

2025 HOUSE EDUCATION

HB 1358

2025 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

HB 1358
1/28/2025

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| Relating to authorization of public charter schools. |
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9:35 a.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:

- Expenses
- Individualized learning plans
- Educational innovation

9:36 a.m. Representative Murphy introduced the bill and submitted testimony. #32059

10:04 a.m. Harriert Caruso, Board Member, Elevated Education, testified in favor and submitted testimony. #31349

10:08 a.m. James Meehan, Chief Executive Officer, Elevated Education, testified in favor and submitted testimony. #31301

10:21 a.m. Amiee Copas, Executive Director, North Dakota Council of Educational Leaders, testified in opposition and submitted testimony. #32047

10:36 a.m. Amy De Kok, Executive Director, ND School Board Association, NDSBA, testified in opposition and submitted testimony. #32042

10:41 a.m. Nick Archuleta, President of ND United, testified in opposition and submitted testimony. #31940

10:44 a.m. Mike Heilman, ND Small Organized Schools, testified in opposition and submitted testimony. #32061

10:48 a.m. Anna Rackley, Legal Team Member, Protection and Advocacy Project, testified in opposition and submitted testimony. #31523

Additional written testimony:

Kristy Rose, ND Home School Teacher, submitted testimony in favor. #31482

Binky Michele Jones, Senior Vice President, Obudsman, submitted testimony in favor. #31740

House Education Committee

HB 1358

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10:51 a.m. Chairman Heinert closed the hearing.

Leah Kuball, Committee Clerk

Elevated Education
Phoenix, Arizona
www.elevatedteens.com
1/24/2025

North Dakota Legislative Assembly

Dear Members of the Legislative Assembly,

I am writing on behalf of Elevated Education, an organization dedicated to transforming the lives of students through innovative and supportive education. As a charter school operator with extensive experience in Arizona, we are thrilled to express our strong support for the proposed bill to establish public charter schools in North Dakota.

At Elevated Education, we serve at-risk high school students, focusing on alternative education and dropout recovery. We have seen firsthand the life-changing impact that innovative, student-centered approaches can have on students who might otherwise be left behind by traditional models. Your proposed legislation aligns closely with our mission of creating effective learning environments that empower students to overcome challenges and achieve lifelong success.

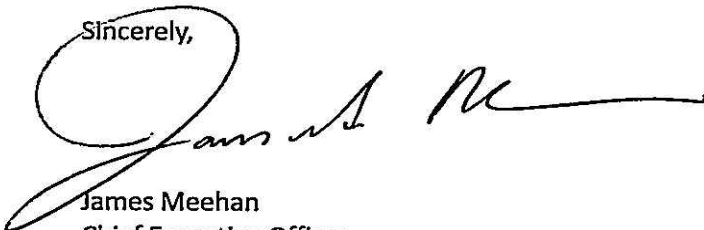
The bill's emphasis on fostering educational innovation, supporting students at risk of academic failure, and promoting accountability through a structured application and renewal process sets a strong foundation for charter school success. By introducing school choice into the North Dakota education system, you will open doors for students in the greatest need of a tailored and effective approach to learning—students whose futures depend on access to meaningful educational opportunities.

We are particularly encouraged by the provisions in the bill that ensure public charter schools maintain high standards, offer innovative programs, and focus on serving students who face academic and personal challenges. This approach mirrors our own vision of providing personalized pathways to success and has proven successful for our schools in Arizona.

We believe this legislation will not only empower parents and students with more educational options but will also inspire a culture of innovation within the state's public education system. Elevated Education would welcome the opportunity to share our experience and expertise to support the successful implementation of this bill.

Thank you for championing the future of education in North Dakota. We urge the Legislature to pass this bill and take a transformative step toward ensuring that every student in the state has access to the quality education they deserve.

Sincerely,

A handwritten signature in black ink, appearing to read "James Meehan", with a large, stylized initial "J" and a long horizontal flourish extending to the right.

