

**2025 HOUSE EDUCATION**

**HB 1129**

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1129  
1/14/2025

A BILL for an Act to provide an appropriation to the department of public instruction for a study of student attendance and absenteeism; to provide for a superintendent of public instruction study; and to provide for a legislative management report.

3:02 p.m. Chairman Heinert called the hearing to order.

Members Present: Chairman Heinert, Vice Chairman Schreiber- Beck, Representatives, Conmy, Hager, Hatlestad, Hauck, Heilman, Jonas, Longmuir, Maki, Marchall, Morton, Novak, Osowski

### **Discussion Topics:**

- Absenteeism in schools
- Conducting Studies
- CINS (Children In Need of Services)

3:03 p.m. Representative Richter introduced the bill.

3:28 p.m. Lynn Flieth, Director for the RSR Human Service Zone, testified in support #28555.

### **Additional written testimony:**

Carlotta McCleary, Executive Director of Mental Health America, testimony in support #28865.

3:41 p.m. Chairman Heinert closed the hearing.

*Leah Kuball, Committee Clerk*

Testimony Prepared for the  
**House Education Committee**

DATE; January 14, 2025

By: Lynn Flieth, RSR Human Service Zone Director

**RE: HB 1129: Relating to a study of student attendance and absenteeism**

Chair Heinert, and members of the House Education Committee, my name is Lynn Flieth. I am the Director for the RSR Human Service Zone, which includes the counties of Ransom, Sargent and Richland. In addition, I am a member of the North Dakota Human Service Zone Director Association. I am here today to provide testimony in support of studying student attendance and absenteeism.

Human Service Zones are mandated to provide economic assistance and child welfare services, including child protection, foster care, in home case management and more recently receive CHINS (Child In Need of Services) referrals. The RSR Human Service Zone is the employing entity for the statewide CHINS (Children In Need of Services) Unit.

I would like to provide some background on the legal changes which lead to the creation of the CHINS Unit as it relates to truancy. We are growing to understand adolescent behavior through a new lens, to include social, emotional, physical and cognitive development. Since the 2021 Legislative Session, many of the Juvenile Justice reforms have been implemented. Research indicates that treating youth who do not commit crimes, in a criminal model leads to increased involvement in the adult juvenile justice system and other negative long-term outcomes. NDCC 27-20 was updated to define CHINS behaviors (formerly “unruly”) to include 4 specific behaviors: truancy, running away, disobeying the reasonable commands of a parent, and smoking/vaping under the age of 14. Additionally, the law fully removed the Juvenile

Court's jurisdiction related to the CHINS population. Instead, referrals are directed to Human Service Zones. There was no fiscal note attached to this law change.

On August 1, 2022, the statewide CHINS Unit became operational. The Unit includes a total of 8 team members, including 1 Supervisor. In the first year of operation, the unit received 2,491 referrals, 516 of them were truancy referrals. In the most recent year, the unit received 2,117 referrals, with 413 of them being truancy referrals. (See attached CHINS Data handout)

CHINS Specialists reach out to families to offer support and information, with the guiding principles being to engage, educate and empower parents and/or caregivers. Specialists complete an assessment to best determine what the most significant needs are, and work to engage with families to locate services to address the problematic behaviors. CHINS Specialists collaborate with community partners to develop a plan which supports the family in meeting the behavioral health needs of the identified youth.

A youth who is solely exhibiting one of the 4 CHINS behaviors, cannot be referred to the juvenile court. Frequently community partners and referral sources express frustration with CHINS having "no teeth." By law, CHINS involvement is voluntary. It is unclear what consequences should be for youth truancy, or parental failure to ensure school attendance. Human Service Zone Directors strongly oppose consideration of removing children from the parental home and placing them in foster care on the basis of not attending school. There is an existing law, which allows for parents to be charged and fined for failing to ensure their child attends school. Anecdotal evidence indicates that this is also not an effective strategy in most cases, and there are concerns with adding additional cases to an already backlogged criminal judicial system.

Over the past 2 years, I, along with local CHINS Specialists, and HHS representatives have met with dozens of schools to help clarify the law, roles and expectations. We are often told that truancy rates and absenteeism are increasing dramatically. The inception of CHINS

is often cited as the catalyst to the perceived increase or change. In viewing the attendance, chronic absenteeism and dropout rates posted on the Department of Public Instruction's Insights data dashboards, there does not appear to have been significant changes in the last 3 school years. While I would love to stand before you and report that truancy rates are dramatically decreased, the available data does not show this. Nor does the available data show that attendance and absenteeism are dramatically increased.

Many anecdotal theories speculate that school attendance concerns may be attributed to the following:

- Decriminalizing truancy (creation of CHINS)
- While the numbers of truant/absent students may not have increased the number of days missed has become more extreme;
- Some families seeking to avoid systems involvement exploit current home school laws by completing the Intent to Home School, but then do not provide any form of education, or follow other state laws pertaining to home education;
- Child and/or parent mental health limiting the ability or motivation to comply with school attendance laws;
- Lack of transportation to/from school;
- Parental work schedules which don't allow for a parent to be home to ensure the child gets to school;
- Child and/or parent disengagement from school; bullying at school;

This is by no means an exhaustive list and has not been captured in a formal or comprehensive way. Rather, the above are frequently cited to CHINS Specialists as contributing factors to poor school attendance. Most of these circumstances are complex, and are not simply resolved by any single entity or 3<sup>rd</sup> party consequences, but rather require a concerted and

coordinated community response that is balanced with compassion, creativity and accountability.

