they wanted to transfer schools and they wanted to change school districts. So she went to the school board of the accepting district and the accepting district said, well, why do you want to change? And she said, well the reason that I want to change is because I am in a school district now where most of the kids are very well dressed, they can afford a lot better clothes than we can, my family simply cannot afford these clothes, so therefore I'm shunned socially. And I would like to change schools, and I think I can do better in another atmosphere. She was allowed to change schools. She went from a failing student, in the school that she had been in, to being an honor student in the new school, because she felt more accepted by the other students and they were much more accepting of what she did. So I don't know if that was a frivolous reason or not. To me it was a reason that was able to give a kid an opportunity for education there that she did not have in the other school. So I consider that to not be frivolous. So I guess it would get to be very nit-picky if you were going to decide what was frivolous and what wasn't. Thank you.

SPEAKER BARRETT: Senator Wehrbein.

SENATOR WEHRBEIN: Mr. Speaker and members, Senator Baack, I guess I have a question. I'd admit, I came in a little late and I'm not clear up to speed. But on this transfer where does this put an athlete in...is that substantial reason to transfer? Will that constitute a reason to transfer? Say you're seven feet tall, transferring into a district that would obviously make a good basketball team better. Obviously, perhaps in the long-run it would provide a tremendous opportunity for more