James Meehan
Chief Executive Officer
Elevated Education

Elevated Education
Phoenix, Arizona
www.elevatedteens.com
1/24/2025

North Dakota Legislative Assembly

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Sincerely,

James Meehan
Chief Executive Officer
Elevated Education

Kristy Rose
701-202-2001
kristywrose@gmail.com

North Dakota Legislature
69th Assembly

RE: HB 1358

I'm writing in support of HB 1358 relating to the authorization of charter schools.

School choice and educational freedom are hot topics of our time. They reflect the desire of parents to choose something besides public school, private school or homeschooling. There are many reasons why parents seek something besides these three options such as individualized learning, creative teaching methods, alternative curriculum, smaller classes, more parental involvement, and something better suited for a child's unique needs and goals. Perhaps they can't afford private education or don't want the religious education most private schools include and maybe homeschooling isn't possible or desirable. What choice then, do these families have?

Charter schools are an answer for many of these families because they offer an experience similar to private school but are publicly funded. Charter schools include innovative curriculum and teaching methods, personalized learning, and put great value on parental involvement. Perhaps that is why charter schools outperform public schools as noted in the research by Fordham University.

Allowing charter schools in North Dakota would provide a much needed option in the school choice argument. In fact, it is a better option than educational savings accounts (ESAs) and vouchers because data shows charter schools produce better educational outcomes than ESAs (Quinnipac University) and reach a new demographic while the majority of those using ESAs are already enrolled in private schools (Forbes Magazine).

Ultimately, in school choice argument, charter schools provide another option which is what everyone wants. The competition to both private and public schools will only improve the educational outcomes in North Dakota across the board while not siphoning funds from local taxation meant for public schools.

North Dakota is one of only five states in the nation that does not offer charter schools. Let's close the gap and give North Dakota families another option in the education of their children.

Sincerely,
Kristy Rose



Protection & Advocacy Project

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House Education Committee
House Bill 1358 – January 28, 2025
Testimony of Anna Rackley, P&A Legal Team Member

Greetings Chairman and members of the House Education Committee. My name is Anna Rackley and I'm a member of the legal team at the North Dakota Protection and Advocacy Project (P&A). P&A is an independent state agency established in 1977 to assert and advance the human, civil, and legal rights of people with disabilities. The agency's programs and services seek to make positive changes for people with disabilities where we live, learn, work and play.

I am writing to express concerns about House Bill 1358, which would authorize the creation of public charter schools in North Dakota. I believe this bill requires further consideration to ensure it addresses the needs of all students, especially those with disabilities.

My primary concern is how the Individuals with Disabilities Education Act (IDEA) will be implemented in charter schools. IDEA guarantees a free appropriate public education (FAPE) and specialized services for students with disabilities, but I worry about charter schools' compliance with IDEA, and ability to provide necessary services, such as speech and occupational therapy, and to maintain the Least Restrictive Environment (LRE) for students with disabilities.

Additionally, I am concerned about the financial impact on traditional public schools. If students transfer to charter schools, funding may follow them, leaving fewer resources for the remaining students in our public schools. Admissions processes for charter schools must be explicitly non-discriminatory toward students with disabilities. Families must also have access to clear, accessible information about programs for children with disabilities to make informed decisions.

The bill should also ensure compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, which guarantee equal access and reasonable accommodations for students with disabilities, including those who do not qualify for services under IDEA.

I recommend the following revisions to House Bill 1358:

- Explicitly require compliance with IDEA, ADA, and Section 504.
- Ensure oversight by the Department of Public Instruction to monitor IDEA compliance.
- Address funding concerns to prevent negative impacts on traditional public schools.

School choice should not come at the expense of vulnerable students. Please ensure the bill protects the right of students with disabilities to a free appropriate public education.

Thank you for your time and consideration.