Because each school is governed locally, there are wide variances in practice, policy and tolerance. Variances even by school building exist within larger districts, further compounding the ability to have a consistent response to poor school attendance. Schools have increased staff to address student behavioral health needs, while providing mandated education. However the behavioral health supports are limited in availability, and are utilized in a variety of ways. Some schools and communities simply do not have ANY supports in this area.

In the 24 years that I have worked in the child welfare field, I can honestly tell you that poor school attendance (educational neglect for younger students and truancy for older students) is the area where our agency has made the least significant impact. Providing In Home Case Management, pressures from social services or juvenile court have not proven to resolve the issues of poor attendance. At best, they may provide temporary improvement in attendance, until the cycle begins all over with the next school year. Not surprisingly, those with poor attendance in the early grades frequently are those exhibiting truant behavior in middle and high school. Poor school attendance can have negative life-long impacts to individuals, communities and society as a whole. Earlier interventions and engagement are factors in improving school attendance. We strongly support allocating research and resources into evidence-based practices to assist communities to collaboratively approach this complex issue.

Thank you for consideration of my testimony. I stand for any questions from the committee.

# CHILDREN IN NEED OF SERVICES (CHINS)

## BACKGROUND

As part of Juvenile Justice Reform efforts in North Dakota, the 2021 Legislature approved changes to NDCC 27-20.3 for services to be provided by the child welfare system so that children in need of services who have not committed crimes can be served in the community and be maintained outside of the Juvenile Court system.

## CHINS PROGRAM GOALS

- Connect children and their families to appropriate services in the community;
- Focus on prevention, treatment services and support; and
- Divert individuals from entering the foster care and juvenile justice system.

## CHILD BEHAVIORS APPROPRIATE FOR THE CHINS PROGRAM

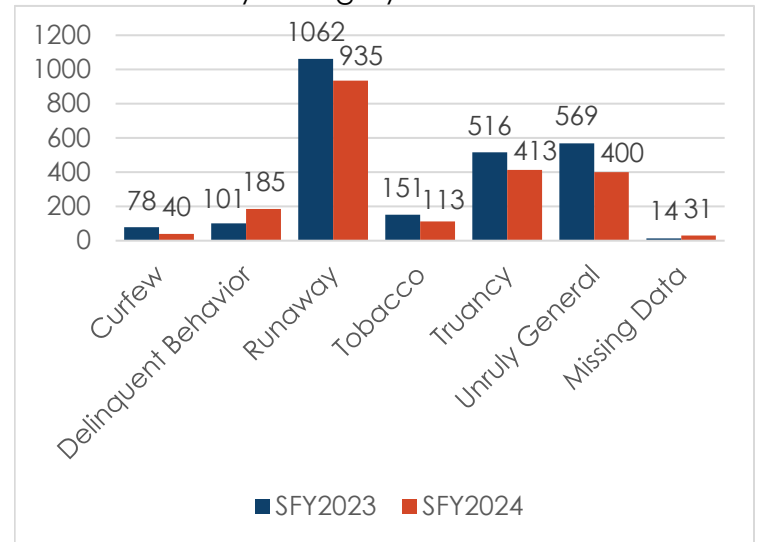
- Truancy from school
- Regularly disobeying their parents
- Using and possessing tobacco and related products
- Running away

TO REFER TO THE CHINS PROGRAM  
Parents, guardians, law enforcement officers, and school officials can refer children to the CHINS Team, staffed statewide by Human Service Zone professionals.

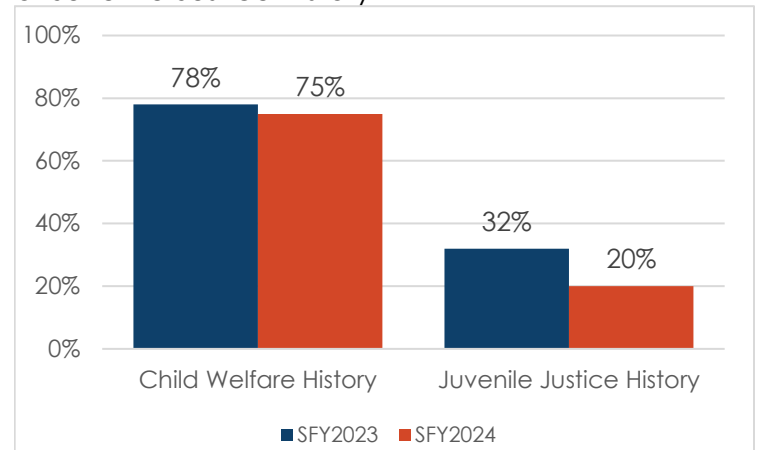
1. Complete a [CHINS Referral Form](#)
2. Submit the Referral Form  
o Fax: (701) 328-0104

	SFY2023	SFY2024
Total Referrals	2,491	2,117
Total Children	1,493	1,452
Median Age	14 Years	15 Years
Top Living Situation	In Home (89%)	In Home (91%)
Top Referral Source	Law Enforcement (67%)	Law Enforcement (67%)