Anna Rackley
Legal Team Member
arackley@nd.gov

Ombudsman Educational Services

Arizona

www.arizonadiploma.com

1/27/2025

North Dakota Legislative Assembly

Dear Members of the Legislative Assembly,

I am writing on behalf of Ombudsman Educational Services, a charter operator serving Arizona students and families for over 25 years. Our mission is to provide innovative education through a charter school framework, offering individualized learning pathways and flexible options. We believe charter schools have greatly benefited the community by providing educational choices.

We are pleased to see the introduction of the charter movement and school choice initiatives in North Dakota. These measures will provide valuable new opportunities for students and families. The bill's provisions ensure accountability and transparency and encourage innovation within the educational system.

Educational choice empowers states to expand individual options and enhance the quality of all schools. This initiative represents a significant step towards transforming education, and we appreciate your support for school choice in North Dakota. We strongly urge the Legislature to pass this bill to create more opportunities for students and families.

Thank you for your attention to this critical matter.

Sincerely,

Binky Michele Jones

Senior Vice President and Charter Representative

Ombudsman Educational Services



*Great Public Schools**Great Public Service*

**Testimony Before the House Education Committee
HB 1358
Tuesday, January 28, 2025**

Chair Heinert and members of the Committee, I am Nick Archuleta, and I am the president of North Dakota United. I rise here today in opposition to HB 1358 and urge a ***do not pass*** recommendation for this proposed legislation.

Let me begin by expressing my appreciation for the bill's sponsor and co-sponsors and what they are trying to accomplish. Like them, we all want what's best for North Dakota's students, including those at risk of failing to graduate and those with special needs. So, our opposition is not with the goal, but rather with the means of achieving the goal.

Chair Heinert and members of the Committee, ND United is not convinced that the establishment of public charter schools in our state is the most cost effective or efficient way to increase the educational outcomes of our students. Our concerns include:

- **The cost of establishing charter schools.** What will be the long-term fiscal impact on existing public schools as money is diverted from them to charter schools?
- **Staffing.** The impact on public schools as charter schools compete with them to hire staff in areas like special education, mathematics, and other hard to fill positions.
- **The stability of charter schools.** Of all charter schools that have been active since 2000, 25% closed within six years of opening, usually due to inferior performance or financial mismanagement. What is Plan B if that happens in ND?
- **The lack of clarity as to the status of the teachers in charter schools.** Will they follow the negotiated agreement in place in the school district in which they are located? Will they be required to pay into the Teachers' Fund for Retirement?
- **The high rate of staff turnover.** Minnesota and many other states, who have years of experience with charter schools, have noted that teachers turn over at a significantly higher rate than those in traditional public schools.

- **Viability of charters in rural areas.** Will charter holders be required to serve rural areas or will they operate only in areas where they will generate revenue?
- **The necessity of charter schools in ND.** School leaders insist that they already have the authority to do everything in their public schools that charter schools can do if they have the resources to do so.

Mr. Chairman, ND United believes that rather than spending time and resources to stand up a second education system in North Dakota, it would be more feasible and less costly to provide our locally controlled public schools with the resources they need to accomplish their academic goals.

For these reasons, I respectfully urge a **do not pass** recommendation for HB 1358.

Thank you for the opportunity to appear before you today. I am happy to answer any questions.



NDSBA
**NORTH DAKOTA SCHOOL
BOARDS ASSOCIATION**

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www.ndsba.org

HB 1358
Testimony of Amy De Kok
House Education Committee
January 28, 2025

Chairman Heinert and members of the House Education Committee, thank you for the opportunity to provide testimony today. My name is Amy De Kok, and I serve as the executive director for the North Dakota School Boards Association. I am here today to testify in opposition to HB 1358, which proposes the establishment of public charter schools in North Dakota. This bill presents several concerning issues that compel my opposition, including the unknown financial implications, the potential diversion of funding from public schools, the lack of clarity regarding employment rights for certified staff, and the redundancy of public charters given the robust Learning Continuum and other educational opportunities already available in our public schools. Additionally, there are well-documented concerns with public charter schools, which should be carefully considered before proceeding with this legislation.

Unknown Financial Impact and Diverted Resources

The bill does not provide sufficient information on the financial costs associated with establishing public charter schools. From administrative costs to potential funding shifts, the fiscal implications remain unclear. Charter schools would receive per-student state aid, which means that every student transferring to a charter school takes funds away from traditional public schools. This reallocation of resources could lead to reduced funding for public schools, forcing cuts to critical programs. Such outcomes could significantly harm the majority of North Dakota's students who remain in public schools.

Lack of Regulation and Oversight

Charter schools, including those that would be created by this bill, are privately operated but funded with public dollars, allowing them to bypass many of the regulations and accountability measures required of public schools. This lack of adequate oversight raises serious concerns about transparency and responsible use of taxpayer funds. Without the same rigorous reporting and performance requirements, there is a risk of mismanagement, fraud, or poor performance, as has been observed in other states where charter schools have closed abruptly due to financial or operational failures. North Dakota's focus should

remain on strengthening its existing, well-regulated public schools, not on creating a parallel system with fewer safeguards.

Reduced Quality of Public Education

Public charter schools often pull the highest-performing students from traditional public schools, leaving behind those who require more intensive support, such as students with disabilities or those from disadvantaged backgrounds. This selective enrollment practice can negatively impact public school performance metrics and create disparities in educational quality. By fragmenting the student population, charter schools undermine the mission of public education to provide equitable, high-quality opportunities for all students. HB 1358 does not contain any provisions that would prevent this from happening in North Dakota.

Limited Options for Students with Disabilities

Charter schools and similar programs have been criticized for failing to adequately serve students with disabilities. These schools may lack the specialized staff, resources, or programs necessary to meet the needs of these students, effectively excluding them from access to quality education. North Dakota's public schools are already equipped to serve all students, including those with disabilities, through their commitment to equity and inclusion.

Reduced Student Diversity

Charter schools can exacerbate segregation by race, socioeconomic status, or academic ability. Research has shown that these schools often serve more homogeneous populations, reducing diversity and contributing to inequities within the education system. This runs counter to the values of inclusion and community that are foundational to North Dakota's public schools. Nothing in HB 1358 addresses this potential concern.

Learning Continuum: A Strong Alternative

North Dakota already offers a robust, competency-based Learning Continuum that allows for personalized education tailored to the needs of each student. This system emphasizes flexibility, equity, and transparency, enabling local districts to meet the needs of their communities without creating competition for resources or dividing students. The Learning Continuum supports innovation within the existing public school framework, making the establishment of charter schools unnecessary and redundant.

In conclusion, HB 1358 poses significant risks to North Dakota's education system, including unknown costs, diverted funding, lack of adequate oversight, and reduced educational equity. With the robust Learning Continuum already in place, the addition of public charters is not only unnecessary but

also potentially harmful to the public school system that serves all students. I strongly urge the committee to oppose this bill and instead focus on enhancing our existing public education framework to ensure equitable, high-quality opportunities for every child in North Dakota.

Thank you for your time and consideration.



Testimony in Opposition to HB 1358 – Public Charters

I appreciate the opportunity to present my concerns regarding House Bill 1358, which proposes the authorization of public charter schools in North Dakota. While the intention to enhance educational opportunities is commendable, I believe that introducing charter schools may not be the most suitable path for our state. My reservations are rooted in the potential negative impacts on our existing public education system and the unique characteristics of our communities.