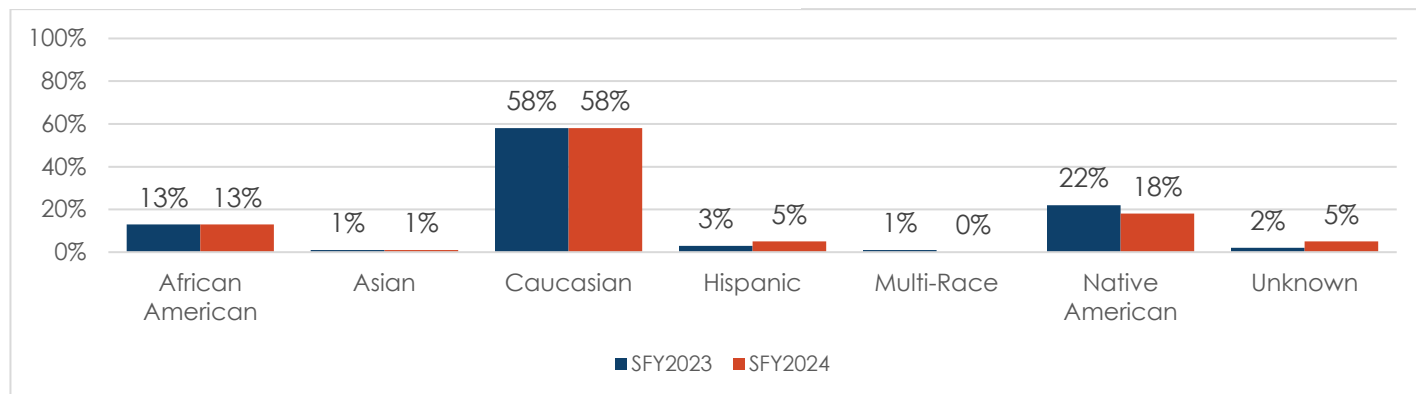
Total Referrals by Category



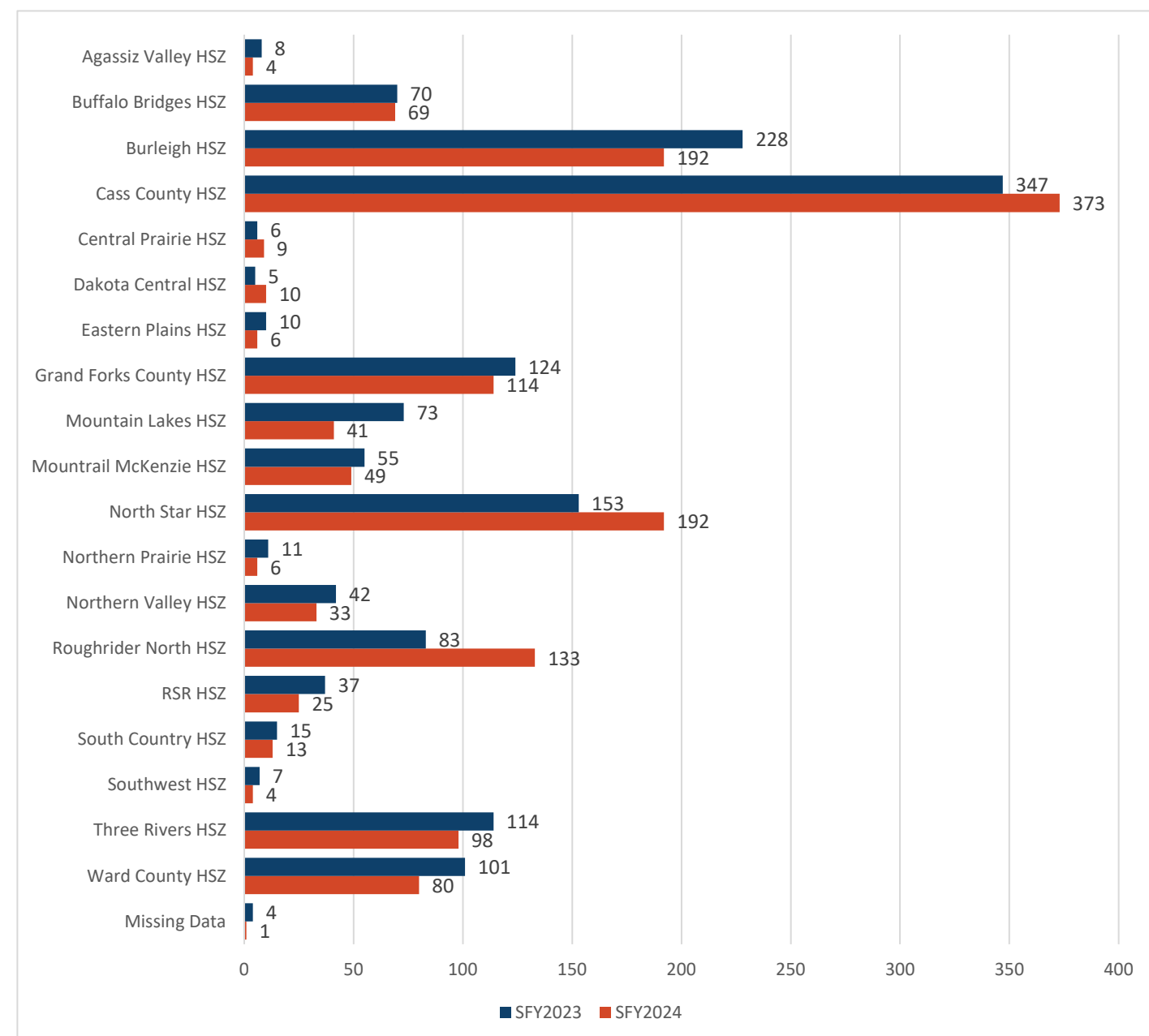
Percentage of Children with Child Welfare or Juvenile Justice History