1. Financial Implications for Public Schools

Charter schools, though publicly funded, often divert essential resources from traditional public schools. In North Dakota, where many school districts already operate under tight budgets, this reallocation could exacerbate financial strains. Public schools have fixed costs—such as facility maintenance and staffing—that do not decrease proportionally with declining student enrollment. The introduction of charter schools could lead to reduced funding for these essential services, thereby diminishing the quality of education for the majority of our students. This bill specifically limits the charters to those who serve our special need students. I can't help but to ask the question – if the state is unable to fund public schools about 35% with these populations, how can it afford to stand up multiple charter schools for this purpose, and where will they find the staff in an area that is already lacking in staff? Furthermore

2. Challenges in Accountability and Oversight

Ensuring consistent accountability in charter schools has proven challenging in various states. Instances of financial mismanagement and academic underperformance have been documented, leading to school closures that disrupt students' education. Establishing a robust oversight mechanism is crucial, yet it often requires resources and expertise that may be limited, particularly in rural areas.

3. Potential for Increased Segregation

Research indicates that charter schools can inadvertently contribute to racial and socioeconomic segregation. By attracting specific student populations, they remove those students from the general population of public school students – is that in the student's best interest? While it is interesting in theory the concept of a school only for those with learning disabilities, operating a school exclusively for students with learning disabilities could raise concerns under federal non-discrimination statutes, as it may be viewed as discriminatory against students without disabilities. The U.S. Department of Education emphasizes that charter schools must adhere to all federal laws applicable to public schools, including non-discrimination mandates.



4. Impact on Rural Communities

North Dakota's rural communities rely heavily on their public schools, which often serve as central hubs for community activities and identity. The establishment of charter schools could undermine these institutions by drawing away students and resources, potentially leading to rural school fiscal detriment. This would not only affect educational outcomes but also erode the social fabric that binds our rural communities together.

5. Fiscal Impact to the State Underscored.

The fiscal note on the bill shows that the avg. student in ND is weighted at 1.2, so they get 120% of the state payment. Mr. Tescher has indicated the state would realize a 20% savings on average if the student had previously attended a public school.

However, we need to dig into a potential actual cost to the state. The large school districts receive a weighted factor of 1.0. However, the state does not send the full \$11,072 to districts, it is reduced by to subtract the dollars raised by the 60-mill local levy. - - - Since most of the large schools only receive \$7,000-\$8,000 per pupil after being adjusted for the local 60-mill levy, wouldn't it be fair to say that it is likely to carry a state fiscal note if there is no taxable authority to cover the local share?

6. Questionable Academic Outcomes

Evidence on the academic performance of charter schools compared to traditional public schools is mixed. Some studies suggest that charter schools do not consistently outperform public schools and, in some cases, may underperform. Given this uncertainty, it is risky to divert public funds to an alternative that does not guarantee superior educational outcomes.

In conclusion, while the pursuit of educational innovation is important, the introduction of charter schools in North Dakota, as proposed in House Bill 1358, presents significant risks to our public education system and communities. We've made such strong moves toward innovation in the past 2-3 legislative sessions, and I fear that the turn on our heels this session toward charter and vouchers and school choice will send us decades back in growth for the overwhelming majority of our students. I urge the Legislative Assembly to consider these concerns carefully and to explore alternative methods of improving education that strengthen, rather than potentially weaken, our existing public schools.

HB1358
Bill Testimony
Rep. Eric J. Murphy
District 43, Grand Forks

Chairman Heinert and honorable members of the House Education Committee, this bill provides for the establishment of public charter schools in the state of North Dakota. There are forty five (45) states that permit charter schools to operate within their states provided they have their own governing board and meet performance goals consistent with traditional public schools. States in which charters schools are not statutorily permitted include **North Dakota**, South Dakota, Montana, Nebraska, and Vermont.

What are Charter Schools

Charters schools take many forms from a "magnet school" approach with an emphasis in arts or science for example to a school run like a traditional public school but by a private entity. A traditional charter holder is given the opportunity to run a school that **must** be open to all students, just like our traditional public schools. These schools offer an alternative to a traditional public school with no additional costs to the student or their family.

Benefits of a Charter School

There are a number of benefits that charter schools can offer students. In this bill, there is an emphasis on charter schools that are focused on providing education for students who are on Individual Education Plans (IEP). This gives parents a **no-cost educational option** for these students who may not be thriving in a traditional school.

You will hear testimony from charter holders in other states who excel in educating these students. Hence, elevated academic performance is one advantage, which may explain the increase in enrollment of students in charter schools that has risen from 1.8M in 2010 to 3.7M in 2021, while students in traditional public schools decreased by 2M students over this same period.¹

Charter schools in North Dakota will give teachers an alternative to teach in a different environment that permits more flexibility in how they teach students by adapting their teaching methods to meet the needs of students. This increases the capacity to offer specialized support for students on IEP and other students who struggle in traditional public schools. This is why there is an emphasis in this bill to provide an education alternative for IEP students and for the recovery of high school dropouts.

From smaller class sizes to a more intimate, less intimidating environment, charter schools offer parents an educational option for their children that is a departure from what they may have experienced in many of our traditional public schools. **This choice comes at no additional costs to the child's family.**

Learning from the Past

In this bill, there were intense discussions with leaders in the charter school area that focused on overcoming the missteps seen in Arizona upon implementation of charter schools in 1994. Arizona is second in the nation for the proportion of students who attend charter schools at 20%, following the District of Columbia (45%), while Colorado, Florida, California, Utah, Michigan, Nevada, and Louisiana have 10-15% of students attending a charter school.

Addressing the previous pitfalls seen in Arizona, this bill:

- Limits the number of charter schools for the first several years, in this bill, it is limited to 12 schools in the 25-26/26-27 school years and 15 schools in the 27-28/28-29 school years.
- Limits the scope of charter schools by emphasizing a mission for IEP students and high school dropout recovery.
- Limits charters to schools that want to take the academically high performing students out of the public schools.
- Ensures charter holders are in good standing in at least one state to prevent proliferation of charter holders with limited or no experience in education.
- A demonstrated ability to provide innovative educational programs
- Prevents licensing of a charter to others including educational management companies.
- Require a school board of 5, 7, or 9 members with one member who is a resident of each community in which the charter holder has a school.

The cost in the original bill were set at 85% of the state aid payment, but this was raised to 100% after consultation with DPI and the State Superintendent of Schools.

In conclusion, HB1358 provides for public charter schools to give parents an educational option for their children that does not cost them any additional money. By statute, the public charter schools have no authority for taxation, and they rely on the student aid payment from the State of North Dakota for operations.

I appreciate your thoughtful consideration of this bill and ask you for a do pass vote.



North Dakota Small Organized Schools

Mr. Michael Heilman
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Testimony in Opposition to HB 1358

Chairman Heinert and members of the House Education Committee,

My name is Michael Heilman, Executive Director of the North Dakota Small Organized Schools. I represent the 140+ member schools of NDSOS and stand for them in opposition to the funding and establishment of public charter schools in North Dakota. The comprehensive schools that currently serve our large and small communities will only suffer with the addition of public charter schools. While charter schools may serve certain communities effectively, they are ill-suited to North Dakota and especially the rural regions and would have significant negative impacts.

Financial implications

One of the most pressing concerns is the financial strain charter schools impose on traditional public schools, especially in rural areas. In rural districts, public schools are already operating on tight budgets. When funding is diverted to charter schools, public schools face even greater challenges in providing adequate resources, hiring qualified teachers, and maintaining essential programs. With our school funding directly tied to students, the loss of even a few students can have devastating impact on small schools. For example, in North Carolina, a 2021 study found that the opening of charter schools in rural districts led to reduced per-pupil spending in traditional public schools, forcing cuts to extracurricular programs and specialized services. This funding loss undermines the quality of education for the majority of students who remain in traditional schools.

Limited Student Populations

Rural areas typically have small, dispersed populations. This demographic reality makes it difficult for charter schools to enroll enough students to remain viable without adversely affecting the local public school system. When charter schools draw students away, the public schools lose critical enrollment-based funding, but their operational costs, such as transportation and facilities maintenance, remain unchanged. This creates an unsustainable financial model for both the charter and public schools. In Maine, for instance, the opening of rural charter schools led to the closure of small, local public schools due to declining enrollment, forcing students to travel long distances for their education.