## Total Children by Race



## Total Children by Human Service Zone



## Children and Family Services Section

600 East Boulevard Avenue, Dept. 325 ~ Bismarck, ND 58505-0250  
 Phone: (701) 328-2316 Fax: (701) 328-3538 Email: hhscfs@nd.gov





#28865

**House Education Committee  
HB 1129 Testimony  
January 14, 2025  
Representative Heinert, Chair**

Good afternoon, Chairman Heinert and Members of the Senate Human Services Committee. I am Carlotta McCleary, Executive Director of Mental Health America of North Dakota and Deputy Director of the North Dakota Federation of Families for Children's Mental Health. Today I speak on behalf of the Mental Health Advocacy Network (MHAN). MHAN advocates for a consumer/family driven mental health system of care that provides an array of service choices that are timely, responsive and effective. Our vision is for every North Dakotan to have access to the right service—whether it be preventative, treatment, or recovery; at the right time—when the service is needed; and at the right place—as near his or her home as possible. MHAN is testifying in support of HB 1129. MHAN urges the legislature to think of these issues in broader terms, incorporating existing legislative studies into the children's mental health system along with existing initiatives within the Department of Public Instruction and Department of Health and Human Services. We would also urge the legislature to be inclusive of families so that we might find out what their children's unmet needs are in getting them to school.

Children with mental health struggles are among the most likely to have challenges maintaining school attendance and are at risk of veering into chronic absenteeism. I want to stress to you that these are often children and families with unmet needs.

As has been widely reported across the country, the impacts of COVID-19 were tremendous: it created traumas, upended routines, it led to children with disabilities not receiving the support they needed, it increased workforce shortages among “helper” occupations, and stretched the existing workforce thin in their capacity to know how to proceed. In our work, we saw that develop in real time.

The impact of COVID-19 is real, but those impacts were also interacting with structural issues in North Dakota that long preceded COVID-19. Many of the potential solutions to our current challenges have been in discussion for several years, and there are several initiatives that are currently operating within state agencies. What is lacking is a much greater infusion of resources (e.g., mental health-related services for children and their families), and more deliberate alignment and coordination between parents and government agencies who are operating their improvement efforts aimed at the same demographics. These children are interacting with multiple agencies, and so we must think about this issue without silos and in a family-driven manner.

Since 2014, the ND legislature and the Department of Health and Human Services have studied the state of the North Dakota behavioral health system, most notably the 2014 Schulte Report and the 2018 HSRI Report. The latter is being used as a “road map” for the Department of Health and Human Services and has several recommendations for the children’s mental health system. During the most recent interim session, the legislature also studied the children’s mental health system. Among the recommendations is to reestablish the practice of Wraparound care coordination in North Dakota, which is an intensive means to “wrap” services around a child and their family.

The North Dakota children's mental health system is in a state of crisis, and our best means to improve outcomes for our children is to be able to provide them and their families with services and support. According to national prevalence rates, one out of every ten children in North Dakota has a serious emotional disturbance (SED). That equates to over 18,000 children in North Dakota. According to the most recent and corrected data from the Department of Health and Human Services, 1,086 such children received case management services in the regional Human Service Centers during the 2023-2024 state fiscal year.

The state of North Dakota has also acquired a federal Substance Abuse and Mental Health Services Administration grant called the "System of Care," which is administered under the Behavioral Health Division in the Department of Health and Human Services. The System of Care grant in the mid-to-late 1990s built the foundations of the North Dakota children's mental health system that the state is now attempting to rebuild. That grant is for the service regions of Bismarck and Devils Lake, hopefully being used to help the entire state develop a fully functional continuum of care for our children. DHHS is also in the process of having each Human Service Center become a Certified Community Behavioral Health Clinic (CCBHC), which would greatly expand the service array and capacity to serve North Dakota's children and families. SAMHSA is also stressing that System of Care grant values should also be integrated into CCBHCs.

A little over a decade ago, the national Department of Education required each state to positively improve an outcome measure ("Indicators") for students in special education with a new Indicator called the State Systemic Improvement Plan (SSIP). North Dakota chose to improve the (extended) graduation rate of students in special education with a

primary disability category of Emotional Disturbance. This was because those students were among the two most likely demographics to drop out of school, among other poor academic or life outcomes. Part of the Department's logic model (included in this testimony) was increasing the engagement and reengagement of students with social/emotional/behavioral challenges in school. The Department argued that making sure a student was engaged in their schooling was a primary means to prevent disengagement and dropping out. Likewise, efforts to get young people who had dropped out of school back into school could produce positive life outcomes for that youth.

As the legislature considers a study into school attendance and student absenteeism, we encourage the legislature to look at this issue through the lens of the family, the entire system of care, and the ways that each agency can improve the outcomes, education, and well-being of children and their families.

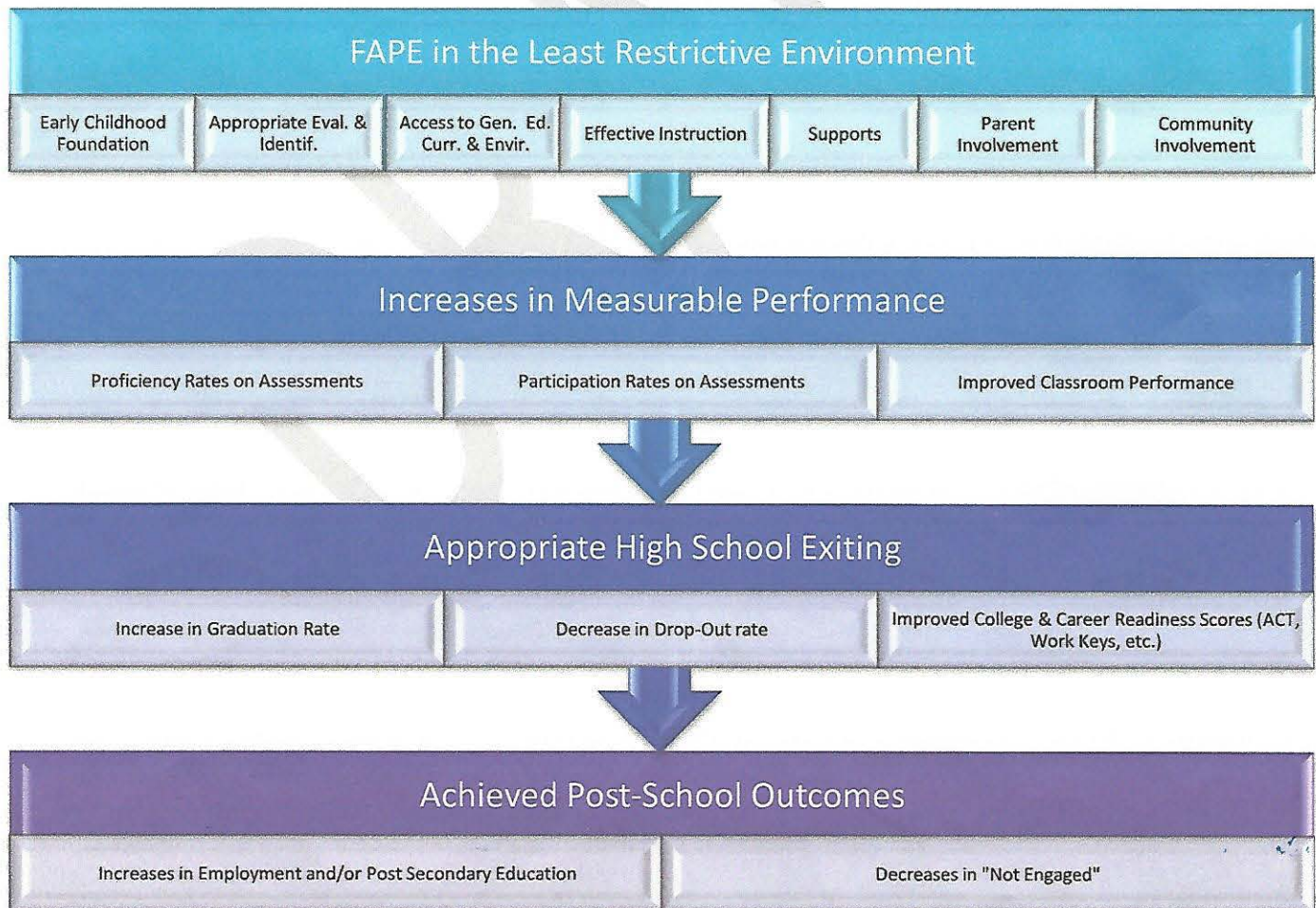
Carlotta McCleary  
Mental Health Advocacy Network, Spokesperson  
E-Mail: [cmccleary@ndffcmh.com](mailto:cmccleary@ndffcmh.com)  
Phone: (701) 222-3310

### SSIP Logic Model

Positive post school outcomes for students with disabilities result from students staying in school and obtaining independent living and college and career readiness skills. In order to stay in school, the students and their families need to see and feel success with skills and concepts that are taught. That success is demonstrated through participation in assessments that measure it, by receiving meaningful feedback about scores from those assessments that indicate positive or negative growth, and by demonstrating the knowledge and skill level that they have attained through participation in classroom activities with grade and age level peers. In order to demonstrate success in the classroom and on assessments, each student must be given FAPE (Free Appropriate Public Education) in the Least Restrictive Environment (LRE). FAPE in the LRE is made up of many factors. The DPI staff has broadly defined them with seven elements: **Early Childhood Foundation, Appropriate Evaluation and Identification, Access to the General Education Curriculum and Environment, Effective Instruction, Effective Supports, Parental Involvement, and Community Involvement**. This model is represented by reversing the arrows in the chart below.