Board of Directors

Region 1

Mr. Tim Holte, Supt. Stanley
Mr. Kris Kuehn, Supt. Ray

Region 2

Dr. Kelly Peters, Supt. Lakota
Mr. Steven Heim, Anamoose & Drake

Region 3

Dr. Frank Schill, Supt. Edmore
Mr. David Wheeler, Supt. Manvel

Region 4

Mr. Brian Christopherson, Supt. New Salem
Mr. Russ Ziegler, Supt. Elgin-New Leipzig

Region 5

Mr. Rick Diegel, Supt. Kidder Co.
Mr. Brandt Dick, Supt. Burleigh County

Region 6

Mr. Mitch Carlson, Supt. LaMoure
Dr. Steven Johnson, Supt. Ft. Ransom

The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

29 **Lack Professional Resources**

30 We currently face a serious shortage of highly qualified individuals to serve as teachers, para's, support
31 staff and administrators. In rural areas, these resources are already stretched thin. I work with school
32 districts to assist them with their superintendent searches. The pool of candidates for these positions is
33 so small that districts are having a difficult time attracting a single applicant. Many districts are
34 considering hiring an interim superintendent for the 2025/26 school term. The hard truth is that
35 potential candidates see the increased regulations and demands placed on educators simply is not
36 worth the compensation. More competition for limited resources seems counterproductive.

37 **Community Fragmentation**

38 Public schools are often the heart of rural communities, serving as centers for education, social
39 connection, and local pride. The establishment of charter schools can divide communities, pitting
40 neighbors against each other as families are forced to choose sides. This fragmentation weakens the
41 collective investment in public education and erodes community cohesion.

42 **Conclusion**

43 In conclusion, public charter schools in rural areas do not serve the best interests of students, families,
44 or communities. They divert critical funding from traditional public schools, struggle to achieve viability
45 due to limited student populations, and often fail to provide equitable and comprehensive education.
46 There are multiple reports from several states that indicated mixed results at best, when charter schools
47 are introduced in rural areas. Instead of funding charter schools, we should focus on strengthening
48 existing public schools in rural areas to ensure that all students receive a high-quality education.

49 I urge you to oppose the funding and establishment of public charter schools in North Dakota. It simply
50 is not a good fit for our state. Instead, I encourage you to prioritize investments in our traditional public
51 schools, which remain the cornerstone of education and community life in these areas.

52 Thank you,

53
54 Mr. Michael Heilman – Executive Director
55 North Dakota Small Organized Schools
56 mheilmanndsos@gmail.com
57 701.527.4621

2025 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

HB 1358
1/29/2025

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|--|
| Relating to authorization of public charter schools. |
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4:33 p.m. Chairman Heinert called the meeting to order

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

Discussion Topics:

- Committee Action

4:34 p.m. Representative Hauck moved a Do Pass.

4:34 p.m. Representative Morton seconded the motion.

4:49 p.m. Representative Hauck rescinded the motion.

4:49 p.m. Representative Hauck moved a Do Pass and Rereferred to the Appropriations committee.

4:49 p.m. Representative Morton seconded the motion.

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

Motion Failed: 6-7-1

4:51 p.m. Representative Hatlestad moved a Do Not Pass.

4:52 p.m. Representative Conmy seconded the motion.

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

Motion Carried: 7-6-1

Bill Carrier: Representative Hatlestad

4:53 p.m. Chairman Heinert adjourned the meeting

Saydee Wahl for Leah Kuball, Committee Clerk

REPORT OF STANDING COMMITTEE
HB 1358 ([25.0629.02000](#))

Education Committee (Rep. Heinert, Chairman) recommends **DO NOT PASS** (7 YEAS, 6 NAYS, 1 ABSENT OR EXCUSED AND NOT VOTING). HB 1358 was placed on the Eleventh order on the calendar.