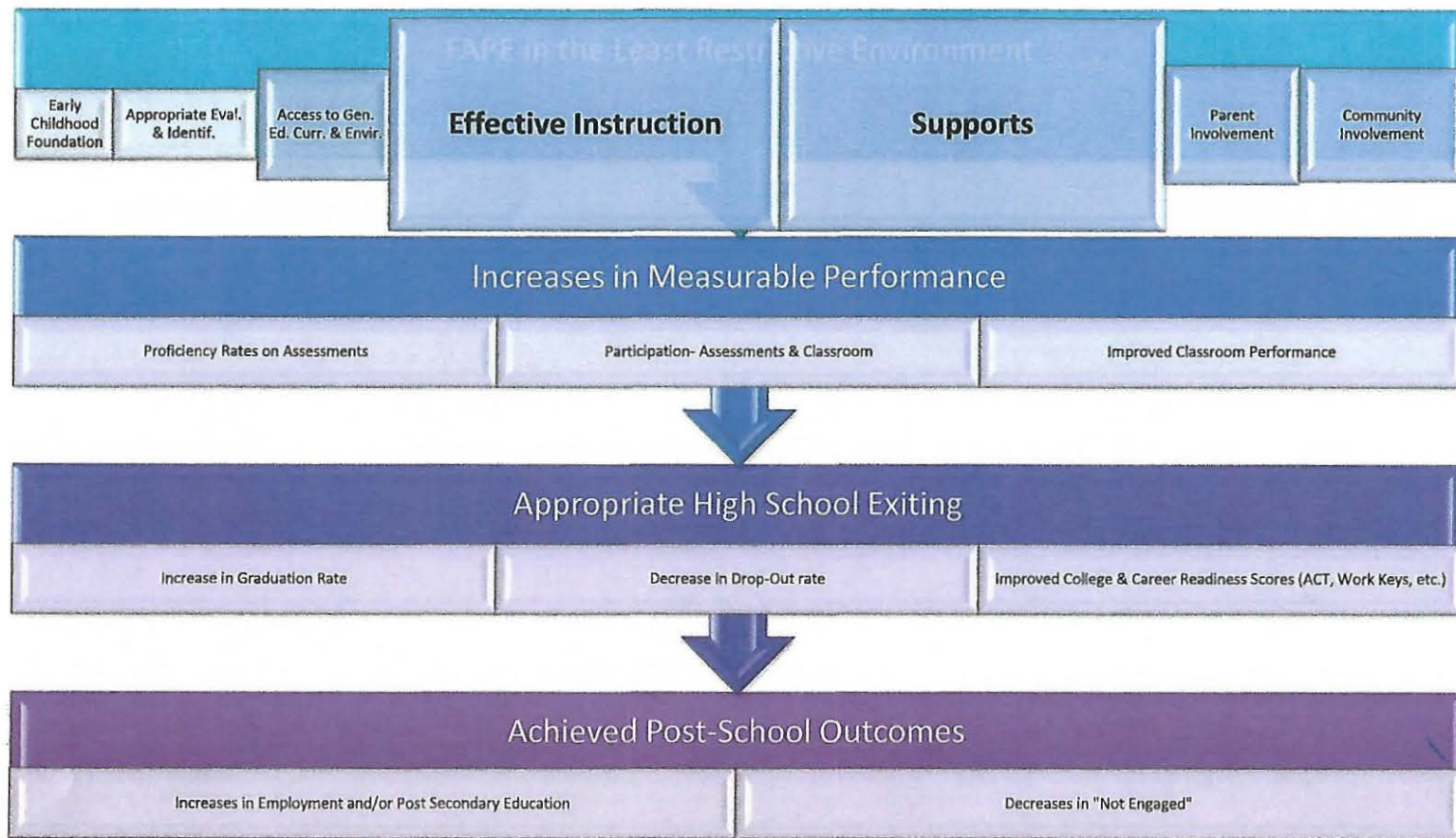
### SSIP Theory of Action

The chart below represents a general theory of action for improved outcomes for students with disabilities. If one or more elements in the 1st tier are improved, then one or more elements in the 2<sup>nd</sup> tier will be improved. If one or more elements in the 2<sup>nd</sup> tier are improved, then one or more elements in the 3<sup>rd</sup> tier will be improved. If one or more elements in the 3<sup>rd</sup> tier are improved, then the elements in "Achieved Post School Outcomes" will be improved. The amount of growth is dependent upon the number of elements in the previous tier that are improved.





## North Dakota Special Education Improvement Model



# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Education Committee** Coteau AB Room, State Capitol

HB 1129  
1/21/2025

A BILL for an Act to provide an appropriation to the department of public instruction for a study of student attendance and absenteeism; to provide for a superintendent of public instruction study; and to provide for a legislative management report.

2:12 p.m. Chairman Heinert calls the hearing to order.

Members Present: Chairman Heinert, Vice Chairman Schreiber- Beck, Representatives, Conmy, Hager, Hatlestad, Hauck, Heilman, Jonas, Longmuir, Maki, Marchall, Morton, Novak, Osowski

### **Discussion Topics:**

- Committee discussion
- Study removal

2:12 p.m. Committee discussed possible amendments.

2:23 p.m. Chairman Heinert closed the hearing.

*Leah Kuball, Committee Clerk*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1129  
2/3/2025

A BILL for an Act to provide an appropriation to the department of public instruction for a study of student attendance and absenteeism; to provide for a superintendent of public instruction study.

10:40 a.m. Chairman Heinert opened the hearing.

Members present: Chairman Heinert, Vice Chairman Schreiber-Beck, Representatives Hager, Hatlestad, Hauck, Jonas, Longmuir, Maki, Marschall, Morton, Novak, Osowski  
Members absent: Representatives Conmy and Heilman

### Discussion Topics:

- Proposed amendments

10:40 a.m. Vice Chairman Schreiber-Beck distributed proposed amendments 25.0433.01001, #33752.

10:41 a.m. Representative Hager made a motion to move the amendment.

10:41 a.m. Representative Jonas seconded the motion.

10:41 a.m. Roll call vote:

Representatives	Vote
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	AB
Representative LaurieBeth Hager	Y
Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	AB
Representative Jim Jonas	Y
Representative Donald W. Longmuir	Y
Representative Roger A. Maki	Y
Representative Andrew Marschall	Y
Representative Desiree Morton	Y
Representative Anna S. Novak	Y
Representative Doug Osowski	Y

10:41 a.m. Motion passed 12-0-2.

10:42 a.m. Representative Hager moved a Do Pass as Amended and Rerefer to Appropriations.



10:42 a.m. Representative Novak seconded the motion.

10:42 a.m. Roll call vote:

<b>Representatives</b>	<b>Vote</b>
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	AB
Representative LaurieBeth Hager	Y
Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	AB
Representative Jim Jonas	Y
Representative Donald W. Longmuir	Y
Representative Roger A. Maki	Y
Representative Andrew Marschall	Y
Representative Desiree Morton	Y
Representative Anna S. Novak	Y
Representative Doug Osowski	Y

10:42 a.m. Motion passed 12-0-2.

Representative Hager will carry the bill.

10:42 a.m. Chairman Heinert closed the hearing.

*Mary Brucker, Committee Clerk (for Leah Kuball)*

Sixty-ninth  
Legislative Assembly  
of North Dakota

## PROPOSED AMENDMENTS TO

### HOUSE BILL NO. 1129

Introduced by

Representatives Richter, Mitskog, Murphy, O'Brien, Schauer

Senators Boschee, Meyer, Sickler

1 A BILL for an Act to provide an appropriation to the department of public instruction ~~for a study~~  
2 ~~to address~~ student attendance and absenteeism; ~~to provide for a superintendent of public~~  
3 ~~instruction study; and to provide for a legislative management report.~~

#### 4 BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

5 SECTION 1. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION - STUDENT  
6 ATTENDANCE AND ABSENTEEISM ~~STUDY~~ - ONE-TIME FUNDING. There is appropriated  
7 out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum  
8 of ~~\$1,250,000~~ \$1,000,000, or so much of the sum as may be necessary, to the department of  
9 public instruction for the purpose of ~~studying~~ addressing student attendance and absenteeism in  
10 kindergarten through grade twelve public schools, for the biennium beginning July 1, 2025, and  
11 ending June 30, 2027. ~~Up to \$250,000 may be used for the purpose of contracting a research~~  
12 ~~team from a North Dakota research university to assist with the study. The funding provided in~~  
13 ~~this section is considered a one-time funding item.~~

#### 14 ~~SECTION 2. SUPERINTENDENT OF PUBLIC INSTRUCTION STUDY - STUDENT~~ 15 ~~ATTENDANCE AND ABSENTEEISM - REPORT TO LEGISLATIVE MANAGEMENT.~~

16 ~~1. In the first year of the 2025-27 biennium, the superintendent of public instruction, in~~  
17 ~~collaboration and consultation with a research team from a North Dakota research~~  
18 ~~university, shall study student attendance and absenteeism, including chronic~~  
19 ~~absenteeism in kindergarten through grade twelve public schools. The research team~~  
20 ~~shall use existing quantitative data shared with the university by the department of~~

- 1 ~~public instruction and collect additional qualitative and quantitative data as needed.~~
- 2 ~~The study must include analysis of data from school districts with high attendance~~
- 3 ~~rates to identify any strategies that result in high attendance rates.~~
- 4 ~~2. In the second year of the 2025-27 biennium, the superintendent of public instruction~~
- 5 ~~shall identify school districts with chronic absenteeism and implement appropriate~~
- 6 ~~strategies to improve student attendance.~~
- 7 ~~3. The superintendent of public instruction shall report its findings and~~
- 8 ~~recommendations, together with any legislation required to implement the~~
- 9 ~~recommendations, to the legislative management on or before September 1, 2026.~~

**REPORT OF STANDING COMMITTEE  
HB 1129**

**Education Committee (Rep. Heinert, Chairman)** recommends **AMENDMENTS** ([25.0433.01001](#)) and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (12 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). HB 1129 was placed on the Sixth order on the calendar.

25.0433.01001  
Title.

Prepared by the Legislative Council  
staff for Representative Schreiber-Beck  
January 29, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

## PROPOSED AMENDMENTS TO

### HOUSE BILL NO. 1129

Introduced by

Representatives Richter, Mitskog, Murphy, O'Brien, Schauer

Senators Boschee, Meyer, Sickler

1 A BILL for an Act to provide an appropriation to the department of public instruction ~~for a study-~~  
2 ~~efio address~~ student attendance and absenteeism; ~~to provide for a superintendent of public-~~  
3 ~~instruction study; and to provide for a legislative management report.~~

4 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

5 **SECTION 1. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION - STUDENT**  
6 **ATTENDANCE AND ABSENTEEISM-~~STUDY~~ - ONE-TIME FUNDING.** There is appropriated  
7 out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum  
8 of ~~\$1,250,000~~\$1,000,000, or so much of the sum as may be necessary, to the department of  
9 public instruction for the purpose of ~~studying~~addressing student attendance and absenteeism in  
10 kindergarten through grade twelve public schools, for the biennium beginning July 1, 2025, and  
11 ending June 30, 2027. ~~Up to \$250,000 may be used for the purpose of contracting a research-~~  
12 ~~team from a North Dakota research university to assist with the study. The funding provided in-~~  
13 ~~this section is considered a one-time funding item.~~

14 ~~—SECTION 2. SUPERINTENDENT OF PUBLIC INSTRUCTION STUDY- STUDENT-~~  
15 ~~ATTENDANCE AND ABSENTEEISM -- REPORT TO LEGISLATIVE MANAGEMENT.~~

16 ~~—1. In the first year of the 2025-27 biennium, the superintendent of public instruction, in-~~  
17 ~~collaboration and consultation with a research team from a North Dakota research-~~  
18 ~~university, shall study student attendance and absenteeism, including chronic-~~  
19 ~~absenteeism in kindergarten through grade twelve public schools. The research team-~~  
20 ~~shall use existing quantitative data shared with the university by the department of-~~



- 1        ~~public instruction and collect additional qualitative and quantitative data as needed.~~
- 2        ~~The study must include analysis of data from school districts with high attendance~~
- 3        ~~rates to identify any strategies that result in high attendance rates.~~
- 4        ~~2. In the second year of the 2025-27 biennium, the superintendent of public instruction~~
- 5        ~~shall identify school districts with chronic absenteeism and implement appropriate~~
- 6        ~~strategies to improve student attendance.~~
- 7        ~~3. The superintendent of public instruction shall report its findings and~~
- 8        ~~recommendations, together with any legislation required to implement the~~
- 9        ~~recommendations, to the legislative management on or before September 1, 2026.~~

**2025 HOUSE APPROPRIATIONS**

**HB 1129**

# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Appropriations Committee** Roughrider Room, State Capitol

HB 1129  
2/13/2025

A BILL for an Act to provide an appropriation to the department of public instruction to address student attendance and absenteeism.

2:40 p.m. Chairman Vigesaa called the meeting to order.

Members present: Chairman Vigesaa, Vice Chair Kempenich, Representatives: Anderson, Berg, Bosch, Brandenburg, Fischer, Hanson, Louser, Martinson, Meier, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek.

Members Absent: Representative Wagner

### **Discussion Topics:**

- Truancy in schools
- Parent involvement in schools
- University Research Center
- Juvenile Justice Act

2:42 p.m. Representative Heinert, District 32, introduces the bill.

3:01 p.m. Chairman Vigesaa closed the meeting.

*Madaline Cooper, Committee Clerk for Sierra Schartz, Committee Clerk*



# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Appropriations Committee** Roughrider Room, State Capitol

HB 1129  
2/17/2025

A BILL for an Act to provide an appropriation to the department of public instruction to address student attendance and absenteeism.

7:40 p.m. Chairman Vigesaa opened the hearing.

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Martinson, Meier, Mitskog, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

### **Discussion Topics:**

- Department of Public Instruction problem identification
- Chronic issues in schools
- Truancy problem

7:40 p.m. Committee discussion.

7:56 p.m. Chairman Vigesaa closed the hearing.

*Mary Brucker, Committee Clerk for Sierra Schartz, Committee Clerk*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Appropriations Committee** Roughrider Room, State Capitol

HB 1129  
2/18/2025

A BILL for an Act to provide an appropriation to the department of public instruction to address student attendance and absenteeism.

7:43 p.m. Chairman Vigesaa opened the meeting.

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Martinson, Meier, Mitskog, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Wagner

Members absent: Representative Swiontek

### **Discussion Topics:**

- Student Absenteeism

7:43 p.m. Chairman Vigesaa decided to hold the bill until amendment is ready.

7:44 p.m. Chairman Vigesaa closed the meeting.

*Krystal Eberle for Sierra Schartz, Committee Clerk*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## **Appropriations Committee** Roughrider Room, State Capitol

HB 1129  
2/21/2025

A BILL for an Act to provide an appropriation to the department of public instruction to address student attendance and absenteeism.

3:56 p.m. Chairman Vigesaa opened the meeting.

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Martinson, Meier, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Stemen, Swiontek, Wagner

Members absent: Representatives: Mitskog, Sanford

### **Discussion Topics:**

- Student Absenteeism

3:56 p.m. Chairman Vigesaa decided to hold the bill until absentee legislators are present.

3:56 p.m. Chairman Vigesaa closed the meeting.

*Krystal Eberle for Sierra Schartz, Committee Clerk*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee Roughrider Room, State Capitol

HB 1129  
2/25/2025

A BILL for an Act to provide an appropriation to the department of public instruction to address student attendance and absenteeism.

8:40 a.m. Chairman Vigesaa called the meeting to order.

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Martinson, Meier, Mitskog, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

Member absent: Representative Louser

### Discussion Topics:

- Committee Action

8:45 a.m. Representative Stemen moved a Do Not Pass.

8:45 a.m. Representative Murphy seconded the motion.

Roll Call Vote

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Mike Berg	Y
Representative Glen Bosch	Y
Representative Mike Brandenburg	Y
Representative Jay Fisher	Y
Representative Karla Rose Hanson	Y
Representative Scott Louser	AB
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative David Monson	Y
Representative Eric J. Murphy	Y
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy L. Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Gregory Stemen	Y

Representative Steve Swiontek	Y
Representative Scott Wagner	Y

Motion passed 22-0-1.

Representative Stemen will carry the bill.

8:47 a.m. Chairman Vigesaa closed the meeting.

*Krystal Eberle for Sierra Schartz, Committee Clerk*

**REPORT OF STANDING COMMITTEE  
ENGROSSED HB 1129 ([25.0433.02000](#))**

**Appropriations Committee (Rep. Vigesaa, Chairman)** recommends **DO NOT PASS** (22 YEAS, 0 NAYS, 1 ABSENT OR EXCUSED AND NOT VOTING). HB 1129 was placed on the Eleventh order on the calendar.